

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Educational Planning & Policy Committee**

**July 9, 2008**

**1:30 p.m. - 2:30 p.m.**

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

**Committee Members**

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

**Student Representatives**

Jennifer McCabe  
Dustin Norman

**A G E N D A**

1. Strategic Positioning Update: Academic Communication Strategies - T. Sullivan (pp. 2-3)
2. Northside Partnership: Progress Report - R. Jones/I. McClaurin (pp. 4-10)
3. Committee 2008-09 Workplan Discussion - D. Larson/T. Sullivan (pp. 11-13)
4. Consent Report - Review/Action - T. Sullivan (pp. 14-20)
5. Information Items - T. Sullivan (p. 21)



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 9, 2008**

**Agenda Item:** Strategic Positioning Update: Academic Communication Strategies

review       review/action       action       discussion

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

**Purpose:**

policy       background/context       oversight       strategic positioning

Employment of effective communication strategies is vital to the success of the University's strategic positioning goal to become one of the top three public research universities in the world, and is vital to the success of individual strategic positioning initiatives. The purpose of this report is to discuss with the Board strategies for communicating academic goals and successes related to the strategic positioning effort with internal and external constituencies.

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

Academic communications from the Office of the Provost, particularly as related to the strategic positioning effort, are designed to serve one or more of the following three purposes:

- Communication to enhance reputation
- Communication to deliver information
- Communication to create community

Communication vehicles originating from the Office of the Provost include the following:

- Annual strategic positioning progress report  
(<http://www.academic.umn.edu/provost/reports/dec2007update.pdf>)
- "Provost Academic Updates" – reports sent to faculty, staff, and students several times a year via email (<http://www.academic.umn.edu/provost/reports/index.html#email>)
- "Wish You Were Here" faculty and student recruitment Web site  
([www.umn.edu/wishyouwerehere/](http://www.umn.edu/wishyouwerehere/))
- "Conversations with the Provost" – monthly small-group, informal gatherings with the Provost

- Receptions throughout the year with deans, department heads and chairs, new faculty, faculty award recipients, etc.
- Provost's Web site (<http://www.academic.umn.edu/provost/>)
- As appropriate or relevant, opinion pieces and letters to the editor
- Academic reports

Issues: Are the correct purposes in mind as communication strategies are devised, and are the strategies employed the most effective means of achieving overall goals?

### **Background Information:**

This is one of a series of regular reports to the committee regarding the University's strategic positioning effort.



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

### Educational Planning and Policy Committee

July 9, 2008

**Agenda Item:** Northside Partnership: Progress Report

review       review/action       action       discussion

**Presenters:** Senior Vice President Robert Jones  
Irma McClaurin, Associate Vice President and Executive Director, Urban  
Research and Outreach/Engagement Center

**Purpose:**

policy       background/context       oversight       strategic positioning

To provide a progress report on an Urban Agenda for the 21<sup>st</sup> Century: The Urban Research and Outreach/Engagement Center and the University Northside Partnership.

### Outline of Key Points/Policy Issues:

Policy questions for discussion include:

- 1) With the creation of an Urban Research and Outreach/Engagement Center (UROC) in North Minneapolis, how best can the University build on the experiences of Extension and the Research and Outreach Centers as well as the Regional Sustainable Development Partnership models that have historically been so successful in rural communities for meaningful impact and sustainability in an urban center?
- 2) How does a 21<sup>st</sup> century urban land-grant university most effectively use its intellectual and other resources to leverage greater collaborations and partnerships with city, county, and public and private organizations to address urban issues and benefit its urban neighbors?
- 3) What core principles best guide the University's efforts to develop an effective and sustainable urban agenda that fulfills the University's land-grant obligations and addresses complex contemporary urban issues?

### Background Information:

The Board of Regents has endorsed the University's strategic plan to become one of the top three public research universities in the world. The strategic plan also provides an opportunity to modernize and revitalize the land-grant mission and strengthen the University's commitment to improving the human condition through the advancement of knowledge and investing in human capital, by promoting economic growth, and by assuring a positive quality of life for all residents. The focus of this progress report is to provide an update since the February 8, 2007 Board of Regents Work Session and next steps for how UROC can serve as a national model for developing and nurturing enduring partnerships with urban communities tied to and addressing community-identified needs.

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
July 9, 2008**

**The University Northside Partnership: A Progress Report  
on  
*An Urban Agenda for the 21<sup>st</sup> Century:  
The Urban Research and Outreach/Engagement Center  
& the University Northside Partnership***

**Background**

On February 8, 2007, we first shared with the Board an exciting new strategy designed to strengthen our role as an urban university and our engagement with urban communities – key components of the University’s plan to become one of the top public research Universities in the world. Specifically, we reviewed our historic land-grant mission and presented a vision of how that mission and model of public engagement must now be expanded into an effective strategy to leverage our academic resources in partnership with the community, city and county government, and the business and philanthropic sectors to solve complex issues facing our urban communities. We reported to the Board that through our participation in national discussions and our own efforts to create more effective and sustainable partnerships with community and public and private organizations in North Minneapolis, we had created the University Northside Partnership (UNP) and proposed to establish the first Urban Research and Outreach/Engagement Center (UROC) in the state of Minnesota, which is to be physically located in urban Minneapolis community where the issues to be resolved are most prevalent.

We chose North Minneapolis as the site for this pilot initiative because it is a microcosm for issues facing urban communities both locally and nationally. Residents of North Minneapolis face significantly greater challenges than most other urban communities, including: dramatically lower levels of educational attainment, higher levels of unemployment, widespread poverty, and health disparities. Thus, this initiative reflects the University’s commitment to a new level of outreach and public engagement that is more intentional, strategic and committed to working in authentic sustainable partnerships with urban communities and governments; based on multi-disciplinary evidence-based approaches; anchored by a physical presence in the community where the challenges are most prevalent; and focused on work leading to measurable outcomes and significant impact. We believe that this innovative urban strategy will *partner better-prepared University researchers with better-prepared community organizations in democratic, collaborative action aimed at making a sustainable difference in the urban environment of North Minneapolis, one of the most underserved communities in the state. The work also positions the University to model, and perhaps even set, a new standard nationally for how university-community partnerships can be effective stewards contributing to the public good, especially in disinvested urban areas.*

A recent scan of the field, participation in national conferences, and visits and conversations with peer (urban) institutions reveal that the University Northside Partnership and the creation of an Urban Research and Outreach/Engagement Center placed in the community is emerging as a national model for public engagement among our peer institutions. Further confirmation that we are on the verge of developing a unique and effective model that has national significance came in the form of a \$750,000 award from the Fund for the Improvement of Post-Secondary Education (FIPSE) -- a competition that supports the development of innovative and replicable models for higher education.

### **Progress to Date**

In 2006, prior to the February 2007 Board Work Session, the University took an important step in advancing the establishment of the UROC by hiring two community liaisons. Then, in November 2007 the Board approved the University's purchase of a former shopping center at 2001 Plymouth Avenue in North Minneapolis to house the Urban Research and Outreach/Engagement Center. This anchoring of the University's presence in an urban community has made us unique among urban-serving Universities.

In December 2007, Dr. Irma McClaurin, a former program officer at the Ford Foundation, and associate professor at the University of Florida was hired as Associate Vice President and Executive Director of the Urban Research and Outreach/Engagement Center. She has simultaneously launched a strategic planning process to position UROC structurally, fiscally, and in its mission to be responsive in immediate and sustainable ways to the critical areas of need identified by our community partners. The outcome of this process will be an evolving but focused plan of action for the Urban Research and Outreach/Engagement Center that is inclusive of the community's perspectives, anticipates challenges and opportunities for the next five years, builds on lessons learned and best practices from other urban-serving Universities nationally, and establishes specific goals to guide the implementation of direct research/public engagement partnerships with North Minneapolis community organizations. To the best of our knowledge, no other University has, from the formative phase, designed a comprehensive strategic plan to guide Community-University partnership development. Rather, most have completed strategic planning after years of working in the community, or have formed them piecemeal from the programmatic goals of different projects.

In April 2008, to ensure a smooth transformation of this community retail-based space, the University hired Archie Givens, a University alumnus, nationally renowned community developer, and North Minneapolis resident to manage the building renovation process. On June 9, 2008, Urban Design Perspectives, a local, certified, woman-owned and minority business architecture firm with a strong commitment to the revitalization of North Minneapolis was selected from among eighteen applicants to conduct the renovation scheduled for completion in early spring 2009. The opening of this unique UROC facility will allow us to work side-by-side with city, county, and community leaders and organizations to apply our unique research, teaching, and public engagement strengths to addressing persistent urban problems.

Another unique aspect that sets the University apart from our national peers is the fact that from the very inception of the University Northside Partnership and the Urban Research and Outreach/Engagement Center, residents and community-based organizations have participated

fully in the decision-making process, largely through the UNP Community Affairs Committee, which has been instrumental as a forum for identifying key issues and facilitating and coordinating public support. This Committee, which meets monthly during the academic year, will continue to serve as a key resource throughout the strategic planning process and in the development of a UROC-UNP Advisory Council. To date, the College of Education and Human Development has brought together over 70 faculty members from across the University with community partners to form work groups that will develop projects and strategies to resolve specific urban challenges. In addition to these efforts, the following are just a few examples of UROC projects that are underway:

1. In direct response to the community's appeal for a partnership that would foster economic growth and help eradicate the effects of poverty in North Minneapolis, the University's Office of Business and Community Economic Development created the Center for Innovation and Economic Development. The Center's primary goal will be to promote economic growth and development; foster economic diversification, entrepreneurial expansion, innovation and youth development opportunities; and to offer support aimed at increasing the productivity of businesses, community organizations, residents, and special interest groups working in this community. To support these activities, the Center has secured a two-year, \$300,000 Empowerment Zone grant from the City of Minneapolis and several corporate partners. Implementation will begin fall 2008.
2. The FIPSE grant mentioned previously is intended to lay the foundation for UROC's programming and strengthen community partnerships in North Minneapolis. FIPSE-UROC work groups of faculty and community partners have met monthly since early spring 2008 to build trusting partnership relations and develop programming. These joint work groups are focusing on Out-of-School Time -- working with a number of out-of-school time providers to align with and support their work; Youth Entrepreneurship -- developing an entrepreneurship curriculum; and Healthy Foods -- focused on supporting the expansion of the North Minneapolis farmers' market and youth gardening. Several of these activities were launched this summer.
3. Through a strategic partnership with Hennepin County's NorthPoint Health and Wellness, the new University Child and Family Center, headed by professor Dante Cicchetti, world-renowned expert in developmental psychology & psychopathology, will provide evidence-based treatment for neglected and maltreated children and their families resulting in reduced numbers of out-of-home placement in foster care and/or further engagement with the juvenile justice system. This innovative project will be initiated in the UROC space but will eventually move into a proposed new shared facilities currently being planned with NorthPoint and Hennepin County and expected to open in 2011.
4. To encourage innovation within community organizations and forge new community/faculty partnerships, the University's Center for Urban and Regional Affairs (CURA) launched the first two rounds of the Northside Seed Grant Program (which provides five to six \$10,000 grants per year) to urban community organizations that are

working with students and faculty on projects identified as important by the community organizations. The third year of grants will commence in fall 2008.

As a new community-based academic facility, the UROC will also provide meeting space for community and University groups to promote collaboration and stimulate new ideas. It will give community members a place to more easily access University programs and services, and will give faculty working in the community a place to offer their programs and speak with community partners and clients. UROC will become a resource for University students interested in service learning, and will raise the visibility of our college readiness programs for middle school and high school students.

The creation of UROC has stimulated significant interest from a wide-range of existing Twin Cities Campus based research, outreach and engagement programs that see a strategic advantage to being physically present in the community. There are several innovative new projects focused on urban issues that are also being considered for implementation. The following is a list of the University units and programs to date that will be part of our UROC facility and programming.

➤ **Area Health Education Center**

- Urban Area Health Center (AHEC). This program will extend the model developed by a national network of 48 states that address health workforce issues in underserved rural areas of the state to North Minneapolis.
- Center for Community Collaboration & Health. This goal of this Center is to strengthen capacity for community-engaged scholarship by moving some efforts off the campus and disseminate culturally relevant and community-desired health-related information.

➤ **Center for Early Education & Development (CEED)**

- The Center for Early Education and Development works to improve developmental outcomes from children from infancy to age eight through collaborative research, and provide parents and current and future early childhood professionals with research-based training. Two programs will be housed in UROC: the *Five Hundred Under 5 Initiative* to help families promote school readiness for their preschool children and the *Center for Response to Intervention in Early Childhood*, a five-year program of research and development intended to expand community resources for supporting all children's development in community preschool programs.

➤ **Center for Innovation & Economic Development**

- The Center, created by the University's Office for Business and Community Development, will serve as a laboratory for innovation, technology transfer and research as well as a site for entrepreneurial training, youth development, professional development workshops and a clearinghouse for information related to the development of local businesses and non-profits in North Minneapolis, economic development mentoring and technical assistance.

➤ **Child & Family Center**

- This new Center, scheduled to move into the new NorthPoint Health and Wellness Center of Hennepin County facility in 2011, will operate a mental health clinic in collaboration with NorthPoint aimed at reducing the number of out-of-



home placements in foster care for children, conduct interdisciplinary research on the causes, course and consequences of differential development and mental health problems, and develop other intervention strategies to confront the challenges facing children and families living in an urban environment.

➤ **College of Liberal Arts Departmental Community Coordinators**

- The Community Coordinators for African American, Native American, Latino, and Asian American Studies will provide access to their programs and ongoing activities to residents of North Minneapolis.

➤ **Extension**

- Four Extension programs will be housed in UROC: *Minnesota Urban 4-H Development Program* designed to build effective learning environments using a youth development process, *Nutrition Education* that provides information for limited resource families on selecting and preparing nutritious, safe and economic meals and food resource management, *Center for Family Development*, which will provide training and mentoring programs to community-based organizations serving individuals and families living in North Minneapolis, and the *Master Gardener Program* that will expand the Urban Gardner program and develop a Junior Master Gardner group in North Minneapolis.

➤ **FIPSE-UROC Work Groups**

- The Fund for the Improvement of Postsecondary Education-UROC work groups comprised of faculty and community partners will build multi-disciplinary collaborative research and outreach programs, training experiences for graduate and professional students; and service learning experiences for undergraduates in the areas of education, economic development and health aimed at responding to specific urban issues identified by the North Minneapolis community.

➤ **Medical School**

- University of Minnesota Program in Health Disparities will develop, conduct and disseminate interdisciplinary health disparities research, promote the career development of researchers in health disparities, and develop community partnerships to ensure the increased participation of minorities and other underserved populations in research initiatives aimed at reducing health disparities.

➤ **UNP Work Groups**

- This University-Community collaboration brings faculty and community residents and organizations together in three work groups utilizing a participatory action research (PAR) model to develop activities around the community-identified areas of need: education, health and wellness and economic development. A fourth work group will focus on the arts. The University is providing funds to pilot the projects that emerge through this collaborative effort.

➤ **Urban Food Enterprise (Exploration Stage)**

- An urgent need in North Minneapolis is access to high quality, affordable grocery store options that make it possible for individuals and families to cook and eat nutritious food, thereby reducing the health risks of obesity, hypertension and diabetes that disproportionately affect this community. The University is exploring how it might address this issue in partnership with North Minneapolis.

## Next Steps

As UROC embarks on its strategic planning process, it is also mindful of the need to continue to work vigorously to support and strengthen the partnership. Towards that end, additional funding is being pursued for the following projects:

- study fellowships to allow community leaders to reflect on their work and update skills as one way to enhance partners' capacity;
- community awards designed to recognize those who contribute to community improvement;
- good neighbor discussion salons and social events that facilitate positive interaction; and development of a UROC Advisory Council;
- hosting the first national Community Partners conference to share best practices and showcase the new UROC model;
- Action research workshops to introduce both faculty and community partners to the concepts of action research.

Having surveyed the field of urban universities and public engagement, we are critically aware that if UROC and the Urban Agenda are to be successful and replicated in other urban areas, effective evaluation must be an essential component of planning and implementation. We have learned that other universities active in urban communities have carried out evaluations of individual activities and projects in isolation from one another, but have not created a *holistic* evaluation that encompasses the *entire range of outreach activities*, including the evolution of their partnerships and the development of fiscal and administrative structures as they unfold. The University's UROC effort is in a unique position nationally to launch a holistic evaluation process that can serve as a new national model for evaluating action-oriented, community-based research.

The evaluation will be coordinated by the University's Center for Applied Research and Educational Improvement (CAREI), which is experienced in conducting participatory action research (PAR) work, has collaborated with Northside agencies and residents for several years, and is serving currently as the evaluator for the FIPSE project. The evaluation design will reflect action research principles as an integral part of its methodology to ensure that there are mechanisms to measure community and University buy-in at every level of development of our planning and programming in North Minneapolis. This process also develops specific knowledge and skills of evaluation among all participants to ensure sustainability. The evaluation design will be built and modified by all the partners as the project progresses.

In summary, through UROC, we are creating a model for developing and nurturing enduring, respectful partnerships with urban communities tied to and addressing community-identified needs. UROC will engage equally University interdisciplinary researchers and community partners to change the working culture between the partners and bring about positive social and economic change in the areas of education, economic development, and urban health in North Minneapolis. We are confident that because of the scale and the scope of institutional commitment, UROC can serve as a potential model that could be implemented at urban-serving universities across the United States.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 9, 2008**

**Agenda Item:** Committee 2008-09 Workplan Discussion

review       review/action       action       discussion

**Presenters:** Regent David Larson  
Senior Vice President/Provost Thomas Sullivan

**Purpose:**

policy       background/context       oversight       strategic positioning

To review and discuss ideas for the Committee Workplan for 2008-09.

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

Do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents?

**Background Information:**

At the beginning of each new academic year the committee develops a workplan containing a schedule of issues and business for the year.

## **BOARD OF REGENTS**

### **Educational Planning and Policy Committee**

#### **Work Plan Proposed Themes for 2008-09**

##### **September**

Theme: Academic Accountability

- Academic highlights and challenges as illustrated by the annual University Plan, Performance and Accountability Report
- Annual report on academic program changes

**October**: no EPPC meeting

##### **November**

Theme: Focus on Coordinate Campuses, with reports from each campus about their unique academic programs and niches

##### **December**

Theme: Focus on Undergraduates: Academic Initiatives

- Welcome Week (new, beginning in August 2008)
- Council on Liberal Education new curricular requirements (adopted spring 2008; implementation planning underway)
- Honors Program (new, beginning in Fall 2008)
- Writing Program (progress report, following first year of implementation)

##### **February**

Theme: Focus on Undergraduates: Student Support

- Financial Support

- Academic Support (e.g., advising, SMART Commons, summer bridge program, PsTL first-year curriculum, support for student athletes)
- Counseling Support
- Parent Support

### **March**

Theme: Focus on Professional Students, including the Medical School's 2010 new curriculum plan

### **May**

Theme: Focus on Faculty

### **June**

Theme: Focus on Academic Disciplines, including the McKnight Arts and Humanities Endowment, and an update on the three new colleges created as a result of the strategic positioning effort

### **July**

Theme: Focus on Research and Dissemination

- Contributions of University Research to Minnesota's Economy
- Copyright Policy—Implementation Update and National Trends



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 9, 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. New Academic Programs
  - Graduate School—Create Interdisciplinary all-University M.S. and Ph.D. degrees in Biomedical Informatics and Computational Biology
  - Graduate School—Create Interdisciplinary Ph.D. degree in Cognitive Science
  - Graduate School—Create Interdisciplinary M.A. degree in Bioethics
  - Graduate School—Create a Combined B.C.E. and M.S. Degree in Civil Engineering
  - Graduate School—Create a Combined B.Geo.E. and M.S. Degree in Geological Engineering
  - Graduate School—Create a Joint J.D. Degree and M.A. or Ph.D. Degree Program in Mass Communication
  - School of Public Health (Twin Cities Campus)—Create a Global Health Practice Option in the M.P.H Degree for Program Delivery in India and Online
  - College of Pharmacy and Carlson School of Management (Twin Cities Campus)—Create a Dual Pharm.D. Degree and M.B.A. Degree Program

## II. Changed Academic Programs

- College of Continuing Education (Twin Cities Campus)—Deliver Multi-Disciplinary Subplan of the B.S. Degree, Inter-College Program Online
- College of Continuing Education (Twin Cities Campus)—Deliver Multi-Disciplinary Subplan of the B.A. Degree, Inter-College Program Online
- College of Education and Human Service Professions (Duluth Campus)—Deliver B.A.Sc. Degree in Unified Early Childhood Studies to the Mesabi Range Community and Technical College
- Graduate School—Change Name of Ph.D. Degree in Biosystems and Agricultural Engineering to Ph.D. Degree in Bioproducts and Biosystems Science, Engineering and Management
- Graduate School—Change Name of M.S.B.A.E. Degree in Biosystems and Agricultural Engineering to M.S.B.B.S.E.M. Degree in Bioproducts and Biosystems Science, Engineering and Management
- Graduate School—Change Name of M.A. Degree in Health Journalism to M.A. Degree in Health Journalism and Communication
- Graduate School—Create a Plan B Option for the M.S. Degree in Chemical Physics
- Graduate School—Create a Minor in Music at the Ph.D. Level
- Graduate School—Allow Co-directed Ph.D. Dissertations in Civil Engineering with Ecole Polytechnique

## III. Discontinuation of Academic Program

- Graduate School—Discontinue the Master of Biosystems and Agricultural Engineering (M.B.A.E.) Degree

### **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  
July 9, 2008**

**Consent Report**

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

- **The Graduate School— Create Interdisciplinary all-University M.S. and Ph.D. degrees in Biomedical Informatics and Computational Biology**

The Graduate School requests approval to create an interdisciplinary, all-University Master of Science (M.S.) with Plan A (thesis) and Plan B (non-thesis) options and Doctor of Philosophy (Ph.D.) degrees in Biomedical Informatics and Computational Biology, effective fall semester 2008. The program will focus on bioinformatics, computational biology, and health informatics and will be the first under the new University of Minnesota Interdisciplinary Informatics initiative. The program responds to the need to train scientists in the application of sophisticated computational methods to analyze large amounts of data needed to understand phenomena in the health and life sciences, including those at the cellular and molecular level. The program will be offered at the Twin Cities and Rochester campuses.

- **The Graduate School— Create interdisciplinary Ph.D. degree in Cognitive Science**

The Graduate School requests approval to create an interdisciplinary Doctor of Philosophy (Ph.D.) degree in Cognitive Science, effective fall semester 2009. The program will integrate contemporary approaches to the study of the brain with the systems and processes underlying the acquisition and use of knowledge. The program builds on the successful Cognitive Science minor, established in 1988, and will be offered on the Twin Cities campus.

- **The Graduate School— Create interdisciplinary M.A. degree in Bioethics**

The Graduate School requests approval to create an interdisciplinary Master of Arts (M.A.) degree in Bioethics with a Plan A (thesis) option, effective spring semester 2009. The program will build on the successful Bioethics minor approved in 1990 and will serve the need for training in bioethics given the controversial issues facing society including end-of-life decision making, the ethics of research on human subjects, ethics of human embryonic stem cell research, and ethics of donation and transplantation.



- **The Graduate School— Create a Combined B.C.E. and M.S. Degree in Civil Engineering**

The Graduate School requests approval to create a combined Bachelor of Civil Engineering (B.C.E.) and Master of Science (M.S.) degree in Civil Engineering, effective fall semester 2008. The degree program expedites the time to completion of both degrees and is in response to a proposal by the field's professional society to consider the master's degree a requirement for professional licensure. The program also will enhance the Department of Civil Engineering's ability to attract top students.

- **The Graduate School— Create a Combined B.Geo.E. and M.S. Degree in Geological Engineering**

The Graduate School requests approval to create a combined Bachelor of Geological Engineering (B.Geo.E.) and Master of Science (M.S.) degree in Geological Engineering, effective fall semester 2008. The degree program expedites the time to completion of both degrees and is in response to a proposal by the field's professional society to consider the master's degree a requirement for professional licensure. The program also will improve the Department of Civil Engineering's ability to recruit top students.

- **The Graduate School— Create a Joint J.D. Degree and M.A. or Ph.D. Degree Program in Mass Communication**

The Graduate School requests approval to create a joint Juris Doctor (J.D.) degree and Master of Arts (M.A.) or Doctor of Philosophy (Ph.D.) degree program in Mass Communication, effective fall semester 2009. The program is in response to student interest and will be an asset to student recruiting. Students enrolled in the program will be expected to complete requirements for both degrees; however, they will be permitted to count 24 credits in common with both degrees.

- **The School of Public Health (Twin Cities Campus)— Create a Global Health Practice Option in the M.P.H Degree for Program Delivery in India and Online**

The School of Public Health on the Twin Cities campus requests approval to create a Global Health Practice option for the Master of Public Health (M.P.H) degree, effective Fall 2009. The option will be offered in the M.P.H, Public Health Practice major in collaboration with Kasturba Medical College of Manipal University, India. The option will provide instruction online and on site in Manipal, India for students from India and the United States.

- **The College of Pharmacy and Carlson School of Management (Twin Cities Campus)— Create a Dual Pharm.D. Degree and M.B.A. Degree Program**

The College of Pharmacy and Carlson School of Management on the Twin Cities campus request approval to create a dual Doctor of Pharmacy (Pharm.D.) degree and Master of Business Administration (M.B.A.) degree program, effective Fall 2008. The program is intended to prepare leaders with business and public affairs management knowledge to address societal and pharmaceutical care issues. Students in the program will complete both degrees in five years; however, they are required to complete the requirements and number of credits for both degrees.

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

- **College of Continuing Education (Twin Cities Campus)— Deliver Multi-Disciplinary Subplan of the B.S. Degree, Inter-College Program Online**

The College of Continuing Education on the Twin Cities campus requests approval to deliver the Multi-disciplinary subplan of the Bachelor of Science (B.S.) degree, Inter-College Program online. The Multi-disciplinary subplan allows students to tailor their degree program to fit their needs and interests. Online delivery of this program will provide greater flexibility to many working adults for whom this program is targeted.

- **College of Continuing Education (Twin Cities Campus)— Deliver Multi-Disciplinary Subplan of the B.A. Degree, Inter-College Program Online**

The College of Continuing Education on the Twin Cities Campus requests approval to deliver the Multi-disciplinary subplan of the Bachelor of Arts (B.A.) degree, Inter-College Program online. The Multi-disciplinary subplan allows students to tailor their degree program to fit their needs and interests. Online delivery of this program will provide greater flexibility to many working adults for whom this program is targeted.

- **The College of Education and Human Service Professions (Duluth Campus)— Deliver B.A.Sc. Degree in Unified Early Childhood Studies to the Mesabi Range Community and Technical College**

The College of Education and Human Service Professions on the Duluth campus requests approval to deliver the Bachelor of Applied Science (B.A.Sc.) degree in Unified Early Childhood Studies to the Mesabi Range Community and Technical College (MRCTC) in Virginia, MN, effective spring semester 2009. Off-site delivery of the degree will provide students with opportunities to study in the communities in which they live, where they eventual want to work, and where early childhood teachers are needed.

- **The Graduate School—Change Name of Ph.D. Degree in Biosystems and Agricultural Engineering to Ph.D. Degree in Bioproducts and Biosystems Science, Engineering and Management**

The Graduate School requests approval to change the name of the Doctor of Philosophy (Ph.D.) degree in Biosystems and Agricultural Engineering degree to Ph.D. degree in Bioproducts and Biosystems Science, Engineering and Management, effective fall semester 2008. The name will accommodate the graduate education missions of formerly separate departments.

- **The Graduate School—Change Name of M.S.B.A.E. Degree in Biosystems and Agricultural Engineering to M.S.B.B.S.E.M. Degree in Bioproducts and Biosystems Science, Engineering and Management.**

The Graduate School requests approval to change the name of the designated Master of Science in Biosystems and Agricultural Engineering (M.S.B.A.E.) degree to a designated Master of Science in Bioproducts and Biosystems Science, Engineering and Management (M.S.B.B.S.E.M.) degree, effective fall semester 2008. The name will accommodate the graduate education missions of formerly separate departments.

- **The Graduate School—Change Name of M.A. Degree in Health Journalism to M.A. Degree in Health Journalism and Communication**

The Graduate School requests approval to change the name of the Master of Arts (M.A.) degree in Health Journalism to M.A. degree in Health Journalism and Communication, effective fall semester 2008. The name change is intended to emphasize opportunities provided by the program to develop communication skills that are not necessarily related to reporting on health for the media.

- **The Graduate School—Create a Plan B Option for the M.S. Degree in Chemical Physics**

The Graduate School requests approval to create a Plan B (non-thesis) option for the Master of Science (M.S.) degree in Chemical Physics, effective fall semester 2008. The Plan B option will require students to complete two projects worth eight credits each. It also will increase the number of program students who complete the M.S. en route to the Ph.D. degree in this field.

- **The Graduate School—Create a Minor in Music at the Ph.D. Level**

The Graduate School requests approval to create a minor in Music offered at the Doctor of Philosophy (Ph.D.) level, effective fall semester 2008. The minor will consist of 12 credits and is in response to student requests. Resources and expertise will be leveraged from that in the extant Ph.D. degree program in Music.

- **The Graduate School— Allow Co-directed Ph.D. Dissertations in Civil Engineering with Ecole Polytechnique**

The Graduate School requests approval to allow co-directed Doctor of Philosophy (Ph.D.) dissertations in Civil Engineering with Ecole Polytechnique in France, effective fall semester 2008. This agreement between the two institutions creates an opportunity for a Ph.D. student, co-advised by one faculty member from the University's Department of Civil Engineering and another from Ecole Polytechnique, to receive a single doctoral degree that is recognized by both institutions. The program is intended to recruit and educate future international leaders.

### **Request for Discontinuation of Academic Programs**

- **The Graduate School—Discontinue the Master of Biosystems and Agricultural Engineering (M.B.A.E.) Degree**

The Graduate School requests approval to discontinue the Master of Biosystems and Agricultural Engineering (M.B.A.E.) degree, effective fall semester 2008. The needs served by this program are met through the reorganization and proposal of new degrees.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 9, 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.