

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, December 11, 2008

3:00 p.m. - 4:45 p.m.

600 McNamara Alumni Center, West Committee Room

Committee Members

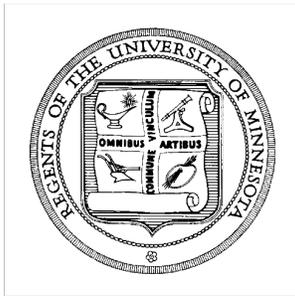
David Larson, Chair
Anthony Baraga, Vice Chair
Linda Cohen
Steven Hunter
Maureen Ramirez
Patricia Simmons

Student Representatives

Jennifer McCabe
Dustin Norman

A G E N D A

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**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

December 11, 2008

Agenda Item: Update: Undergraduate Academic Initiatives

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost/Dean of Undergraduate Education Robert McMaster

Purpose:

policy background/context oversight strategic positioning

To report on the status of strategic positioning undergraduate initiatives and 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. Recent progress on these undergraduate initiatives has been substantial and is critical to advancing the strategic positioning action strategy that calls for the University to “recruit, educate, challenge and graduate outstanding students.” This report focuses on the substantial progress made since last year’s report in December of 2007.

Background Information:

March 2007 report: *Transforming the Undergraduate Experience: Strategic Positioning Initiatives*

December 13, 2007 report: *Update: Undergraduate Initiatives*

BOARD OF REGENTS
Educational Planning and Policy Committee
December 11, 2008

Update: Undergraduate Academic Initiatives

The University of Minnesota's strategic positioning action strategy calls for the University to **recruit, educate, support, challenge and graduate outstanding students.**

The Office of Undergraduate Education (OUE) has the tripartite goal of attracting the very best students to the University, providing them with a world-class education, and graduating them in a timely way. The OUE is responsible for all aspects of the undergraduate experience, including recruiting and admitting New High School (NHS) and New Advanced Standing (NAS, or transfer) students, orienting students in their transition to the University, improving the overall undergraduate experience through better advising, developing a more challenging and integrated curriculum, supporting special opportunities for students, to the ultimate goal of timely graduation. Our five-year plan includes the continuation of rapid improvement in all areas of undergraduate education, with the overwhelming driver being the goal of achieving a four-year graduation rate in 2012 of 60% for the current 2008 entering class.

Our specific objectives in support of strategic positioning strategies include:

- Make the University of Minnesota a destination of choice for students who reflect the diversity of our community and world and are sought after because of their unique talents, skills, and experiences.
- Educate, challenge, and support all of our students to assume positions of leadership in the community, state, nation, and world.
- Provide our students with the most advanced, sophisticated, and comprehensive technological tools to enhance their learning experience.
- Globalize our students' experience by recruiting students from around the world, and by providing an education that prepares students to become global citizens and leaders.

The most significant indicators of the success of the various OUE initiatives are our four-, five-, and six-year graduation rates. If we admit students who are well prepared for a challenging education, if we support their education and development, and if we engage them in a high quality undergraduate learning experience, our graduation rates should reflect our success -- and they have.

Our four-year graduation rate has increased from 15.2% in 1996 to 45.3% in 2008. Over the same time period, the five-year graduation rate has increased from 38.1% to 64.4%, and the six-year rate from 43.5% to 66%. Our progress is noteworthy, but we still have some distance to go to reach our goal of a 60% four-year graduation rate in 2012. Our initiatives will be targeted toward reaching that goal, with a clear focus on students and their success.

Our Undergraduate Class: Attracting the Best and Ensuring Access

Twin Cities Campus	NHS enrollment	Total undergraduate enrollment	Freshman applications
Fall 2008	5,106	28,505	29,173
Fall 2007	5,280	28,703	26,095
Fall 2006	5,439	28,645	24,658
Fall 2003	5,186	28,747	17,355

Admissions Challenges and Changing Demographics

From 2008 to 2013 demographers predict that Minnesota will experience a decreasing number of high school graduates, along with reductions in the state’s work force as baby boomers move into retirement. To continue the successful increase in numbers of applications to the University of Minnesota, we will have to rely on even better strategies for attracting the very best students. One successful strategy that was implemented in fall of 2008 is the R2000 tuition structure, where out-of-state students (non-reciprocity) pay the resident rate + \$2,000 per semester.

Overall, our freshman applications increased by 11.8% from fall 2007 to fall 2008, with the number of non-resident applications substantially increasing:

	Fall 2007	Fall 2008	% increase over prior year
Minnesota	11,990	12,453	3.9%
Wisconsin	6,363	6,394	0.5%
North and South Dakota	728	769	5.6%
Illinois	2,556	3,330	30.3%
International	919	1,563	70.0%
Other States	3,539	4,655	31.5%

Our Fall 2008 Freshman Class

The academic preparation of our freshmen as measured by high school rank and ACT test scores has improved substantially:

	Top 10% of High School Class	Average ACT Composite Score
Fall 2008	44.8%	26.2
Fall 2007	43.9%	25.9
Fall 2003	33.1%	24.8
Fall 1996	27.6%	24.3

As part of strategic positioning, the Honors Task Force recommended that the University create a University Honors Program (UHP) that would integrate the collegiate-based honors programs into an exciting, unified program that would attract a greater range of diverse and talented students to the University. The UHP has attracted excellent students. In the fall of 2008, we brought in our first UHP cohort of 611 freshmen students. These outstanding students had an average ACT composite score of 31, and 96% were in the top 10% of their high school graduating class. Sixty-three percent are from Minnesota, and 13.6% are students of color.

Ensuring Access

Many talented and promising students need financial assistance to realize their educational goals. We want to ensure that all students who come to the University prepared to learn and to succeed will be able to afford their college education. In 2008-09, undergraduates on all U of M campuses will receive \$145 million in grants and scholarships, half of which is from U of M sources, including private gifts. Two U of M scholarship initiatives deserve special mention:

Started in fall 2005, the University of Minnesota **Founders Free Tuition Program** guarantees grant and gift assistance at least equal to tuition and required fees for students who are Minnesota residents and eligible for federal Pell grants. In fall 2008, 4,700 students across all campuses of the University received assistance through this program, which greatly reduces their use of loans. For many students, the ability to graduate without significant debt expands the range of post-graduation career choices they can consider.

Financial support for students is the centerpiece of the **U of M Scholarship Drive**, the largest scholarship fundraising drive in the University's history. In the three years since matching scholarship funds became available, more than \$250 million has been raised, and more than 1,200 new scholarships have been created. Nearly 7,000 of the 65,000 undergraduate and professional students enrolled in the U of M system receive assistance from scholarships created through gifts to the U of M, up from 4,865 when the scholarship drive began.

Support for Student Success

The critical value and importance of diversity is embedded in guiding policies and strategies that promote student success at the University. We seek to provide an array of resources and learning opportunities that enable students to exercise responsibility for their learning and success. Some of these opportunities and resources are summarized below:

First-Year Programs

In 1998, the University of Minnesota – Twin Cities began an intensive effort to improve the experience for first-year, first-time students. During the 1998-99 academic year we introduced the Freshman Seminar Program as well as re-instituted the fall Convocation event as the official University welcome for all new first-year students. Since that time, we have developed and implemented living-learning communities in the residence halls, learning communities in several of the colleges, a two-day orientation program for all new first-year students, as well as

numerous collegiate-based programs such as Nature of Life in the College of Biological Sciences.

In addition, we instituted a bi-annual conference for faculty, staff, advisors, and administrators entitled *Focusing on the First Year*. During this conference we bring to campus a prominent researcher on the first-year experience, and we showcase best practices in the first year.

In fall 2007, we began a long-term partnership with the National Orientation Directors Association (NODA). NODA now has its home at the University of Minnesota and reports through the Office of Undergraduate Education and works closely with other units on campus to support research and service related to new students.

As we continued our discussions around the creation of a developmentally sound first-year experience for all first-year, first-time students, it became evident that a common, academically-based experience before the beginning of fall semester would benefit new students as they made their way through our large and complex university. This common experience, known as **Welcome Week**, was inaugurated during the last week of August 2008. Our traditional Convocation event served as our grand opening for Welcome Week. Student leaders, staff volunteers, faculty, administrators and members of the Board of Regents joined together in Mariucci Arena to give a rousing welcome to the over 5,000 members of the Class of 2012.

New students spent Welcome Week learning about the campus, their specific colleges, and the range of educational opportunities available to them at a comprehensive research university within a vibrant metropolitan area. Our new students built connections to faculty, staff and fellow students, and looked ahead to their academic careers. When classes began this fall, our new students were ready to tackle the demands of college life. Students who participated in Welcome Week were surveyed shortly after Welcome Week:

- 58% reported feeling a greater sense of community and identity with the Class of 2012.
- 55% reported feeling more prepared to transition to the University.
- 55% reported that Welcome Week helped them acknowledge their individual responsibility to the campus community and to creating their own college experience.
- 54% having a greater sense of institutional pride and respect for the University.

The **Freshman Seminar** program started in 1999-2000 continues to be very successful, with about 1,500 freshmen enrolling in freshman seminars each academic year. For the 2006 entering cohort, the first to second year retention rate for students who had taken freshman seminars was 91%, compared to 86.6% for those students who had not. Additionally, the most recent four-year graduation rate for students who had taken freshman seminars was 51.7% compared to 42.2% for those who had not; the five-year comparison rates were 65.3% versus 58.1%; the six-year comparison rates were 67.9% versus 61.3%.

The University's investment in the first year, combined with our colleges' commitment to improving the experience of their undergraduate students, is showing great dividends. We anticipate continued improvements in graduation and first-to-second-year retention rates.

Initiatives for Academic Support

We continue to invest in academic advising, enhanced technology, and support programs for our students, to support student success. Selected initiatives directed toward improving retention and graduation rates are highlighted below:

The **Access to Success Program (ATS)**, is a one-year program for a limited number of incoming freshmen in the College of Education and Human Development (CEHD); the College of Food, Agricultural and Natural Resource Sciences (CFANS); and the College of Liberal Arts (CLA). The mission of ATS is to help ensure the academic success of its participants. The program is designed for students whose experiences and high school records indicate strong potential for success through the ATS Program, but whose high school rank and test scores may not meet the typical profile of students admitted to these three colleges. The first ATS students enrolled in fall 2008: 250 in CLA, 200 in CEHD, and 25 in CFANS. Each college has hired an ATS coordinator and each has developed and implemented a model designed to help students succeed. We will be closely monitoring and evaluating the effectiveness of our ATS program.

The **Bridge to Academic Excellence** is a year-long transitional program designed to prepare recent high-school graduates for the academic rigors of the University. Students with promise but who need additional support receive “high-touch” academic support and programming that will give them the opportunity to succeed at the University. Students in the program begin their University coursework in the summer, as a “bridge” to becoming full-time students. The program focuses on science, writing, and other “gateway courses.” In summer 2007, 73 students participated, and in summer 2008, 65 participated. Planning for summer 2009 is underway, with a goal of 80 student participants.

The **SMART Learning Commons** supports and enhances student learning, writing, research, numeracy, and use of technology, in support of the University's strategic goal of being a learner-centered and research-intensive institution. The SMART Learning Commons currently serves students through four locations: Magrath Library in St. Paul, Klaeber Court and Walter Library on the east bank, and Wilson Library on the west bank. One of the foundations of the SMART Learning Commons is Peer-Assisted Learning (PAL), structured weekly study sessions for students in participating courses. In the PAL model, experienced students serve as facilitators with “new” students. PAL facilitators do not teach; they engage students in discussions and activities to promote deeper understanding of course concepts and to share learning strategies, problem-solving and critical thinking skills. Research shows that these collaborative learning strategies improve academic performance and increase persistence towards graduation.

The **McNamara Academic Center for Intercollegiate Athletics (MAC)** provides advising for approximately 750 student athletes and assists with admissions of athletes, certification, and tutoring. The MAC’s mission is to foster the development of student-athletes as they balance academics with athletics while pursuing a baccalaureate degree and to promote a partnership between the academic and athletic missions of the University of Minnesota. The MAC is completing the first semester of an exciting collaborative working relationship with the campus Center for Writing and has started a satellite Student Writing Support office within the MAC.

As of November 6, 2008, 111 student-athletes have used this support service. The MAC has also established three PAL Sessions through the relationship with the SMART Learning Commons.

Support for student success also extends to the **classroom learning environment**. We continue to make improvements, both in the actual classrooms (92% of classrooms are now fully projection-capable, up from 89% last year) and in student and faculty satisfaction with classrooms. On Student Rating of Teaching Surveys, using a scale of 1-7, 58% of our students rate the classroom physical environment at 6 or 7. Eighty-nine percent of faculty report they are “very satisfied/satisfied” with classroom management.

A Distinctive and Outstanding Education

Our goal is to provide a world-class educational experience for undergraduate students in the context of a comprehensive research university. Provost Thomas Sullivan has made undergraduate education a top priority through a series of strategic positioning initiatives, designed to provide the U of M undergraduate with a distinctive educational experience. These initiatives are linked to the recently developed and formally approved Student Learning Outcomes, Student Development Outcomes, and Liberal Education Requirements. We must graduate students with breadth of experience and depth of expertise; consequently, a world-class liberal education is equally as important as strong disciplinary work within a major.

Undergraduate Writing

As noted in the Strategic Positioning Task Force Report, outstanding instruction in writing is a critical component of a distinctive undergraduate education. The new **Department of Writing Studies** in the College of Liberal Arts (which combined faculty and programs from four units on the Twin Cities campus into one department) provides intellectual leadership in research and teaching of writing by bringing together faculty, staff, and graduate students from across the University who share a common passion for and scholarly interest in writing, rhetoric, and composition. This new department offers a comprehensive, integrated first-year writing program, houses an expanded center for writing, and is providing leadership in the transformation of the University’s existing writing-intensive requirement into a pioneering Writing Enriched Curriculum program, with the support of a \$1 million grant from the Bush Foundation for pilot projects.

The new University **First Year Writing Program (FYW)**, directed by Professor Tom Reynolds and taught out of the Department of Writing Studies, began in Fall 2007. The FYW program emphasizes writing practices that will help students be successful college writers. With a focus on learning outcomes that include research-based writing, writing and revising, digital technology, and library research, the program provides students with small class settings, averaging 22 students, where they have close contact with their instructors. Based on a placement formula, students are assigned to one of three courses: 1201, 1301, or 1401. Students assigned to 1201 are also required to take 1301 in their second semester. During academic year 2007-2008, a total of 3,961 students (78% of the incoming class) took FYW courses. Initial data on student performance is excellent: in Fall 2007, 95% of students received a grade of C or above. The average grade of students who completed both 1201 and 1301 was a B-.

Now in its second year, the **Writing-Enriched Curriculum (WEC)** Project continues to gain momentum as new undergraduate units join the WEC process. This three-year project, which is piloting a process to infuse writing instruction in undergraduate curricula, is currently being implemented in eleven academic units: Mechanical Engineering; Political Science; Design, Housing, and Apparel; Horticultural Science; History; Geography; Spanish and Portuguese; Ecology, Evolution, and Behavior; Nursing; Theatre and Dance; and the departments within the College of Biological Sciences. The ultimate goal is that all undergraduate degrees awarded at the University of Minnesota will be “writing-enriched.” The Campus Writing Board has approved five pilot departments’ Writing Plans, which can be reviewed at <http://www.academic.umn.edu/provost/undergrad/cwb/plans.html>. A new curriculum oversight committee, called the Campus Writing Board, serves as a subcommittee of the Council on Liberal Education (<http://www.academic.umn.edu/provost/undergrad/cwb/>) and helps to coordinate the undergraduate curricular requirements.

University Honors Program

A campus-wide **University Honors Program** has integrated the formerly collegiate-based honors programs on the Twin Cities campus into an exciting, unified program that welcomed its first class of 611 freshmen in fall 2008. UHP will help the University recruit a larger and more diverse pool of high-achieving students from across the country and throughout the world. The new UHP now has a faculty director, Physics Professor Serge Rudaz, a new curriculum with a set of honors experiences, and a new advising staff and model of advising. All honors students are assigned an honors advisor who has knowledge of the all-university curriculum and college-based experiences. We will be closely monitoring and evaluating our UHP students’ progress.

Undergraduate Research

The **Office of Undergraduate Research** was created in recognition of the enriching role research can play in undergraduate education. Involvement in hands-on research ignites curiosity and passion, hones analytical and communication skills, improves retention and graduation rates, and encourages more undergraduates to pursue graduate or professional education. Expansion of undergraduate research opportunities is a key element in a broader strategy to ensure that all undergraduates will have a mentored scholarly, creative, professional, or research experience.

Applications for the **Undergraduate Research Opportunity Program (UROP)** continue to grow each year. In 2006-07, 589 students received UROP awards, and in 2008-09 we anticipate funding 650 UROP projects, enabling each student to work one-on-one with a faculty member on a focused research project. The Task Force Report on Undergraduate Research January 2006 noted that the retention and graduation rates for students who participate in UROP are significantly higher than those for all students. When graduation rates of UROP students from the 1999 freshman cohort were compared with those of cohorts with a similar profile but without UROP experience, the four-, five- and six-year graduation rates of the students with UROP experience were significantly higher.

The Liberal Education Curriculum

Over a period of 18 months the Council for Liberal Education (CLE), chaired by Microbiology Professor Leslie Schiff, developed a new model for liberal education. During this period, the CLE surveyed faculty and students, evaluated various curricular models, and discussed the pros and cons of liberal education. A final report was issued in February 2008 and passed by the University Senate in April 2008. Four major goals were identified in this report:

- To have a campus-wide commitment to liberal education, assuring that important conversations about liberal education happen in advising sessions, in classrooms, and in faculty meetings.
- To clearly articulate and uphold the standards that courses have to meet to be approved for liberal education credit.
- To transform our communication with students about what we expect of them as they move through their liberal education courses. Every piece of communication should be designed to help students understand what liberal education is, why a particular course meets a liberal education requirement, and what this means for them as students and as citizens.
- To strengthen our implementation of these courses by finding effective ways to assess outcomes and then holding colleges and departments accountable.

The new liberal education requirements include seven core and five theme requirements. **Core requirements** are the central focus of the University's liberal education requirements. Courses that meet the standards for inclusion in the Core will have to address the different ways of thinking through which various disciplines arrive at and justify their distinctive results. We must help students understand how a particular course (for example, in economics) can also teach them how social scientists ask questions and analyze information, with a specific eye towards helping students gain an understanding of a variety of principles and processes important for their lives as engaged citizens. In other words, in this example, it will not be sufficient for a course in the Core just to teach economics; the course must also situate economics in the realm of social sciences and help students understand why it matters for them to study economics. We expect that Core courses, as they explicitly address "ways of knowing," will also contribute to at least the first two of the Student Learning Outcomes approved by the University Senate (identify, define, and solve problems; locate and critically evaluate information).

To complete their liberal education requirements, students will take one course in each of these seven Core areas:

Arts and Humanities
Biological Sciences
Historical Perspectives
Literature
Mathematical Thinking

Physical Sciences
Social Sciences.

In addition, students will take one course in each of the five theme areas. **Theme requirements** help to focus course content on “relevance to society.” The themes emphasize compelling contemporary issues. Courses in these areas offer students a sustained opportunity to engage in difficult debates around moral, legal, and ethical issues that require critical inquiry from a variety of perspectives and the cultivation of independent thinking. The five themes are:

Civic Life and Ethics
Diversity in the United States
Environment
Global Perspectives
Technology and Society

The new Council for Liberal Education is now in a phase of recertification of the entire undergraduate curriculum, for full implementation by fall 2010.

Integrated Curriculum

As we work toward a revised set of liberal education requirements and develop models for writing in our curriculum, it is essential that these efforts are linked with the Student Learning Outcomes and Student Development Outcomes. Both the liberal education recertification and new writing model require faculty to identify the relationship of their course content and activities with specific learning outcomes. It is through this linkage that the success of these initiatives can be ultimately be measured.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

December 11, 2008

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- Morris Campus – Create New Minor in American Indian Studies
- School of Dentistry (Twin Cities Campus) – Create New General Practice Residency program
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus) – Create New B.S. Degree in Horticulture
- College of Liberal Arts (Duluth Campus) – Create New B.A. Degree in Writing Studies
- Carlson School of Management (Twin Cities Campus) – Create new B.S.B. Degree in Finance and Risk Management
- College of Liberal Arts (Twin Cities Campus) – Create and Change Names of tracks in B.A. Degree in Geography to include The Urban World, Environmental Geography, Geographic Information Science, Globalization and Uneven Development, Environment and Society

II. Request for Discontinuation of Academic Programs

- Morris Campus (Division of Social Sciences) – Discontinue tracks in B.A. Degree in Political Science
- Duluth Campus (College of Liberal Arts) – Discontinue tracks in B.A. Degree in Women's Studies
- Carlson School of Management (Twin Cities Campus) – Discontinue B.S.B. Degree in Risk Management and Insurance

III. Request for Approval of Changed Academic Programs

- Morris Campus (Division of Social Sciences) – Change Name of B.A. degree in Women's Studies to B.A. degree in Gender, Women, and Sexuality Studies
- Morris Campus (Division of Social Sciences) – Change Name of Minor in Women's Studies to Minor in Gender, Women, and Sexuality Studies

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
December 11, 2008**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Morris Campus—Create new minor in American Indian Studies**

The Morris campus requests approval to offer a minor in American Indian Studies, effective fall semester 2009. The curriculum emphasizes the role of the student as an active learner and encourages close relationships between students and faculty.

▪ **School of Dentistry (Twin Cities Campus)—Create new General Practice Residency program**

The School of Dentistry on the Twin Cities campus requests approval for a General Practice Residency program, effective summer 2009. The program is a 12-month post-graduate certificate program designed to train graduate dentists in the interprofessional care of medically, mentally, and dentally challenged patients in a hospital environment.

▪ **College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Create new B.S. Degree in Horticulture**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to offer a Bachelor of Science (B.S.) degree in Horticulture, effective fall semester 2009. The horticulture major will educate students for careers in areas of research, food and plant production, plant use and function, and recreation.

▪ **College of Liberal Arts (Duluth Campus)—Create new B.A. degree Program in Writing Studies**

The College of Liberal Arts on the Duluth campus requests approval to offer a Bachelor of Arts (B.A.) degree in Writing Studies, effective fall semester 2009. The major in writing studies, offering concentrations in journalism or professional writing, will explore writing as a field of inquiry: its production, its circulation, its uses, and its role in the development of individuals, professional communities and societies.

- **Carlson School of Management (Twin Cities Campus)—Create new B.S.B. Degree in Finance and Risk Management**

The Carlson School of Management on the Twin Cities campus requests approval to offer a Bachelor of Science in Business (B.S.B.) degree in Finance and Risk Management, effective fall semester 2008. Major requirements of the B.S.B. Degree in Risk Management and Insurance were reworked to form new B.S.B. Degree in Finance and Risk Management.

- **College of Liberal Arts (Twin Cities Campus)—Create and change names of tracks in B.A. degree in Geography to include The Urban World, Environmental Geography, Geographic Information Science, Globalization and Uneven Development, Environment and Society**

The College of Liberal Arts on the Twin Cities campus requests approval to change the tracks in the Bachelor of Arts (B.A.) degree in Geography to include The Urban World, Environmental Geography, Geographic Information Science, Globalization and Uneven Development, Environment and Society, effective fall semester 2009. The changes replace former tracks titled City Systems, Environmental Systems, Regional Analysis and Development and reflect the expertise of the new faculty hires and student interests.

II. Request for Discontinuation of New Academic Programs

- **Morris Campus— Discontinue tracks in B.A. Degree in Political Science**

The Division of Social Sciences on the Morris campus requests approval to discontinue the American Politics, International Relations and Comparative Politics, and Political Theory tracks in the Bachelor of Arts (B.A.) degree in Political Science, effective fall semester 2009. The curriculum is collapsed into one plan to adjust to the loss of a comparative political scientist.

- **College of Liberal Arts (Duluth Campus)— Discontinue tracks in B.A. degree in Women's Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Applied Feminism, Liberal Arts, and Transnational Feminism tracks in the Bachelor of Arts (B.A.) degree in Women's Studies, effective fall semester 2009. By incorporating all of the tracks into the major, students will be provided a broader, more global experience.

- **Carlson School of Management (Twin Cities Campus)—Discontinue B.S.B. degree in Risk Management and Insurance**

The Carlson School of Management on the Twin Cities campus requests approval to Discontinue the Bachelor of Science in Business (B.S.B.) degree in Risk Management and Insurance, effective fall semester 2008. Major requirements were reworked to form a new B.S.B. degree in Finance and Risk Management.

II. Request for Approval of Changed Academic Programs

- **Morris Campus—Change name of B.A. degree in Women's Studies to B.A. degree in Gender, Women, and Sexuality Studies**

The Morris campus requests approval to change the name of the Bachelor of Arts (B.A.) degree in Women's Studies to Bachelor of Arts (B.A.) degree in Gender, Women, and Sexuality Studies, effective fall semester 2009. The name change better describes the goals and objectives of the major.

- **Morris Campus—Change name of minor in Women's Studies to minor in Gender, Women, and Sexuality Studies**

The Morris campus requests approval to change the name of the minor in Women's Studies to minor in Gender, Women, and Sexuality Studies, effective fall semester 2009. The name change better describes the goals and objectives of the minor.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

December 11, 2008

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:

There are no information items to report.

Background Information:

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