

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, June 9, 2011

9:30 – 11:30 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Patricia Simmons, Chair
Maureen Ramirez, Vice Chair
Richard Beeson
Laura Brod
Linda Cohen
David Larson

Student Representatives

A G E N D A

1. Board of Regents Policy: Tuition and Fees - Action - T. Sullivan/R. Pfitzenreuter/J. Tonneson (pp. 2-8)
2. Hormel Institute Research Agreements - Action - T. Mulcahy (pp. 9-12)
3. Graduate Education Progress Report - T. Sullivan/H. Schroeder (pp. 13-17)
4. Consent Report - Review/Action - T. Sullivan (pp. 18-21)
5. Information Items - T. Sullivan (p. 22)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

June 9, 2011

Agenda Item: Board of Regents Policy: Tuition and Fees

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice President and CFO/ Richard Pfutzenreuter
Budget Director Julie Tonneson

Purpose:

policy background/context oversight strategic positioning

The President is recommending a change in the definition of academic fees which is defined in the Board policy on tuition and fees which establishes the basic principles for assessing, collecting, and managing tuition and fees at the University of Minnesota. The fees section of the current Board policy on tuition and fees defines three types of fees: administrative fees, course fees and academic fees.

Outline of Key Points/Policy Issues:

Each year, the President's annual operating budget to the Board of Regents includes a summary of student fees for approval. In recent years, questions have been raised as to the nature and level of those fees, so the Budget Office is conducting a thorough review and analysis of all fees charged to students. The study focuses on defining and categorizing existing fees, summarizing the metrics around those fees (numbers, types, dollar levels, revenues generated, thresholds etc.), reviewing the approval processes for the fees and raising policy and procedural questions associated with existing fees and future fee proposals. The study does not include a review of student services fees which is a separate policy of the Board of Regents.

The administration is recommending a new definition to replace the academic fee definition in current policy and is also recommending the addition of a new fee definition regarding durable goods fees.

Background Information:

There are two Regents Policies that address student fees: the Student Services Fee policy and the policy on Tuition and Fees. In addition, the annual operating budget presented to the Board of Regents each spring contains a listing of specific fees presented for approval.

The Finance and Operations Committee requested that the administration undertake a review of fees during the establishment of its annual work plan in 2009. The administration has made two presentations to the Finance and Operations Committee regarding the fee review: one in December 2009 and another in February 2011.

President's Recommendation for Action:

The President recommends approval of the proposed policy change.



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BOARD OF REGENTS POLICY

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Administrative

TUITION AND FEES

Adopted: February 10, 1995

Amended: May 10, 1996; April 11, 1997; June 12, 1998; March 12, 1999; December 10, 2004

Supersedes: (see end of policy)

DRAFT for action June 10, 2011

TUITION AND FEES

This policy establishes the basic principles for assessing, collecting, and managing tuition and fees at the University of Minnesota (University).

SECTION I. GUIDING PRINCIPLES.

The University is a publicly-supported institution whose programs benefit individual students, the state, and the nation. The following principles shall guide the assessment, collection, and management of tuition and fees at the University:

Subd. 1. Shared Responsibility. The University's tuition and fee assessments shall reflect the shared responsibility, benefits, and needs of the individual student, the University, and the state.

Subd. 2. Access, Retention, and Timely Progress. The tuition rate structure shall provide appropriate incentives for access, retention, and timely progress toward the degree.

Subd. 3. Determinants of Tuition Rates and Related Fees. Tuition rates and related fees shall take into account the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations for the University's instructional programs. Graduate tuition rates, graduate assistant wage rates, and tuition waiver and remission policies shall enable recruitment of the best students to ensure that the quality of graduate programs is maintained and that the institution benefits from the contributions of graduate students to instructional and research programs.

Subd. 4. Assessment and Collection of Tuition and Fees. All tuition and fees assessed by the University shall be collected and managed under approved University business procedures.

SECTION II. TUITION GUIDELINES.

Subd. 1. Tuition Assessment. All students receiving credit-based instruction shall be assessed tuition or a comprehensive fee in lieu of tuition.



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Administrative

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Subd. 2. Residency. The Board shall establish the University's residency policy, consistent with state and federal law. The president or delegate shall approve interpretive conventions of resident tuition status, subject to Board review. Students shall be provided an opportunity to present arguments for possible classification as a resident for University purposes.

Subd. 3. Tuition Reciprocity Agreements. Subject to Board approval, the University may participate in tuition reciprocity agreements with other states and Canadian provinces. These agreements shall specify the extent to which tuition is waived. Consistent with state law, the president shall recommend to the Board for action any additions or modifications to reciprocity agreements. The Board affirms that participation in reciprocity agreements involving the remission of nonresident tuition is based on adequate funding through the Governor's Office and the Minnesota State Legislature.

Subd. 4. Consortium and Exchange Agreements. The president may approve consortium and exchange agreements with other institutions and other academic programs for the conduct of student exchanges and visiting student/scholar programs.

Subd. 5. Tuition Rates. The president shall recommend to the Board for action the following tuition rates:

- (a) Undergraduate Students — For each campus, the resident tuition rates shall be the same for all undergraduate students and the nonresident tuition rates shall be the same for all undergraduate students.
- (b) Graduate Students — Tuition rates for graduate students may vary by program, but shall be established on a cost-related basis within market rates.
- (c) Professional Students — Tuition rates for professional students may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons for the professional schools of medicine, dentistry, veterinary medicine, pharmacy, and law.



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Administrative

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- (d) Departmental Master's Degree Students — Tuition rates for departmental master's students may vary by program, but shall be established at a level above the undergraduate rate.
- (e) Non-degree Students — The president shall recommend tuition rates for non-degree students on each campus, recognizing that differences between degree-seeking and non-degree-seeking students may justify differences in tuition rates.
- (f) Nonresidents — Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than for resident students.
- (g) Part-time Students — Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.

Subd. 6. Exceptions. The president may recommend for Board action that nonresident, non-reciprocity students be charged resident student tuition rates on a campus, in certain colleges or programs, or for distance education courses delivered by correspondence or electronically to students defined as off-campus by administrative policy.

Subd. 7. Tuition Waivers and Remissions. Tuition may be waived or remitted selectively in order to accommodate state law, to provide financial discounts to students the University is seeking to attract, to offer University employees a benefit, to promote cooperation with other educational institutions, to support the international exchange of students, and to serve humanitarian purposes. As a general rule, a tuition waiver or remission program shall be offered only if the University intends to provide such a benefit to all qualifying students, regardless of financial circumstance. The president shall recommend for Board action the terms and conditions of any new tuition waiver or tuition remission programs, and the University shall state publicly the exceptions it will approve.

SECTION III. FEES.

The president may recommend for Board action assessment of the following fees:



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Subd. 1. Administrative Fees. Administrative fees affect large classes of students directly benefiting from the services for which the fees are assessed.

Subd. 2. Course Fees. Course fees may be assessed when academic units:

- (a) purchase materials that will be used in developing products that students will retain or consume;
- (b) purchase from non-University vendors services or products that are subsequently provided to students as a requirement of a course;
- (c) provide individual lessons to students; or
- (d) deliver distance education courses by correspondence or electronically.

Course fees shall be assessed only in specifically justified situations and shall not be substituted for general budget support.

Subd. 3. Academic Fees.

(a) Campus/Collegiate Fees. Academic campus/collegiate fees are campus- and college-wide fees that may be assessed to all students enrolled on a campus or in a college for special equipment, supplies, goods and services that directly benefit students but that are not part of actual classroom instruction, provided that each campus uses no more than one campus-wide fee and that each college uses no more than one college-wide fee. Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities, and other goods or activities intended to enhance the student experience outside of actual classroom instruction. The Academic Health Center also may assess special fees for first-professional students. Each campus shall assess no more than one campus-wide fee and each college shall assess no more than one college-wide fee.

(b) Durable Goods Fees. Durable goods fees may be charged by a campus or a college to their enrolled students (or any cohort or subset of their enrolled students) for educational materials and equipment that will be owned by, potentially owned by, or assigned to a specific student for their use during the entire term. Durable goods fees may not be charged for services, or for use of any equipment owned and retained by the University, with the exception of computer or other specialized equipment assigned for a full term to a specific student.



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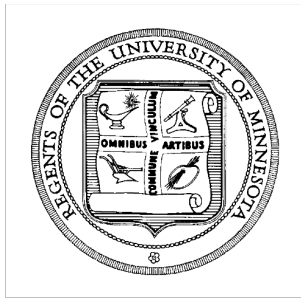
DRAFT for action June 10, 2011

SECTION IV. DELEGATION OF AUTHORITY.

Subd. 1. Recommendations. The president shall recommend for Board action tuition rates for all levels of students and estimate tuition revenue in the *Annual Operating Budget*, which also shall include information regarding tuition practices, any proposed tuition refund schedules, and administrative, academic, or course fees.

Subd. 2. Implementation. The president or delegate shall implement tuition policy and assess tuition.

SUPERSEDES: TUITION POLICY DATED FEBRUARY 12, 1993; TUITION POLICY DATED NOVEMBER 10, 1993; AND TUITION WAIVER FOR AMERICAN INDIAN STUDENTS AT THE MORRIS CAMPUS DATED FEBRUARY 10, 1961.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

June 9, 2011

Agenda Item: Hormel Institute Research Agreements

review review/action action discussion

Presenters: Vice President Timothy Mulcahy

Purpose:

policy background/context oversight strategic positioning

In August 2010 the University of Minnesota, the Mayo Clinic and the Hormel Foundation (Austin, MN) agreed to establish two Hormel Institutes in Austin: the University of Minnesota Hormel Institute and the Mayo Clinic Hormel Institute. Both Institutes would be managed by a single Executive Director having a joint employment relationship with the University of Minnesota and the Mayo Clinic. The collaborative relationship between the two research Institutes will be governed by a Collaboration Agreement mutually developed by the three parties. The new Collaborative Agreement supersedes all previous agreements between the University of Minnesota and the Hormel Foundation dating back to and including the 1942 founding agreement that created the University of Minnesota Hormel Institute. Furthermore, the agreement replaces a collaborative research agreement signed by the University, the Foundation and the Mayo Clinic in 2006. The Hormel Foundation Board and the Board of the Mayo Clinic have reviewed and approved the Agreement and it is being presented at this time for a vote for adoption.

Outline of Key Points/Policy Issues:

The Board will be asked to approve the dissolution of the Hormel Institute Board of Directors and the creation of a Hormel Institute Advisory Board on the terms specified in the proposed 2011 Collaboration Agreement, (ii) approve the creation of the Institute Executive Director position as described in the proposed Operating Agreement, and (iii) affirm that the President or delegate is authorized to appoint the University members of the Hormel Institute Advisory Board.

Background Information:

Relevant background information is included in the following exhibits (refer to original materials provided to the Board at the May meeting and remain unchanged):

1. The Collaborative Agreement
2. The Operating Agreement between the University and Mayo Clinic
3. Roles and responsibilities of the ED for the University of Minnesota Hormel Institute
4. Roles and responsibilities for the ED for the Mayo Clinic Hormel Institute

President's Recommendation for Action:

The President recommends dissolution of the Hormel Institute Board of Directors and the creation of a Hormel Institute Advisory Board on the terms specified in the proposed 2011 Collaboration Agreement, (ii) approve the creation of the Institute Executive Director position as described in the proposed Operating Agreement, and (iii) affirm that the President or delegate is authorized to appoint the University members of the Hormel Institute Advisory Board.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

HORMEL INSTITUTE COLLABORATION

WHEREAS, on November 30, 1942, The Hormel Foundation and the University of Minnesota entered into a Memorandum of Agreement to establish the Hormel Institute as a unit of the University of Minnesota that would conduct scientific research in Austin, Minnesota, with a Board of Directors consisting of five members (three from the University, one from the Foundation, and one from the Mayo Clinic) recommended by the President of the University of Minnesota and approved by the Board of Regents; and,

WHEREAS, The Hormel Foundation has provided significant financial support for the Hormel Institute, including construction and major renovation of research facilities in 1958-59 and 2006-08 and substantial annual funding over the years; and,

WHEREAS, on August 21, 2006, the University of Minnesota, the Hormel Foundation and Mayo Clinic entered into an agreement to foster biomedical research collaborations between the University and the Mayo Clinic to take place in Austin, Minnesota; and,

WHEREAS, the Board recognizes the importance of sustaining and enhancing the University's relationships with The Hormel Foundation and the Mayo Clinic and the importance of the research conducted at the Hormel Institute; and,

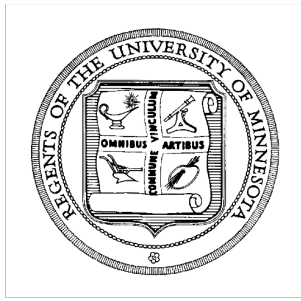
WHEREAS, the University's administration has worked with The Hormel Foundation and the Mayo Clinic to establish new agreements that will form the basis for the University's continuing relationship with The Hormel Foundation and that will support research collaboration with the Mayo Clinic, including a proposed 2011 Collaboration Agreement, which has been executed by The Hormel Foundation and the Mayo Clinic, and a proposed Operating Agreement between the University and the Mayo Clinic; and,

WHEREAS, the proposed 2011 Collaboration Agreement provides that henceforth there will be two Hormel Institutes, one a unit of the University and one a unit of the Mayo Clinic, to be managed by one individual who shall serve as Institute

Executive Director of each Institute, and that, subject to approval of the Board of Regents, the Hormel Institute Board of Directors will be dissolved in favor of an Advisory Board whose members will be appointed by the parties; and,

WHEREAS, the proposed Operating Agreement provides that the Institute Executive Director shall be an employee of each of the University and the Mayo Clinic, who shall perform substantially the same responsibilities for each, and who shall occupy a position that is the equivalent of a 100% full time appointment, to be divided between the University and the Mayo Clinic as they may determine from time to time;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents (i) approves the dissolution of the Hormel Institute Board of Directors and the creation of a Hormel Institute Advisory Board on the terms specified in the proposed 2011 Collaboration Agreement, (ii) approves the creation of the Institute Executive Director position as described in the Operating Agreement, and (iii) affirms that the President or delegate is authorized to appoint the University members of the Hormel Institute Advisory Board.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

June 9, 2011

Agenda Item: Graduate Education Progress Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost and Dean of Graduate Education Henning Schroeder

Purpose:

policy background/context oversight strategic positioning

To engage the committee in a discussion regarding the University's vision and philosophy with respect to graduate education, and to report on progress being made on the effort to restructure the oversight and support of graduate education

Outline of Key Points/Policy Issues:

To enhance excellence, and consistent with the University's strategic positioning goal to become one of the top three public research universities, the University has embarked on a plan to restructure the oversight and support of graduate education. This report will provide an update of the progress made during the past year.

Background Information:

Recent reports relating to graduate and professional education include: Enrollment Management (December 2010); Focus on Graduate Education (May 2010); Focus on Medical Education (March 2010).

University of Minnesota Board of Regents
Educational Planning and Policy Committee
June 9, 2011

Graduate Education Progress Report

Background and Introduction

In 2009, the University embarked on an effort to further advance graduate and professional education. This effort has engaged a broad cross-section of the University community through a variety of committees and through substantial formal and informal consultation and collaboration. A series of recommendations were issued including:

“Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota.” Committee on Graduate Education, April 24, 2009.
http://www.academic.umn.edu/provost/graduate/documents/grad_report042409.pdf

“Renewing Graduate and Professional Education at the University of Minnesota.” President Robert H. Bruininks, June 26, 2009.
http://www.academic.umn.edu/provost/graduate/documents/grad_report062609.pdf

“Final Recommendations on Graduate Education.” Academic Issues and Student Administrative Processes Work Groups, April 30, 2010.
<http://www.academic.umn.edu/provost/graduate/report043010.pdf>

Most of the recommendations were endorsed by the Provost in May 2010. They are broadly divided into five main categories:

- 1) Policy and Governance
- 2) Operational and Budgetary Efficiency
- 3) Fellowships, Block Grants, and Other Student Financial Support
- 4) Metrics and Measurement
- 5) Graduate Student Experience and Advising

Policy and Governance

In the past, policies pertaining to graduate education resided in the Graduate School Catalog rather than in the University’s Policy Library. In summer 2010, a Graduate Education Policy Review Committee was assembled and charged to review and make recommendations for changes to existing graduate education policies and to incorporate them into the University’s Policy Library. To date, all relevant policies have been inventoried and are being reformulated. Five broad policies have been reviewed and revised and are partially or completely through the final approval process. The remaining policies are expected to move through the consultative and approval process beginning fall 2011.

In fall 2010, a new provisional Graduate Education Council (GEC), chaired by the Dean and Vice Provost of Graduate Education, replaced six Policy and Review Councils and the Graduate School Executive Committee. In addition to the chair, fourteen faculty members and three graduate students make up the provisional GEC, which reviews proposals for new or changed Ph.D. programs and provides input to the Dean and Vice Provost on graduate education matters. The permanent GEC will consist of elected members with at least one faculty member from a coordinate campus and at least one representative from an interdisciplinary program.

Details regarding the election are being developed, with the first campus-wide election anticipated to occur in early fall 2011. This new governance structure provides a more streamlined and efficient review and approval process for new programs or significant changes to existing programs.

A new Graduate and Professional Education Assembly (GPEA) has been created to provide opportunities for University-wide collaboration and networking across diverse disciplines and to advance a broad conversation about the development of graduate and professional education across the institution. The inaugural GPEA was held November 2, 2010 on the theme of “The Path Forward”, based on a report by the same name released by the Commission on the Future of Graduate Education in the United States. Commission chair and Princeton University graduate dean William Russel was the keynote speaker. The Assembly included five interactive breakout sessions for members of the University to generate ideas and identify priority areas to help forge our own path forward.

On April 18, 2011, the second GPEA, “Building a Better Graduate Program – Rethinking Program Evaluation”, featured two national experts in program evaluation: Chris Golde, Associate Vice Provost for Graduate Education at Stanford University; and George Walker, Vice President for Research and Graduate Studies at Cleveland State University. They have collaborated on several recent initiatives to examine doctoral education in the United States, including the Carnegie Initiative on the Doctorate and the major publications that resulted from this study. They facilitated a lively discussion among graduate students and faculty, providing the first step toward the development of a student- and discipline-centered model of program review.

Operational and Budgetary Efficiencies

As a major feature of the restructuring effort, the operation of the Graduate School is being streamlined to improve efficiency. Administrative and operational costs have been reduced by 34% since fiscal year 2010, resulting in permanent cost savings of \$1 million per year. Excluding the transfer of personnel to other units, the total headcount for the Graduate School has been reduced from 36 in fiscal year 2010 to 26 as of spring 2011.

In cooperation with the registrar’s office, the Graduate School is digitizing and automating more than 130 existing graduate education processes. Improvements to the admissions system achieved a paperless application and review process this year. The student records system has been restructured to provide greater college and program access and control.

Fellowships, Block Grants, and Other Student Financial Support

Prior to the restructuring, the Graduate School administered three major funding mechanisms for graduate students:

- 1) First-year Graduate Student Fellowships awarded directly to incoming students nominated by individual graduate programs and selected by a faculty review group convened by the Graduate School.
- 2) Block Grants awarded directly by the Graduate School to individual graduate programs for direct student support.
- 3) Doctoral Dissertation Fellowships awarded directly to senior graduate students nominated by individual graduate programs and selected by a faculty review group.

The recommendations issued by the work groups and additional information gathered as a result of numerous consultations with the collegiate deans, associate deans, and members of the faculty were shared with President Bruininks and President-Designate Kaler. The following decisions have been made, effective beginning with fiscal year 2013.

- The Graduate School will no longer collect funds for the First-year Graduate Student Fellowships through the cost pool and then redistribute fellowships directly to individual graduate students. Instead, each college dean will have discretion regarding how to allocate first-year fellowship dollars among their graduate programs and their graduate students. There will be no decrease in the total amount of direct student support.
- The Graduate School will use cost pool funds formerly dedicated to the Block Grants to create a new Quality Metrics Pool. Distribution from the pool will go to the collegiate deans to distribute among their graduate programs, except for intercollegiate, interdisciplinary graduate programs, which will receive direct distributions from the Graduate School. Distribution of all funds will be based on a qualitative review of a range of transparent quality metrics.
- Doctoral Dissertation Fellowships will continue to be collected through the graduate education cost pool and allocated by the Graduate School via a faculty-driven, University-wide competitive review and selection process.

Changes in the funding mechanisms are intended to provide greater collegiate-level control. At the same time, colleges have a higher-level of accountability to ensure that investments are being made responsibly and strategically to improve the overall quality of their graduate programs.

Based on the National Research Council's Data-Based Assessment of Research-Doctorate Programs results released in September 2010, a renewed emphasis was made on improving the amount of externally-funded traineeships to support our graduate students. A new budgetary line item has been added, starting in fiscal year 2012, to provide matching support for training grant applications that will increase the competitiveness and impact of these traineeships.

Metrics and Measurement

The creation of a Quality Metrics Pool is designed to allocate funding on a merit basis. Distribution decisions will be based on a transparent set of quality metrics. The Graduate School is working closely with the Graduate Subcommittee of the Enrollment Management Committee to develop a set of potential specific metrics and will present recommendations to the Provost and President-Designate Kaler in summer 2011.

Metrics will take into account different norms across different disciplines, and programs will be measured not simply against each other but also against national norms and best practices.

Graduate Student Experience and Advising

The quality of student advising has long been identified as an important contributing factor to the success of our graduate students. The University's Distinguished Teaching Awards for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, created in 1998, emphasize its role. The Graduate School's Best Director of Graduate Studies (DGS) and Best DGS Assistant awards also recognize important advising roles in the program context. The national Ph.D. Completion Project, in which 14 University of Minnesota doctoral

programs have participated since the annual survey of doctoral students began in 2006, has repeatedly identified advising as a critical factor in completion rates and success.

In the fall 2010 Graduate and Professional Education Assembly, a break-out session was dedicated to advising as a one of five critical issues. Discussion identified training of advisers (initially and ongoing) as the top priority in this area, with incentives and evaluation. Other ideas generated at the session include a focus on early career coaching, and professional development for diverse career paths.

The spring assembly, which focused on program evaluation, took the recommendation from the fall assembly to the next step. Discussion and exercises demonstrated how the program evaluation process can be used to articulate, evaluate, and reward high quality advising at the program, department, and college level.

Meanwhile, the Council of Graduate Students (COGS) has established new Outstanding Faculty Awards with support from the Graduate School. These awards have highlighted the importance of advising to the students who nominate faculty members as well as those who select the winners.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

June 9, 2011

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

- Crookston Campus—Create minor in Accounting

II. Request for Changes to Academic Programs

- College of Liberal Arts (Twin Cities Campus)—Discontinue the Cultural Studies track and the Comparative Literature track within the B.A. degree in Cultural Studies and Comparative Literature
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Create the Nutrition Studies Specialization track within the B.S. degree in Nutrition
- College of Science and Engineering (Twin Cities Campus)—Create Professional Physics track within the B.S.Phys. degree
- Crookston Campus—Deliver via distance the existing B.S. degree in Communication
- Crookston Campus—Deliver via distance the existing minor in Communication

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
June 9, 2011**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Crookston Campus—Create minor in Accounting**

The Crookston campus requests approval to create a minor in Accounting, effective fall semester 2011. The proposed minor will introduce students to the theory and practice of accounting, including the basics of generally accepted accounting principles. The minor will leverage the courses, faculty, and other resources currently in place for the B.S. degree in Accounting.

II. Request for Changes to Academic Programs

▪ **College of Liberal Arts (Twin Cities Campus)—Discontinue the Cultural Studies track and the Comparative Literature track within the B.A. degree in Cultural Studies and Comparative Literature**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Cultural Studies track and the Comparative Literature track within the Bachelor of Arts (B.A.) degree in Cultural Studies and Comparative Literature, effective spring 2011. The degree program will have one common framework.

▪ **College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Create the Nutrition Studies Specialization track within the B.S. degree in Nutrition**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create the Nutrition Studies Specialization track within the Bachelor of Science (B.S.) degree in Nutrition, effective fall 2011. Students who choose the Nutrition Studies Specialization track will focus a portion of their studies in either Regulatory Nutrition; Entrepreneurial Nutrition; Health, Wellness, and Medicine; or Nutrition Communications.

▪ **College of Science and Engineering (Twin Cities Campus)—Create Professional Physics track within the B.S.Phys. degree**

The College of Science and Engineering on the Twin Cities campus requests approval to create the Professional Physics track within the Bachelor of Science in Physics (B.S.Phys.) degree, effective fall 2011. The track is designed for students who are interested in fundamental physics or astrophysics, applying physics to the workplace, or who are planning on continuing their physics education in graduate school.

- **Crookston Campus—Deliver via distance the existing B.S. degree in Communication**

The Crookston campus requests approval to deliver via distance the Bachelor of Science (B.S.) degree in Communication, effective fall semester 2011. Online delivery of this degree program will provide greater flexibility to students for whom traditional delivery is not feasible.

- **Crookston Campus—Deliver via distance the existing minor in Communication**

The Crookston campus requests approval to deliver via distance the minor in Communication, effective fall semester 2011. Online delivery of this degree program will provide greater flexibility to students for whom traditional delivery is not feasible.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

June 9, 2011

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.