

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, March 8, 2007

9:45 a.m. - 11:45 a.m.

600 McNamara Alumni Center, West Committee Room

Committee Members

Peter Bell, Chair
David Larson, Vice Chair
Dallas Bohnsack
David Metzen
Lakeesha Ransom
Patricia Simmons

Student Representatives

Katie Jeremiason
Will Kellogg`

A G E N D A

1. Transforming the Undergraduate Experience: Strategic Positioning Initiatives - T. Sullivan/C. Swan/A. Carney/G. Rinehart (pp. 2-13)
2. Consent Report - Review/Action - T. Sullivan (pp. 14-18)
3. Information Items - T. Sullivan (p. 19)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

March 8, 2007

Agenda Item: Transforming the Undergraduate Experience: Strategic Positioning Initiatives

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost Craig Swan
Vice Provost Arlene Carney
Vice Provost Jerry Rinehart

Purpose:

policy background/context oversight strategic positioning

To report on the status of strategic positioning undergraduate initiatives, as well as ongoing efforts to improve graduation and retention rates and enhance student outcomes.

Outline of Key Points/Policy Issues:

The University is on an upward trajectory in undergraduate education, a trajectory that has been enhanced by strategic positioning initiatives. This report describes some of those initiatives and how they will advance the strategic positioning action strategy that calls for the University to “recruit, educate, challenge, and graduate outstanding students.” Some of the programs and initiatives discussed include:

- The Founders Free Tuition Program
- University Honors Program
- Baccalaureate Writing Initiative
- Student Support Services
- Undergraduate Research Opportunities Program
- Targeted Retention and Graduation Efforts
- Student Learning Outcomes and Developmental Outcomes

Background Information:

October 2006 report on *Class of 2010 Profile & Graduation Rate Goals*

February 2007 report on *Undergraduate Research*

University of Minnesota Board of Regents

Educational Planning and Policy Committee

March 8, 2007

Transforming the Undergraduate Experience: Strategic Positioning Initiatives

A key goal of strategic positioning is to “recruit, educate, challenge and graduate outstanding students.” This report will focus on three specific initiatives within strategic positioning (honors, writing and student support services) but will also take a broader look at improvements in undergraduate education on the Twin Cities campus over the past ten years, and at the next steps we will need to take to maintain our momentum.

Then and Now: An Upward Trajectory in Undergraduate Education

Strategic positioning moves us forward in significant ways along a path that was defined when President Bruininks was named as provost in 1997 by then-president Mark Yudof. The past ten years have seen a fundamental recommitment to excellence in undergraduate education at the University, and significant changes to bolster that commitment: the introduction of online registration (1997), a change from quarters to semesters (1999), a remodeled Coffman Union (2001), the introduction of the 13-credit minimum registration and tuition band (2001), and most recently, three restructured colleges and numerous changes in undergraduate curricula (2006). Our campus has become more residential, with an additional 4,000 new beds in the last ten years: 1,500 on the University campus and another 2,500 nearby provided by private developers. The UPASS program instituted in 2000 means that students have easy and inexpensive access to bus and light rail transportation throughout the metropolitan area. And throughout this period, student satisfaction has grown and graduation and retention rates have climbed steadily. Table A summarizes some key comparisons between 1997 and 2007.

The changes in undergraduate education on the Twin Cities campus are both broad and deep, and they represent a genuine culture change in the way the University provides service to students. In 2001 we developed the OneStop Student Services Center, which provides seamless and efficient access to billing, enrollment, financial aid, payments and student record information. More recently, the Veterans Assistance Center was created in 2006 to assist the growing number of student-veterans returning to the University. A student comment from the 2006 Senior Survey shows student awareness of the changes: “I attended the U of M 15 years ago and I think that the university has changed drastically since then. There seem to be more resources and more people who are willing to help and go above and beyond their official duties.”

The experience and perceptions of our admitted students are also changing in some important ways. Every other year our incoming freshman students complete a national survey, the College Institutional Research Program (CIRP) conducted by the Higher

Education Research Institute at UCLA. The survey profiles the institution's incoming student class and provides summary comparisons with similar schools across the country. A comparison of results for 1999 and 2005 shows that in that brief six-year period some key changes have taken place in our students' high school experience and in their expectations about the University. The most important trend in students' high school experience is that despite little significant change in average family income, our students are working less in high school. In 1999, 40.7 percent of students reported working 16 hours or more a week in high school; in 2005 that percent had dropped to 28.8. However, they still work somewhat more than students at similar institutions nationally, where the average percent of students working 16 hours or more in 2005 was 23%.

Another change that shows up in CIRP is an upward trend in students' perceptions and expectations about the university. In selecting from a menu of reasons describing why they chose the university, 68.8% of students said in 2005 that the university's academic reputation was very important, compared with 59.1% in 1999. The university's reputation for social activities also improved, with 40.5% of students in 2005 saying this was very important, compared with 27% in 1999. More students in 2005 said they wanted to attend a school of this size, and more also said they were attracted by positive national rankings. On the whole, incoming students are not only stronger academically but also more confident and satisfied about their choice of the University for their college education.

With the reports of the various Strategic Positioning Task Forces that focused on undergraduate education, we are entering a new era of attention to improved academic quality and rigor and even better student support services at the university, all with a focus on excellence and improved graduation rates. At the same time, a key element across all strategic positioning efforts is to assure that we maintain access to the University. The University of Minnesota Founders Free Tuition Program, started in Fall 2005, is a special award program that guarantees grant and gift assistance in an amount at least equal to tuition and required fees on each University campus for all new incoming freshman and transfer students who are Minnesota residents and who are eligible for federal Pell grants. Recent University experience shows that two-thirds of students from families earning less than \$50,000 per year were eligible for a Pell grant. When the Founders commitment is fully implemented in Fall 2008, it is expected that 4,800 students on all campuses of the University will benefit.

The University has made this commitment to send a clear message to students from low income families who may think that they cannot afford a University education, that we are prepared to help them in what we believe is a meaningful and significant manner. Our hope is that the Founders Program will raise expectations for students as it helps to make the University a realistic financial option. It is also important to note that the Founders Program has attracted the interest of private donors.

While the Founders program is meant to help address questions of financial access for students with the greatest financial need, the University is also committed to identifying additional scholarship resources for students from families just above the thresholds for

Pell and state grants. An important part of this strategy is the Promise of Tomorrow Scholarship Drive. As of last fall the number of privately funded scholarships and fellowships had increased from 4,800 to 6,700. President Bruininks has extended the drive with a goal of funding 10,000 scholarships and fellowships, more than doubling the number we started with.

Financial aid records indicate that when one adds in other federal, state and University funds as well as third party scholarships of at least \$100, almost half of undergraduates, or just under 20,000 students out of 40,500 on all campuses of the University, receive some scholarship or grant support.

Update on Three Key Strategic Positioning Initiatives

University Honors Program. The Honors Task Force built its recommendations around the idea of bringing together all of the University's collegiate-based honors programs into a single signature program, the University Honors Program (UHP). Beginning in Fall 2008, the University will welcome its first freshman class into this unified program. Dr. Serge Rudaz, Professor of Physics, has been named as the program's Founding Director. Dr. Rudaz is already on board and working closely with the Admissions Office and the colleges to assure that the University Honors Program is designed to attract the very best students and that it will strengthen, expand, and diversify the honors opportunities for all undergraduate students on the Twin Cities campus.

We will raise expectations for participation in the University Honors Program and strengthen curricular offerings by expanding the offerings of honors freshman seminars and adding honors sections of global seminars as well as honors sections of regular courses. One-on-one faculty interactions will be a hallmark of the University Honors Program. UHP will offer new and enhanced opportunities to engage in faculty-led research, serve in the community, study abroad, win scholarships, and take small honors courses taught by the best professors from across the university. It will feature special opportunities that will be attractive to the best students in Minnesota and nationally, such as expanded "fast-track" options to allow for guaranteed admission of qualified undergraduate students to select graduate and professional programs at the University of Minnesota. This is the kind of opportunity that is uniquely available in a public research university that has a full complement of undergraduate, graduate, and professional programs.

UHP will also develop an option featuring a new interdisciplinary curriculum focused around the "grand challenges" facing society. This curriculum, along with small classes and a residential learning component, should be especially attractive to outstanding students who are seeking a smaller and more interconnected honors experience and who therefore have not in the past been likely to choose Minnesota.

The new University Honors Program will help the University recruit a larger and more diverse pool of accomplished and talented students across the state and throughout the

nation. Because a large percentage of University graduates stay in the state, attracting top students to Minnesota makes an important contribution to the continuing economic health of the state. With the decline in the number of high school graduates, the new honors program affords us the opportunity to strengthen our national and international recruiting while maintaining our commitment to Minnesota students. Minnesota's top high school students, who can go to any college in the nation, are attracted by strong scholarship support, but also by unique educational opportunities such as the new UHP.

Writing initiative. The report of the Task Force on Undergraduate Writing recommended significant changes to undergraduate writing research and teaching at the University of Minnesota. In May 2006, University Provost E. Thomas Sullivan issued a memo announcing his recommendations based on the Task Force report. The whole of these parts makes up a coherent, integrated vision for undergraduate writing at the University of Minnesota, yet each part is also distinct and serves a different aspect of the Initiative.

The University Baccalaureate Writing Initiative thus consists of several integrated parts:

- A new academic department to be housed in the College of Liberal Arts, called the Department of Writing Studies. This department will bring together faculty, staff, and programs from the Rhetoric Department; composition faculty and staff from the Department of Postsecondary Teaching and Learning (PSTL) and the Department of English; and staff and programs from the Center for Writing. Professor Laura Gurak, current Head of the Department of Rhetoric, was named in August 2006 as the incoming chair of the new department.
- An integrated, comprehensive first year writing program, housed in the new department, will bring together formerly separate first year writing courses. This new freshman writing program will begin in fall, 2007.
- An expanded Center for Writing, housed in the new department, will bring together three formerly separate centers in the College of Liberal Arts, the College of Education and Human Development, and the College of Food, Agricultural and Natural Resource Sciences.
- A transformation of the University's existing writing-intensive requirement, led by the new department, into a writing-enriched undergraduate curriculum.

The Writing Task Force called for all undergraduate degrees to be writing-enriched, that is, designed to “ensure that the teaching of writing is embedded into and woven throughout the undergraduate experience.” Based on this recommendation, faculty and staff from the new Department of Writing Studies have been working with faculty from departments across the Twin Cities campus to develop a pioneering **Writing-Enriched Curriculum** (WEC) program. The purpose of this program is to ensure that all undergraduate students at the University of Minnesota will follow programs of study into which writing instruction has been intentionally sequenced and effectively integrated. At the heart of the WEC program is a structured and intensive method for engaging departmental faculty members in developing and sustaining “Undergraduate Writing Plans”—plans that characterize effective writing in their majors, describe strategies that will help students to write effectively, and suggest means for both supporting instructors

and assessing student writing. Facilitating the development of these Writing Plans will be teams of faculty members and instructional support professionals.

This new Writing-Enriched Curriculum is built on the University of Minnesota's longstanding commitment to improving the communication abilities of its students, and will involve a five-year transformation of the current Writing-Intensive requirement into this "next generation" of writing across curriculum. This process will be completed when effective writing is viewed as a fundamental component of every major and when Minnesota undergraduates take courses that integrate writing into their learning processes, emerging with stronger writing abilities, greater confidence in their writing, and significantly deeper understanding of the many ways writing functions as a tool for critical thought.

Support services for undergraduates. The Strategic Positioning Task Force on Student Support made a number recommendations related to student outcomes, coordinated student support services, academic advising and career services, communications to students, and mentoring relationships with students.

One recommendation put forth by the original task force was the establishment of a five-day on-campus experience for first-year students prior to the start of the fall semester. The goals of Welcome Week are to increase student retention and satisfaction, build a sense of community, strengthen students' identity to both the University and individual college, and ultimately to increase graduation rates. Beginning in fall 2008, the mandatory five-day experience will provide an introduction to the intellectual life of the university, and will include academic support programs, community-building activities for both residential and commuter students, and social events. The development of this important program is a collaborative effort among all the freshman-admitting colleges, student affairs, and academic affairs.

The Task Force report also recommended that "all undergraduate students have a mentored scholarly, creative, professional, or research experience" before they graduate. A key part of this strategy for increasing faculty mentoring is to continue to emphasize the value of student participation in undergraduate research. According to recent task force report on undergraduate research at the University, "students with a research experience graduate at significantly higher rates than those who do not, and this holds true when comparisons are made for students of similar overall academic achievement as measured by GPA." Professor Marvin Marshak, Physics, has agreed to serve in a half time position as faculty Director of the Office of Undergraduate Research. While his work will focus on the Twin Cities campus, he will coordinate his work with the other campuses. Some undergraduate research projects are cooperative across campuses. The Morris renewable energy research project is one example: undergraduate research is carried out under supervision of UMM faculty, with the potential for the student to participate in laboratory work in the Twin Cities. With the Internship Model, UMM faculty act as the faculty supervisor for internship work done in conjunction with either a biogasification project or a hydrogen project at the West Central Research and Outreach Center. This kind of mentoring can be crucial to student success.

The Task Force recommendation to provide a comprehensive, centralized training program for academic advisors has been welcomed by student support administrators, and a working group of advisors from each undergraduate college is meeting to discuss how best to structure such training, while also supporting individual colleges' need for specialized training that addresses their particular structure and culture, and the needs of their students. We will also develop a campus-wide handbook for advisors and are exploring the creation of an annual campus-wide conference to be held in the fall semester to give advisors opportunities for networking and professional development.

A “students in transition” task group is focusing on the special needs of students who are transferring into the university from another school, or from one college to another within the university, as well as those who are having difficulty deciding on a major or are aspiring to a competitive-admission major that may be unrealistic for them. The goal is to strengthen and better coordinate the support systems for these students so that they are retained, supported in entering a major that fits well with their interests, goal, and abilities, and helped to graduate in a timely manner.

As the university community pulls together behind the unified mission of strategic positioning, we realize that there is no single, clearly articulated statement of the role and mission of advising and student services adopted campus-wide. The philosophy, policy, practice and standards working group will be developing such a statement, as well as exploring professional standards for advising and how to align our policies and practices with standards and vision.

Looking to the Future: Focus on Retention, Graduation, and Student Outcomes

In addition to these three major initiatives and all of the many changes noted above, the University is engaging in a closer scrutiny of data to try to make further targeted improvements in graduation and retention rates. We are using the concept of a “public health model” of intervention: rather than waiting for students with adjustment and academic problems to come forward, we will reach out to identify them and help them before their issues become serious enough that they leave. Continuing the medical analogy, we need to identify specific syndromes of student departure, develop best practice treatments for these syndromes, and then put in place an accountability system that measures the degree to which the best practices were applied and the student success outcomes of the interventions. Such an approach depends heavily on detailed student data and careful analysis of that data.

We will develop targeted interventions in specific instances where there are students at high risk of dropping out, or where there is a high rate of failure. For example, we are studying the patterns of D, F, and N grades or withdrawals in high enrollment courses to determine which courses carry a high risk of failure. Failure in a course comes at a high cost both to the student and to the institution. We plan to create focused interventions in cases where students are not succeeding in key undergraduate courses.

Another example of a targeted intervention strategy is the “Bridge to Academic Excellence,” a year-long program that will begin with an intensive six-week summer session. This program will be positioned to assist a small group of students who are academically talented but who can benefit the most from additional support as they begin their college career.

Beyond these targeted efforts, the university continues to invest in technologies that will support better student planning, student involvement, and timely graduation. Key among these efforts are the University-wide Graduation Planner (scheduled to be available in fall 2007), the Student Engagement Planner, and the revamped and greatly improved student portal, which will be introduced this fall. We are now a wireless campus, so students can have access to the internet and e-mail throughout the campus and even on Northrop plaza. These tools will make it easier for students to access and use information that will help them be successful in their college careers. And classroom technologies have taken a giant leap forward: 83% of Twin Cities classrooms now meet the campus classroom technology standard. (Ten years ago, we did not even have a classroom technology standard.) Instructors can walk into any of these classrooms with a laptop computer and do everything from PowerPoint presentations, playing DVDs or accessing live internet sites using a common interface and set of controls.

We are also investing in services that will help students succeed while in school, such as the SMART Learning Commons, which provides a variety of learning support services, including personalized peer learning consultants and one-on-one assistance with academic work. Originally created on the University’s St. Paul campus as a partnership with the University Libraries, this concept will be expanded to the East Bank (Walter Library) and West Bank (Wilson Library). With the appointment of a new director, Dr. Lynell Williams, The SMART Learning Commons is poised to reach more students and offer a broader array of services.

We are also coordinating and expanding career services across the campus. Students need expert and timely career services to assist them in their decisions about choices of majors and possible careers. Career services are now offered primarily in the colleges, but we have begun to work on plans that will coordinate career services across the University to ensure that career development appropriately interfaces with undergraduate academic advising and the academic curriculum. The Institute of Technology and College of Biological Sciences are already collaborating on a joint career services office, and one proposal for future development is to expand this concept by creating four primary cooperative sites where expanded career services are offered: one in St. Paul, one on the West Bank, and two on the East Bank). This will allow us to expand and concentrate some services while still maintaining specialized career support in the colleges for certain career focuses.

These efforts are just samples of the next generation of retention and graduation strategies that the University will need to undertake to meet the ambitious new goals set for four-, five-, and six-year retention and graduation rates.

The University is also working to clarify and articulate the goals that we espouse for students engaged in undergraduate education. There are three parallel but interlinked efforts related to this goal-setting process. One is the work of the Council on Liberal Education, which is in the process of a year-long re-examination of the Twin Cities campus's general education requirements. The Council has been charged with considering whether the current requirements are still appropriate or whether we might make changes that would assure that students are better prepared to meet the challenges of the second and third decades of the 21st century.

Two other campus groups have focused on articulating the desired student outcomes for a Minnesota education. Until recently, an undergraduate education was characterized most often by its input characteristics. The combination of a student who demonstrated excellent academic achievement in high school and excellent performance on standardized tests and a curriculum that addressed both broad liberal education goals and the focus of a major field taught by an expert faculty were presumed to be the recipe for a successful graduate with a baccalaureate degree. The emphasis in undergraduate education has shifted in a dramatic way to focus on what students have learned and what they are able to do when they complete their bachelor's degrees. These outcome measures characterize the values that an institution has articulated across a number of important areas. The University of Minnesota has developed two sets of outcomes – one in the area of student learning and one in the area of personal and developmental characteristics. Along with our revised liberal education curriculum, these outcomes will frame our concept of an undergraduate education. Both sets of outcomes have been presented to the Senate Committee on Educational Policy and will be presented to the Faculty Senate for their consideration.

Student Learning Outcomes. The Council on Enhancing Student Learning has adopted seven undergraduate learning outcomes to help frame curricular issues and articulate to students how individual courses form a greater whole. The Senate Committee on Educational Policy has endorsed these outcomes and the Senate has had an initial discussion on them, with a vote scheduled for later this year.

At the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and evaluate information critically
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and among societies
- Can communicate effectively
- Understand of the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning.

These student learning outcomes will help guide faculty across the University to develop curricula, plan individual courses, design syllabi, construct learning activities, and assess

the student learning that occurs in every aspect of student experience - their classes, their undergraduate research experiences, their service-learning opportunities, their internships, and their learning abroad. These learning outcomes can be amplified at the departmental or unit level to reflect the ways in which the students achieve them within and across disciplines. In addition, they also should provide a framework for students and advisers in discussion of the goals of the undergraduate curriculum.

Developmental Outcomes. We also recognize that a student's undergraduate education comprises a wide range of experiences both inside and outside the classroom. Students need a set of skills that will allow them to function as citizens of the University and of the broader community. As part of the dialogue at the Council for Enhancing Student Learning, additional staff and faculty worked on a set of personal/developmental outcomes.

At the time of receiving a bachelor's degree, students will demonstrate achievement of the following developmental outcomes:

- Responsibility /Accountability
- Independence/Interdependence
- Goal Orientation
- Self-Confidence/Humility
- Resilience
- Appreciation of Differences
- Tolerance of Ambiguity

These outcomes reinforce the principle that learning takes place throughout the student's University experience. While allowing faculty and staff to be more intentional in advising students regarding co-curricular involvement and activities, the outcomes also give students a language for articulating the meaning of their experiences. In addition, faculty will be able to refer to these outcomes as they discuss expectations for student engagement and participation in the classroom. In particular, these outcomes can be assessed in the context of student employment, undergraduate research experiences, service-learning opportunities, internships, and learning abroad, as well as a variety of curricular and co-curricular activities.

Taken together, the student learning outcomes and the developmental outcomes underscore the important partnership of students, faculty, and staff in supporting student learning in the broadest sense. The outcomes provide comprehensive goals that ensure University of Minnesota graduates are responsible and engaged citizens prepared to participate in and meet the challenges of a complex, diverse, and global society.

Table A

**THEN AND NOW: The Undergraduate Experience at the
University of Minnesota-Twin Cities in 1997 and 2007**

	1996-97	2006-07
Undergraduate enrollment	23,689	28,645
Freshman class size (fall)	4,279	5,439
Applications for admission (freshman)	13,990	24,663
Percent of entering freshmen who are students of color	16%	20.2%
Percent of freshmen in the top 10% of their high school class	28%	38.7%
Percent of freshmen living on campus	71.1%	80.6%
Percent of undergraduates who identify themselves as commuter students (SIS) [‡]	46.6%	35.4%
Percent of undergraduates who participated in student organizations or activities (SIS) [‡]	50%	73.8%
Percent of students who are not working at a paid job while in school (SES)*	25.6%	26.5%
Percent of students rating the overall quality of academic programs as excellent or good (SES)*	37.4%	64.4%
Percent of students rating classroom quality as excellent or very good (SES)*	9.9%	38.7%
Percent satisfied or very satisfied (SES)*	66.1%	79.4%
Four-year graduation rate	15.2%	40.7%
Five-year graduation rate**	36.6%	57.9%
Six-year graduation rate**	45.0%	60.8%

[‡] Roger Harrold, "Student Interest Survey, 1971-2006," University of Minnesota, data from 1996 and 2006 surveys.

*Student Experiences Survey, administered in odd-numbered years since 1997; data in 2007 column are from 2005 survey. Data for 2007 will be available this summer.

**Initial graduation rates are for the 1992 entering cohort

Table B

Summary of Strategic Positioning and Related Undergraduate Initiatives

Initiative	Component Project(s)	Strategic Positioning Goal(s) addressed
University Honors Program	<ul style="list-style-type: none"> • Integration of current collegiate honors programs • Development of new honors options and opportunities 	Recruit, educate and challenge outstanding students
Baccalaureate Writing Initiative	<ul style="list-style-type: none"> • New department of Writing Studies • Unified and improved freshman writing program • Combined writing centers • Writing-enriched degrees 	Educate and challenge
Student Support Services	<ul style="list-style-type: none"> • Welcome Week • Mentored experiences (creation of new Office for Undergraduate Research) • Campus-wide advisor training and resources • Support for students in transition 	Educate, challenge, and graduate
Targeted graduation/retention efforts	<ul style="list-style-type: none"> • Focus on key courses • Active intervention strategies for students at risk of leaving • Technological support for students and advisers • Expansion of SMART Learning Commons • Improved career services • Bridge program for students at risk 	Graduate
Goals and outcomes	<ul style="list-style-type: none"> • Council on Liberal Education review of liberal education requirements • Student Learning outcomes (CESL) • Developmental outcomes (Student Affairs) 	Educate, challenge



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

March 8, 2007

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

I. New Academic Program

- College of Science and Engineering (Duluth Campus) – Create a Minor in Astronomy

II. Existing Academic Programs

- Medical School – Approval of Graduate Medical Education Programs:
 1. Cytopathology Fellowship Program
 2. Family Medicine – St. Cloud Residency Program
 3. Hepatology Transplant Medicine Fellowship Program
 4. Internal Medicine and Dermatology Combined Residency Program
 5. Internal Medicine/Pediatrics Residency Program
 6. Maternal Fetal Medicine Fellowship Program
 7. Molecular Genetics Pathology Fellowship Program
 8. Pediatric Orthopaedic Surgery Fellowship Program
 9. Pediatric Physical Medicine and Rehabilitation Fellowship Program
 10. Psychosomatic Medicine Fellowship Program
 11. Renal Transplant Fellowship Program
 12. Urologic Oncology Fellowship Program
 13. Vascular Neurology Fellowship Program

III. Changed Academic Programs

- Center for Allied Health Programs – Move the academic home of the B.S., Medical Technology degree; change the Medical Technology degree name to B.S., Clinical Laboratory Sciences; offer the Clinical Laboratory Sciences program on the Rochester campus (in addition to the Twin Cities campus); and discontinue the B.A.Sc., Clinical Laboratory Science degree.
- College of Liberal Arts (Twin Cities Campus) – Discontinue the B.A. and B.S. degrees and Minor in Sociology of Law, Criminology, and Deviance.
- College of Liberal Arts (Twin Cities Campus) – Add a concentration in the Sociology of Law, Criminology, and Deviance in the B.A., Sociology degree.
- College of Liberal Arts (Twin Cities Campus) – Add a concentration in the Sociology of Law, Criminology, and Deviance in the B.S., Sociology degree.
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities Campus) – Discontinue the B.S., Urban and Community Forestry degree and re-create it as a track within the B.S., Forest Resources degree.
- College of Science and Engineering (Duluth Campus) – Discontinue five areas of emphasis in the B.S., Mathematics degree.
- College of Science and Engineering (Duluth Campus) – Change name of B.S., Cell Biology degree to B.S., Cell and Molecular Biology.

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

March 8, 2007

Consent Report

I. Request for Approval of New Academic Programs

▪ **College of Science and Engineering (Duluth Campus)—Create a Minor in Astronomy**

The College of Science and Engineering on the Duluth campus requests approval to offer a minor in Astronomy, effective fall semester 2007. The new 34-credit minor responds to growing student interest in current astronomy courses and allows students to pursue their scientific interest without choosing astronomy as a career path.

II. Request for Approval of Existing Academic Programs

▪ **Medical School—Approval of Graduate Medical Education Programs**

The Medical School seeks approval for 13 existing Graduate Medical Education programs listed below. Formal approval by the Board of Regents of these long-standing programs is part of the Academic Health Center's and University's continuing efforts to ensure rigorous and systematic internal oversight and review of all Academic Health Center programs—above and beyond external accreditation standards. Review of other Graduate Medical Education programs is currently under way within the Medical School and Academic Health Center; proposals for Board of Regents' approval of these programs will be forthcoming.

<u>Program</u>	<u>Accrediting Agency</u>	<u>Status</u>
Cytopathology Fellowship Program	Accreditation Council for Graduate Medical Education	Accredited
Family Medicine—St. Cloud Residency Program	Accreditation Council for Graduate Medical Education	Accredited
Hepatology Transplant Medicine Fellowship Program	Accreditation Council for Graduate Medical Education	Accredited
Internal Medicine and Dermatology Combined Residency Program	American Board of Internal Medicine; American Board of Dermatology	Accredited
Internal Medicine/Pediatrics Residency Program	Accreditation Council for Graduate Medical Education	Accredited
Maternal Fetal Medicine Fellowship Program	American Board of Obstetrics and Gynecology	Accredited

Molecular Genetics Pathology Fellowship Program	Accreditation Council for Graduate Medical Education	Accreditation application pending
Pediatric Orthopaedic Surgery Fellowship Program	Accreditation Council for Graduate Medical Education	Accredited
Pediatric Physical Medicine and Rehabilitation Fellowship Program	Accreditation Council for Graduate Medical Education	Accredited
Psychosomatic Medicine Fellowship Program	Accreditation Council for Graduate Medical Education	Accreditation application pending
Renal Transplant Fellowship Program	American Society of Transplantation; American Society of Nephrology	Accredited
Urologic Oncology Fellowship Program	Society of Urologic Oncology	Accredited
Vascular Neurology Fellowship Program	Accreditation Council for Graduate Medical Education	Accredited

III. Request for Approval of Changed Academic Programs

- **Center for Allied Health Programs—Move the academic home of the B.S., Medical Technology degree; change the degree name to B.S., Clinical Laboratory Sciences; offer the program on the Rochester campus; and discontinue the B.A.Sc., Clinical Laboratory Science degree.**

The Center for Allied Health Programs, the Medical School, and the College of Continuing Education seek approval to:

1. Move the Bachelor of Science (B.S.) degree in Medical Technology from the Medical School to the Center for Allied Health Programs.
2. Change the name of the degree in Medical Technology to Bachelor of Science (B.S.) in Clinical Laboratory Sciences.
3. Deliver the Bachelor of Science (B.S.) degree in Clinical Laboratory Sciences on the University's Rochester campus (in addition to the Twin Cities campus).
4. Discontinue the Bachelor of Applied Science (B.A.Sc.) degree in Clinical Laboratory Science in the College of Continuing Education

All of these changes would be effective immediately and are part of the University's re-organization of allied health profession programs, as approved by the Board of Regents in July 2006 with the creation of the Center for Allied Health Programs. Students currently enrolled in the programs will be permitted to complete their degrees under current arrangements.

- **College of Liberal Arts (Twin Cities Campus)—Discontinue the B.A. and B.S. degrees and Minor in Sociology of Law, Criminology, and Deviance.**

The College of Liberal Arts on the Twin Cities campus seeks approval to discontinue the Bachelor of Arts (B.A.) degree in Sociology of Law, Criminology and Deviance, the Bachelor of Science (B.S.) degree in Sociology of Law, Criminology and Deviance, and the minor in Sociology of Law, Criminology, and Deviance, effective immediately. These discontinuations are part of a re-organization of Sociology

programs in the College. This field of study will become a concentration in the Bachelor of Arts (B.A.) degree and Bachelor of Science (B.S.) degree in Sociology (see next two items).

- **College of Liberal Arts (Twin Cities Campus)—Add a concentration in the Sociology of Law, Criminology, and Deviance in the B.A., Sociology degree.**
The College of Liberal Arts on the Twin Cities campus seeks approval to add a concentration in Sociology of Law, Criminology, and Deviance to the Bachelor of Arts (B.A.) degree in Sociology, effective immediately. The addition of this concentration is part of the re-organization of Sociology programs within the College.
- **College of Liberal Arts (Twin Cities Campus)—Add a concentration in the Sociology of Law, Criminology, and Deviance in the B.S., Sociology degree.**
The College of Liberal Arts on the Twin Cities campus seeks approval to add a concentration in Sociology of Law, Criminology, and Deviance to the Bachelor of Science (B.S.) degree in Sociology, effective immediately. The addition of this concentration is part of the re-organization of Sociology programs within the College.
- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities Campus)—Discontinue the B.S., Urban and Community Forestry degree and re-create it as a track within the B.S., Forest Resources degree.**
The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Urban and Community Forestry and establish a new track in Urban and Community Forestry in the Bachelor of Science (B.S.) degree in Forest Resources, effective immediately. Current students will be given the option to pursue the new curriculum if they choose to do so.
- **College of Science and Engineering (Duluth Campus)—Discontinue five areas of emphasis in the B.S., Mathematics degree.**
The College of Science and Engineering on the Duluth campus requests approval to discontinue five areas of emphasis within the Bachelor of Science (B.S.) degree in Mathematics, effective fall semester 2007: Applied Analysis, Applied Discrete Mathematics, Computational Mathematics, Mathematics Education, and Pre-Graduate Studies. The purpose of the re-organization is to provide students with more flexibility in completing program requirements.
- **College of Science and Engineering (Duluth Campus)—Change name of B.S., Cell Biology degree to B.S., Cell and Molecular Biology.**
The College of Science and Engineering on the Duluth campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Cell Biology to Bachelor of Science (B.S.) degree in Cell and Molecular Biology, effective fall semester 2007. The name change more accurately reflects current course offerings and increased interest in these growing fields of study.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

March 8, 2007

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

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

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

Outline of Key Points/Policy Issues:

To assist in meeting recruiting objectives articulated by the Faculty Culture Task Force, the provost's office has produced a new recruiting brochure and accompanying Web site titled, "Wish You Were Here." University alumnus Garrison Keillor graciously provided a voice-over for the home page of the Web site, which can be found at www.umn.edu/wishyouwerehere.

Background Information:

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