UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Academic and Student Affairs Committee

Thursday, May 9, 2013

1:15 - 3:15 p.m.

600 McNamara Alumni Center, East Committee Room

Committee Members
   Patricia Simmons, Vice Chair
   Linda Cohen
   Dean Johnson
   David Larson
   David McMillan
   Abdul Omari

Student Representatives
   Kyle Kroll
   Molly Tomfohrde

AGENDA

1. Board of Regents Policy: Tuition and Fees - Review - K. Hanson/J. Tonneson (pp. 2-7)

2. Summary of Undergraduate Income Distribution Trends - K. Hanson/R. McMaster (pp. 8-9)

3. Academic Program Review - K. Hanson/R. McMaster/H. Schroeder (pp. 10-12)

4. Graduate Education Update & Trends Overview - K. Hanson/H. Schroeder (pp. 13-26)

5. Consent Report - Review/Action - K. Hanson (pp. 27-36)
Agenda Item: Board of Regents Policy: Tuition and Fees

☑ review  □ review/action  □ action  □ discussion

Presenters: Senior Vice President and Provost Karen Hanson
            Budget Director Julie Tonneson

Purpose:

☑ policy  □ background/context  □ oversight  □ strategic positioning

The President is recommending changes in the language related to Administrative Fees, 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 four types of fees: administrative, course, distance delivery, 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 has been conducting a thorough review and analysis of all fees charged to students. The study has focused 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 has not included a review of student services fees, which fall under a separate Board of Regents policy.

The administration is recommending changes in the policy related to the title and purpose/definition of the “administrative fee” category, and the order of the four fee categories as they are listed in policy.

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 made two overview presentations to the Finance and Operations Committee regarding the fee
review: one in December 2009 and another in February 2011. In May and June of 2011, and in May and June of 2012, the Educational Planning and Policy Committee reviewed and approved the recommended changes to the policy on Tuition and Fees related to academic fees and course fees respectively.

**President's Recommendation for Action:**

The President recommends approval of the proposed policy change.
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.

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. A college specific tuition surcharge may be established as a supplement to the relevant undergraduate tuition rate.

(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.

(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.

(h) Fees in lieu of tuition shall be set so that the total fee is equal to or greater than the tuition rate applicable to the credits earned. The total fee in lieu of tuition may include multiple components.

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.

Fees within this section shall be assessed only in specifically justified situations consistent with the definitions and parameters identified, and shall be set based on consideration of actual cost and the impact to students.

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

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

Subd. 2-1. Course Fees. Course fees may be assessed to recover costs of goods and services provided beyond the normal expectations of instructional delivery when those goods and services:

(a) are essential to the educational outcomes of the course;
(b) are unique to the type of course;
(c) are used during the term of enrollment;
(d) represent direct costs or assignable indirect costs calculated on a per-student basis

Course fee rates shall be set to recover but not exceed actual costs.

Subd. 2-2. Distance Delivery Fees. Fees in excess of tuition may be assessed for delivery of instruction that does not require the physical presence of the student on campus. Fees for distance delivery of courses may be set to reflect market considerations.

Subd. 4-3. Academic Fees.

(a) Campus/Collegiate Fees. 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 goods and services that directly benefit students but that are not part of actual classroom instruction. 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. 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.

Subd. 4. Miscellaneous Term Fees. Miscellaneous term fees may be assessed to an individual student (or to students in a defined group) for goods, services and benefits received, or for implementing a penalty. Allowable items covered in this subdivision are those that do not fall under course, distance delivery or academic fee categories (subdivisions 1 – 3) and include, but are not limited to: transcript fees, application fees, specific program fees, damage deposits, confirmation fees, and special exam fees.
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. The President or delegate shall have the authority to implement changes to administrative, academic, distance delivery, or course, distance delivery, academic, and miscellaneous term fees outside of the Annual Operating Budget to correct errors or to establish fees essential for the delivery of new courses, provided the fees in question meet the standards set forth in Section III.

Board of Regents Policy: Tuition & Fees
Student Fee Study-Administrative Fees

Academic & Student Affairs
May 9, 2013
What is the Student Fee Study?

What:
• Beginning in Fall of 2009
• A comprehensive look at all fees charged to students University-wide (rates, revenues, rationale, etc.)

Why:
• Verify policy definitions
• Review for efficiency and consistency
• Uncover policy questions
• Identify process improvements

Subject:
Academic Fees – campus or college level for student services (updated 2011)
Course Fees – transportation, consumable materials, special services, miscellaneous course expenses (updated June 2012)
Administrative Fees – miscellaneous goods, services, benefits & penalties (proposed updates for June 2013)
Administrative Fees—Policy Change

- Most varied group of fees – truly “miscellaneous”
- Not specific to a course or registration
- Primarily for services, use of equipment/facilities, campus benefits and penalties

Three Proposed Changes:

1) Revised title for this group of fees – “Miscellaneous Term Fees”
2) Re-ordering of the fee categories within the policy – Miscellaneous last
3) Revised definition of this category for clarification – no change in intended purpose or allowable items

Administrative Guidelines: developed to aid in implementation
Miscellaneous Fees – Policy Change

**Existing Definition**

“Administrative Fees. Administrative fees affect large classes of students directly benefitting from the services for which the fees are assessed.”

**Proposed Definition**

“Miscellaneous Term Fees. Miscellaneous term fees may be assessed to an individual student (or to students in a defined group) for goods, services and benefits received, or for implementing a penalty. Allowable items covered in this subdivision are those that do not fall under course, distance delivery or academic fee categories (subdivisions 1-3) and include, but are not limited to: transcript fees, application fees, specific program fees, damage deposits, confirmation fees, and special exam fees.”
Agenda Item: Summary of Undergraduate Income Distribution Trends

Presenters: Senior Vice President/Provost Karen Hanson
Robert McMaster, Vice Provost and Dean of Undergraduate Education

Purpose:

Over the past six months, and in the December 2012 semester report of the Student Representatives to the Board of Regents, questions have arisen around the changing family income distributions of the undergraduate student body.

Outline of Key Points/Policy Issues:

Although some data have indicated significant shifts that have disadvantaged middle-income families, a more recent analysis, that adjusts the income categories for inflation and includes all students (not just students receiving financial aid) indicates the income characteristics of families has been relatively flat in the middle-income ranges. There have been increases in the number of both low-income and higher-income families. This new analysis will be discussed.

Background Information:

December 13, 2012, Undergraduate Education: Enrollment Trends and Tuition Philosophy, Educational Planning and Policy Committee

February 10, 2011, Financial and Advising Support for Undergraduate Students, Educational Planning and Policy Committee
Household Income Categories of Degree-Seeking Twin Cities Undergraduates

The following chart includes all, degree-seeking, undergraduate students on the TC campus. This analysis adjusts the family income for each student for inflation using the Bureau of Labor Statistics, annual consumer price index (CPI). All income data below is listed in 2011 dollars.

<table>
<thead>
<tr>
<th>Family Income</th>
<th>2001</th>
<th>%</th>
<th>2011</th>
<th>%</th>
<th>10-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - 30,000</td>
<td>3,555</td>
<td>12%</td>
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<td>$30,001 - $48,000</td>
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<tr>
<td>$48,001 - $75,000</td>
<td>3,021</td>
<td>10%</td>
<td>3,608</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>$75,001 - $110,000</td>
<td>3,968</td>
<td>14%</td>
<td>4,674</td>
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<td>Unknown</td>
<td>12,754</td>
<td>44%</td>
<td>9,145</td>
<td>28%</td>
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<td>Total</td>
<td>29,244</td>
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Noteworthy
After adjusting for inflation, the percentage of students in each income group remains generally flat. The largest percentage gains are in the bottom category ($0-$30,000) and the top ($110,000 +). This demonstrates a similar distribution among economic groups despite increases in the overall class size.

Over the past decade, there has been a sizeable drop in the number of students for whom income is unknown. Put another way, there has been a considerable increase in the number of families filing the FAFSA to apply for financial aid. Although the precise reasons for this are unknown, we speculate that this change occurred through a combination of the following:

- Increasing college costs
- Greater publicity about financial aid programs
- Changes to financial aid programs (such as U Promise expanding to include middle-income students; expansion of eligibility for Pell)
- The U of M being included in the college choice sets of students interested in private colleges and universities
- Increased percentage of international students enrolled (who are ineligible for most forms of financial aid)

Definitions

*Income* is the combined total wages of both parents and the student if the student is listed as a dependent. If the student is listed as independent, then only his/her income is included.

*Students receiving aid* includes all degree-seeking, undergraduate students enrolled on the TC campus who received grant aid, scholarships, tuition waivers, or sponsored loans (We have no information on private loans or outside/private scholarships paid directly to students.).

*CPI* is calculated from data at ftp://ftp.bls.gov/pub/special.requests/cpi/cpiai.txt
Summary of Undergraduate Income Distribution Trends

Presentation to the Academic and Student Affairs Committee, Board of Regents

May 9, 2013

Karen Hanson, Ph.D.
Senior Vice President and Provost

Robert McMaster, Ph.D.
Vice Provost and Dean of Undergraduate Education
Income Categories: Degree-Seeking Twin Cities Undergraduates

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• The percentage of students in each income group remains generally flat.

• The largest percentage gains are in the bottom and top categories.

• The past decade has shown a sizeable drop in the number of students whose income is unknown. More families are filing the FAFSA. Possible reasons for this change:
  – Increasing college costs
  – Greater publicity about financial aid programs
  – Changes to financial aid programs (e.g., U Promise expanding to include middle-class students)
  – The U of M being included in the college choice sets of students interested in private colleges and universities
  – Increased percentage of international students enrolled (ineligible for most financial aid)
Agenda Item:  Academic Program Review

Presenters:  Senior Vice President and Provost Karen Hanson
             Robert McMaster, Vice Provost and Dean of Undergraduate Education
             Henning Schroeder, Vice Provost and Dean of Graduate Education

Purpose:

Outline of Key Points/Policy Issues:

Background Information:

February 7, 2013, Assessment of Undergraduate Student Learning, Academic & Student Affairs Committee

October 11, 2012, University Accreditation, Educational Planning and Policy Committee
Policy Questions
- What is the role of academic program review in meeting the University's accountability requirements?
- How can the University ensure that academic program review improves teaching, learning, and research productivity?

Purpose of Academic Program Review
The goal of a university-wide process for conducting academic program reviews is to evaluate quality and aid planning. Primary outcomes include:
- an objective assessment of the health and vitality of our academic programs;
- recommendations that lead to programmatic improvement, from maintaining strengths to remedying weaknesses;
- alignment with institutional priorities and values.

Additional potential benefits provided by program review include:
- opportunities for our faculty and staff to engage with and learn about programs outside their unit, leading to an increase in cross-collegiate and cross-disciplinary collaborations;
- opportunities for outside constituents to learn about the strengths of our programs, leading to enhanced external visibility and reputation of the University of Minnesota.

Best Practices of Academic Program Review
Many universities across the country have recently revised or are in the process of revising academic program review processes. The University of Minnesota is examining these efforts and has identified the following characteristics of successful academic program review processes. These principles will guide improvements to academic program review at the University.

Collaborative
Program reviews are conducted through a partnership between the Provost’s Office and the colleges, and involve the provost, vice provosts, college dean and associate dean(s), program faculty and students, and relevant staff. Program reviews should be guided by a central University policy and set of procedures that allow colleges a high degree of flexibility. The process may be tailored to fit individual program needs, but must also include a core set of system-wide, discipline-independent criteria and questions that indicate the value and purpose of the program to the broader institution.

Comprehensive
Program reviews should include all of a unit’s academic programs, both undergraduate and graduate or professional. Reviews should also consider all aspects of the unit that contribute to or have an impact on its programs, including organizational structure, budget, facilities, and affiliated centers or institutes.
Developmental
The reviews must indicate how programs can improve as well as how they contribute to the overall strategic goals of the University. The process must therefore provide a safe space for faculty to examine areas where improvement is needed while also providing information needed for administrative decisions. Program reviews should be seen as part of a continuous improvement process, and it should be clearly stated when program review results may also inform resource allocation or program closure/merger decisions.

Value-added
The reviews must be neither so superficial as to be meaningless nor so demanding as to be disruptive to the academic programs. The process cannot be perceived to be “homework” assigned by administration to faculty and staff of programs under review; it must be considered useful by producing valuable outcomes and actionable recommendations.

Sustainable
All academic programs must be reviewed; however, the review cycle may vary by college and should depend in part on collegiate and institutional priorities. The review cycle schedule must not be so frequent as to over-evaluate programs nor so infrequent as to risk programs becoming outdated or of lower quality. The process must respect faculty and staff time by leveraging existing processes (e.g., curriculum committee work, specialized accreditations) and providing central sources of key data.

Culturally sensitive
The review process must be sensitive to the culture and history of the department. The focus on a science-based department’s review (laboratories, grants, more linear curriculum) might be quite different than the review of an art department or humanities department. Reviews will need to accommodate the different epistemologies and methodologies used, yet still provide a somewhat standardized approach for comparative purposes.

Adaptive
The review process itself must include opportunities to reflect on the effectiveness of the process and to identify areas for improvement.
Academic Program Review

Presentation to the Academic and Student Affairs Committee, Board of Regents

May 9, 2013

Robert McMaster, Ph.D.
Vice Provost and Dean of Undergraduate Education

Henning Schroeder, Ph.D.
Vice Provost and Dean of Graduate Education
Academic Assessment
(Accountability and Improvement)

Approval Process for New, Changed, Discontinued Programs
(discussed at September meeting)

Academic Program Review
(today’s discussion)

Regional and Specialized Accreditation
(discussed at October meeting)

Assessment of Student Learning
(discussed at February meeting)
Policy Questions

1. What is the role of academic program review in meeting the University’s accountability requirements?

2. How can the University ensure that academic program review improves teaching, learning, and research productivity?
Purpose of Program Review

To evaluate quality and aid planning

Primary outcomes:
- an **objective assessment** of the health and vitality of our academic programs;
- recommendations that lead to **programmatic improvement**, from maintaining strengths to remedying weaknesses;
- **alignment** with institutional priorities and values.

Additional potential benefits provided by program review:
- opportunities for our faculty and staff to engage with and learn about programs outside their unit, leading to an increase in cross-collegiate and cross-disciplinary collaborations;
- opportunities for outside constituents to learn about the strengths of our programs, leading to enhanced external visibility and reputation of the University of Minnesota.
Structure of Program Review

Scope
- What do we mean by “program”? A degree? A department? A disciplinary cluster?
- What aspects of the program are reviewed?

Timing
- How often should reviews be conducted?

Coordination with other review activities
- Assessment of Student Learning
- Specialized Accreditation
- Graduate Review and Improvement Process
- Curriculum Committee Work
- Collegiate Compact Process
Components of Program Review

1. Review initiated, review team selected.
2. Program faculty prepare a self-study report.
3. Reviewers examine self-study, may conduct site visit.
4. Reviewers prepare report with commentary and recommendations.
5. Final review and determination of outcomes.
Criteria of Program Review

Components for undergraduate program review:

1. Brief history of the program

2. Curriculum and Advising
   - Characteristics of current degree program(s), requirements, and sample plans
     - PCAS data
   - Curriculum, courses offered, including offerings in LE curriculum, including WI
     - Data and descriptions from ECAS
Criteria of Program Review

Components for undergraduate program review:

- Writing in the major, WEC, WI courses
- Who teaches – philosophy/narrative
  - 4 years of class schedule data and instructor of record
- Role of SLOs and specific SLOs designed for the major
- Internship opportunities
- Advising and career counseling
Criteria of Program Review

Components for undergraduate program review:

3. Students
   - Retention and graduation rates for students in the major
   - Profile of students in the major
     ▪ Freshman characteristics
     ▪ Data from scholarship databases, student financials
     ▪ Transfer student characteristics
     ▪ Study abroad participation
     ▪ Student employment
     ▪ Experiential learning / internships
     ▪ Awards and recognitions
     ▪ Student organizations
CBS Assessment

Student Learning Outcome:

*The ability to communicate effectively*

Coordinating CBS Outcome:

*Effective communication and conduct within a scientific context*

Skills evaluated in a course which emphasizes this outcome:

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<td>Communicates effectively in writing, speech, &amp; visual presentations</td>
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<td>Understands roles of teamwork &amp; individual effort in scientific endeavors</td>
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<td>Critically &amp; independently evaluates current theory, knowledge, &amp; issues</td>
</tr>
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</table>
Criteria of Program Review

Key data sources for undergraduate programs:

4. Resources
   - Space and facilities, labs, specialized facilities
   - Budgetary information

5. Data Sources
   - Student credit hours
   - # majors
   - SERU data
   - Placement
   - Graduate school
   - Grade data
   - Time to degree
   - Double majors
   - Minors accompanying this major/minor
Criteria of Program Review

Future Plans / challenges

• Who are seen as peers? Competitors?
• Points of pride
• Challenges and opportunities
• Future goals and directions
Core Questions for All (Graduate) Programs

• What is the **purpose** of the program?
  – What are the desired outcomes?

• What is the **rationale and educational purpose** of each element of the program?
  – Which elements of the program should be retained and affirmed?
  – Which elements could usefully be changed or eliminated?

• How do you **know**?
  – What evidence aids in answering those questions?
  – What evidence can be collected to determine whether changes serve the desired outcomes?

Criteria of Program Review

Key metrics for graduate programs:
- time to degree, completion and attrition rate and pattern
- level of student funding support
- student research and scholarly productivity: student publications, exhibitions, presentations, and performances
- graduate profile: job placements, continued contributions to the field
Current Academic Program Review Activities

Such as those in:

• College of Biological Sciences
• College of Science and Engineering
• College of Design
Accredited Programs

The University also has numerous academic programs that are accredited or licensed by a specialized or professional association, including the following:

- Architecture
- Education
- Engineering
- Interior Design
- Journalism
- Nursing
- Nutrition
Future Directions for Academic Program Review on the Twin Cities Campus
Characteristics of Successful Academic Program Review

- Collaborative
- Comprehensive
- Developmental
- Value-added
- Sustainable
- Culturally sensitive
- Adaptive
Collaborative

- Program reviews are conducted through a partnership between the Provost’s Office and the colleges, and involve the provost, vice provosts, college dean and associate dean(s), program faculty and students, and relevant staff.

- Program reviews should be guided by a central University policy and set of procedures that allow colleges a high degree of flexibility.

- The process may be tailored to fit individual program needs, but must also include a core set of system-wide, discipline-independent criteria and questions that indicate the value and purpose of the program to the broader institution.
Comprehensive

- Program reviews should include all of a unit’s academic programs, both undergraduate and graduate or professional.

- Reviews should also consider all aspects of the unit that contribute to or have an impact on its programs, including organizational structure, budget, facilities, and affiliated centers or institutes.
Developmental

- The reviews must indicate how programs can improve as well as how they contribute to the overall strategic goals of the University.

- The process must therefore provide a safe space for faculty to examine areas where improvement is needed while also providing information needed for administrative decisions.

- Program reviews should be seen as part of a continuous improvement process, and it should be clearly stated when program review results may also inform resource allocation or program closure/merger decisions.
Value-added

• The reviews must be neither so superficial as to be meaningless nor so demanding as to be disruptive to the academic programs.

• The process cannot be perceived to be “homework” assigned by administration to faculty and staff of programs under review; it must be considered useful by producing valuable outcomes and actionable recommendations.
Sustainable

• All academic programs must be reviewed; however, the review cycle may vary by college and should depend in part on collegiate and institutional priorities.

• The review cycle schedule must not be so frequent as to over-evaluate programs nor so infrequent as to risk programs becoming outdated or of lower quality.

• The process must respect faculty and staff time by leveraging existing processes (e.g., curriculum committee work, specialized accreditations) and providing central sources of key data.
Culturally Sensitive

• The review process must be sensitive to the culture and history of the department.

• The focus on a science-based department’s review (laboratories, grants, more linear curriculum) might be quite different than the review of an art department or humanities department.

• Reviews will need to accommodate the different epistemologies and methodologies used, yet still provide a somewhat standardized approach for comparative purposes.
• The review process itself must include opportunities to reflect on the effectiveness of the process and to identify areas for improvement.
Major Presentation Points

1. Academic program review is **one component of academic assessment**.

2. The goal of academic program review is to **evaluate quality** and to **aid planning**.

3. Academic program review is **not a one-size-fits-all process**.

4. Academic program reviews are conducted through a **partnership between the Provost’s Office and the colleges**.
Policy Questions

1. What is the role of academic program review in meeting the University’s **accountability** requirements?

2. How can the University ensure that academic program review **improves** teaching, learning, and research productivity?
Academic and Student Affairs Committee

May 9, 2013

Agenda Item: Graduate Education Update and Trends Overview

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

Purpose:

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 and strengthen the foundation of graduate education.

Outline of Key Points/Policy Issues:

In 2009, the University embarked on a restructuring plan to enhance the quality and efficiency of its graduate education enterprise. This report will provide an update on key accomplishments, on-going initiatives, and action plan for the near future. Although some of the changes have been well received by the University community, there remain important issues and challenges that require more in-depth examination and consultation to formulate resolutions.

Background Information:

Discussions relating to graduate education include: Focus on Graduate Education (May 13, 2010); Size Scope, and Mission of the University of Minnesota: Interim Report on Enrollment Management Strategies (December 9, 2010).
Graduate Education Update and Trends Overview

Introduction
Graduate education intersects with all aspects of the University’s threefold mission: Research and Discovery, Teaching and Learning, and Outreach and Public Service. The strength of our graduate programs is vital to the reputation, standing, and future of the institution. In 2009, the University embarked on a restructuring plan to enhance the quality and efficiency of its graduate education enterprise. This docket material and the accompanying presentation provide an update on key accomplishments, ongoing initiatives, and action plans for the future.

Governance and Policies
To increase efficiency and flexibility, the governance structure for graduate education was changed substantially when a single Graduate Education Council (GEC) replaced six Policy and Review Councils and a Graduate School Executive Committee. The first University-wide election of the GEC’s faculty members was held in December 2011 with 46% of the tenured and tenure-track faculty casting ballots. The second election, to replace five faculty representatives whose terms expire in spring 2013, is currently underway. The group of 15 elected faculty members and three graduate students represent all of the University’s broad disciplinary areas and act as an advisory council to the Vice Provost and Dean of Graduate Education.

Unlike the Policy and Review Councils that met once each semester, the Graduate Education Council meets monthly during the academic year. This schedule ensures that graduate program proposals and other matters are reviewed, discussed and acted upon promptly. All GEC members, including students, are encouraged to forward issues for discussion and action by this body.

Fourteen University-wide policies that govern graduate education were developed or revised to create greater consistency across the institution. These policies provide a flexible framework that allows colleges to develop college-specific policies and procedures that best reflect their disciplinary needs and culture.

Several aspects of the new policies are designed to encourage the development of more flexible curriculum, promotion of early research opportunities for graduate students and timely completion of degree. These include the early thesis registration option, which allows doctoral students to accumulate thesis credits prior to the completion of the preliminary oral examination; imposing a limit on the maximum number of required credits; and clearly articulated degree completion time limits.

Metrics and Measurements
One of the goals of restructuring graduate education was to provide more local control for collegiate deans, with collegiate and central leaders partnering to provide quality oversight. One example of such a partnership is the Quality Metrics Allocation Plan.
Under this plan, which replaces the former Block Grant program administered by the Graduate School, funding allocations are made to the colleges based on a set of core metrics data for all of a college’s Ph.D., M.S., M.A., and M.F.A degree programs. The core metrics include time to degree, completion rate, attrition pattern, and job placement. Colleges review the metrics data and provide narratives that address noticeable trends and job placement information. They are encouraged to develop their own discipline-specific criteria for distributing the collegiate allocation to their programs.

Although there were some initial concerns regarding this new funding mechanism, several college deans have reported that the metrics data are useful to them in determining funding amounts for their programs. We will continue to refine the list of core metrics for future allocations.

**Attracting the Best and Most Diverse Students**

Recruitment of high quality graduate students has long been the responsibility of the colleges and programs. To support recruitment efforts, the Graduate School historically administered a First-Year Graduate Student Fellowship program. With restructuring, the central recruitment fellowship funding pool of $3.5 million per year was decentralized to the colleges. Starting with the 2011-12 cohort, colleges are responsible for packaging and distributing recruitment fellowships to their graduate programs. Most college deans have reported satisfaction with the high degree of local control and flexibility now afforded colleges with respect to recruitment fellowship funds.

However, several deans and some faculty members have expressed dissatisfaction with this model, particularly regarding the challenges of offering competitive multi-year fellowship packages and managing the risk of making more offers than the budgeted amount at the local level. As a result, the Provost collaborated with the Graduate School earlier this year to provide one-time funding of up to $780,000 to offer an additional year of matching fellowship support to 19 top quality applicants across seven colleges. A committee is currently evaluating the challenges regarding the recruitment fellowship and plans to submit recommendations for improvement to the Provost by the end of fall semester 2013.

As a measure of the competitiveness and quality of graduate students, the number of National Science Foundation (NSF) Fellows reached another record level in 2012-13. The majority of NSF fellowships were awarded to currently enrolled students, demonstrating the ability of University of Minnesota students to attract external funding. (See Figure 1).

![Figure 1. National Science Foundation Fellows recipients, Twin Cities campus, 2005-12](image-url)
The Office for Diversity in Graduate Education (ODGE), a division of the Office for Equity and Diversity, coordinates and leads a variety of services and initiatives to assist colleges and programs in recruiting and retaining domestic students of color. These efforts include the Diversity of Views and Experiences (DOVE) Fellowship program, the Community of Scholars Program (COSP), and the Multicultural Summer Research Opportunity Program (MSROP). Additional resources and support for faculty, staff and students are available on the ODGE web site (http://diversity.umn.edu/gradeducation).

In addition, the Recruitment Council was organized to bring together college-level staffs that are responsible for recruitment of students from underrepresented communities. Council members share resources, such as databases of underrepresented students who are interested in graduate study, as well as the financial costs associated with outreach activities. The group’s collaborative efforts have resulted in a larger University of Minnesota presence at Graduate Education Fairs targeted to underrepresented groups.

**Advising Graduate Students**

The quality of graduate student advising has a significant impact on student success, the student experience, and timely degree completion. A 2011 Yale University report, *Improving Graduate Education at Yale University* (http://www.yale.edu/graduateschool/academics/forms/Improving%20Graduate%20Education%20at%20Yale%202011.pdf), concluded that by strengthening mentoring (advising) practices across the institution, student outcomes would improve. Data from the Ph.D. Completion Project, a national study of attrition and completion in U.S. doctoral programs launched in 2004 by the Council of Graduate Schools, revealed that improvements in mentoring and advising exceeded any other area of innovation and improvement to increase Ph.D. Completion (“Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success,” 2010, Council of Graduate Schools).

On multiple occasions, University of Minnesota students and faculty have voiced their concerns about the quality of graduate student advising. For example, the December 2012 report from the graduate student representatives to the Board of Regents identified graduate student advising as one of three key issues. In spring 2012, the campus-wide Graduate and Professional Education Assembly (GPEA) focused on this topic in a series of presentations and discussions titled, “From First Course to First Job: Developing and Rewarding Excellence in Graduate Student Advising” (http://www.grad.umn.edu/deans-office/projects_initiatives/gpea/2012spring/index.html). About 100 participants attended this Graduate School sponsored event, which generated lively and fruitful dialogue. A similar event was held on the Duluth campus that attracted approximately 50 attendees.

Following the spring 2012 Assembly, the Graduate School approached the Student Conflict Resolution Center to partner on a project that would build on existing tools, resources, and services to create and sustain an institutional culture of graduate student advising excellence. The Provost has endorsed the project charter, and we will be collaborating with various units and offices across the University to implement the plan. Many of the recommendations included in the graduate student representative report to the Board of Regents have been incorporated in the action plan, such as the development of guidelines for handling adviser/advisee conflicts.
Graduate Student Learning Outcomes and Assessment

The assessment of student learning outcomes at the graduate level is a means to improve programs and increase transparency of expectations for graduate students. It is one of the components of academic assessment and will be part of the University’s accreditation review by the Higher Learning Commission in 2015.

In the fall of 2012, Vice Provost and Dean of Graduate Education, Henning Schroeder, convened a committee of faculty, staff, and students to launch an initiative to develop graduate student learning outcomes at the University of Minnesota. The objective of this initiative is to improve the quality of graduate education and the graduate student experience by identifying graduate student learning outcomes and approaches to outcome assessment. This project will be completed in several stages.

During Phase I, a committee outlined initial ideas for developing graduate student learning outcomes and identified six intellectual principles that are intended to guide the development of program-specific learning outcomes for research graduate degrees. Stakeholders, including Senate committees, the Graduate Education Council, the Council of Graduate Students, Deans, Associate Deans, and Directors of Graduate Studies, are being consulted for their feedback on the draft principles and approach.

Phase II of the project will include three research-based pilot programs that will identify discipline-specific graduate student learning outcomes that reflect the programs’ vision and goals (fall 2013) and evaluate student learning using the discipline-specific outcomes with students in the program (spring 2014). Building upon what we learn about the resources and support that pilot programs need to successfully develop and implement these outcomes, we will expand the number of pilot programs, and potentially also other degree types, while continuing to monitor the progress and results from the initial pilot (2014 and beyond).

Graduate Review and Improvement Process

As previously discussed at the March 2013 presentation, there are various forms of academic assessment. In addition to accreditation and external program review, which are summative and retrospective in nature, a developmental and customized approach to program assessment encourages ongoing improvement and creates ownership of and relevance to evaluation in graduate education. One does not replace the other; rather, they are different and complementary methods that help to provide a holistic assessment of program quality.

In collaboration with a group of evaluation experts in the College of Education and Human Development, the Graduate Review and Improvement Process (GRIP) was developed in 2011. Inspired in part by the Carnegie Foundation for the Advancement of Teaching’s Carnegie Initiative on the Doctorate to improve graduate education, GRIP is a student-centered and action-oriented program assessment that captures the distinctive measures of quality in different disciplines. It places evaluation in the hands of faculty and students; they become co-creators of a process that is meaningful to their program’s needs.
Three fundamental questions are explored in GRIP: 1) What is the purpose of the program? 2) What is the rationale and educational purpose of each element of the program? and 3) How do you know you have been successful in achieving your program’s goals?

GRIP is currently in its second year, with eight groups participating in 2012-2013. Participating programs have reported positive experiences with GRIP. Students in one pilot department reported that this was the first structured opportunity they had ever had to provide feedback on their program experience; another unit has decided to extend the GRIP program to its entire college; faculty in one graduate program are rethinking their instructional approach after consulting with students using GRIP.

The GRIP program has been introduced at various national conferences and was covered in an Inside Higher Ed article (http://www.insidehighered.com/news/2012/12/17/graduate-students-and-faculty-u-minnesota-pilot-new-ongoing-program-review-process). Graduate education is a broad, complicated enterprise with many facets. It is challenging for institutions to assess graduate program quality in a timely, useful and holistic way. GRIP has the potential to change this, and in doing so, may become a model for graduate program assessment throughout the country.

Interdisciplinary Initiatives

The solution to many of today’s challenges and problems require an interdisciplinary approach. This demands that our students acquire skills that transcend traditional fields of study and gain mastery of multiple methodologies. While it is important to maintain strong disciplines, it is vital to seed and support scholarly inquiry that cross disciplinary boundaries. One of the responsibilities of the Vice Provost and Dean of Graduate Education is to nurture intercollegiate, interdisciplinary initiatives that lead to new opportunities for graduate students and the generation of new knowledge.

One interdisciplinary initiative coordinated through the Graduate School is the Interdisciplinary Doctoral Fellowship (IDF) program. The IDF is awarded to outstanding graduate students with interdisciplinary dissertation topics who would benefit from interaction with faculty and scholars at one of the University’s interdisciplinary research centers or institutes. Data continue to show a high return on IDF investment, with Fellows reporting significant research advancement and high levels of conference presentation and publication that allow them to gain visibility in their fields.

In addition, as part of the Quality Metrics Allocation Plan, the Graduate School provides direct funding support to intercollegiate graduate programs. This investment allows the programs to continue to host recruiting weekends for prospective students, offer graduate student stipends, provide graduate student travel grants for research, and support students in other ways. To help spur new collaborations across colleges and disciplines, the Graduate School provides modest funding for a number of selected interdisciplinary graduate groups—informal faculty and graduate student collaborations in emerging areas of cross-disciplinary specialization that focus on common intellectual interests and may lead to new education, training or research initiatives.
To provide guidance from a faculty viewpoint on issues, trends, best practices, challenges and opportunities in intercollegiate, interdisciplinary graduate education, the Graduate School is forming an interdisciplinary faculty advisory committee that will begin its work this fall. This committee will also provide a venue for those interested in advancing interdisciplinary graduate education to meet periodically to share ideas and best practices.

**International Graduate Education**

The University of Minnesota has a long tradition of success in attracting international students to its graduate programs. However, unlike undergraduate students, relatively few University graduate students take advantage of study abroad opportunities – consistent with trends at other public U.S. research universities. The Graduate School is taking steps to internationalize graduate education to better prepare graduates for the global world in which they will work.

For example, in 2010 the Graduate School established a committee, the Bologna Process Advisory Group, that identified obstacles to internationalization and suggested ways in which the institution can increase opportunities for graduate students to study and conduct research in other countries. Efforts underway include the development of a “one stop” web resource for faculty and students interested in pursuing international educational activities, the creation of templates to facilitate the development of proposals for joint academic programs with universities in other countries, communication about opportunities and programming for graduate study abroad, and an examination of policies to ensure alignment with our goal of increasing international study at the graduate level. The Graduate School is collaborating with Global Programs and Strategy Alliance to accomplish these objectives.

**Graduate Assistantships**

One of the key issues included in the December 2012 report to the Board of Regents from the graduate student representatives is graduate assistantships. Specifically, concerns include the limited availability of graduate assistantships and the disparity of pay and workload across programs and colleges. Currently, there is a U-wide administrative policy on Graduate Assistant Employment ([http://www.policy.umn.edu/Policies/hr/Hiring/GRADSTUDENTEMPLOYMENT.html](http://www.policy.umn.edu/Policies/hr/Hiring/GRADSTUDENTEMPLOYMENT.html)) that addresses various aspects of graduate assistant appointments, including employment rules governing work hours and work limitations, pay ranges, benefits, etc. With regard to conflict resolution, the policy refers to the Board of Regents policy on Conflict Resolution Process for Employees ([http://regents.umn.edu/sites/default/files/policies/Conflict_Resolution_Process.pdf](http://regents.umn.edu/sites/default/files/policies/Conflict_Resolution_Process.pdf)) and the corresponding administrative policy on Implementing the Conflict Resolution Process ([http://www.policy.umn.edu/Policies/hr/Rules/CONFLICTRESOLUTION.html](http://www.policy.umn.edu/Policies/hr/Rules/CONFLICTRESOLUTION.html)) as guides for the handling of student grievances.

Although a U-wide policy governing graduate assistantships exists, not all students and faculty are aware of the intent, scope and terms of the policy. Through better communication to raise awareness of the students’ concerns and the policy terms, it is anticipated that this issue will be partially resolved. The Office of Human Resources, the policy owner, also has plans to help address some of the issues raised by students.
**Academic and Professional Development**

The University provides graduate students with many academic and professional development opportunities to enhance their learning experiences and contribute to timely degree completion. These include 20 to 25 workshops per year on dissertation and grant writing, teaching and learning, career planning, and job search processes, as well as individual consultation on academic, professional, and personal matters.

In the spring, Career Week offers a series of seminars and workshops focusing on academic and non-academic job search processes. The culminating event of the year is the Career Networking Breakfast, which brings together over 400 graduate students, postdoctoral researchers, and alumni with 80 employers from industry, government, and nonprofit sectors ([http://www.grad.umn.edu/professional-development/index.html](http://www.grad.umn.edu/professional-development/index.html)).

The Graduate School also collaborates closely with the Office of Public Engagement to support graduate students and faculty pursuing community engaged research and scholarship. The Preparing Future Faculty program provides students graduate credit while they learn pedagogical theory and strategies and develop teaching skills. The University also funds participation in a web-based service called The Versatile PhD, which provides a forum, information, and other resources to support graduate students and recent graduates in exploring and pursuing nonacademic careers.

**Progress Toward Degree**

As illustrated in The Path Forward report issued by The Commission on the Future of Graduate Education in the United States ([http://www.fgereport.org/](http://www.fgereport.org/)), relatively low doctoral completion rates is a national phenomenon. According to data assembled by The Council of Graduate Schools (CGS) as part of its Ph.D. Completion Project, the average completion rate after five years is less than 25% and after seven years, only about 45% of doctoral students completed their degrees. Compared to these reported data, the University's overall completion rates are better (see Table 1). However, Black students demonstrate a significantly lower than average completion rate.
Table 1. Six-year completion rate for Ph.D. students based on academic year of matriculation

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>35%</td>
<td>30%</td>
<td>36%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>All Students of Color</td>
<td>45%</td>
<td>36%</td>
<td>37%</td>
<td>31%</td>
<td>44%</td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>40%</td>
<td>35%</td>
<td>37%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>International</td>
<td>50%</td>
<td>54%</td>
<td>51%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>All Ph.D. Students</td>
<td>43%</td>
<td>41%</td>
<td>42%</td>
<td>43%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Source: Graduate School, University of Minnesota

The most common reasons for not completing the degrees as identified by the CGS’s Ph.D. Completion Project include changes in family obligations, competing job and military commitments, financial pressures, and dissatisfaction with the graduate program.

The student representatives to the Board of Regents recommended in December 2012 that a study be conducted to identify the reasons for graduate students leaving the University before degree completion. Previous attempts to conduct surveys on students who became inactive (non-completers) as part of the University of Minnesota’s own Ph.D. Completion Project (paralleling the national study) yielded very little and uninformative results. The University is currently in the planning phase of launching a U-wide graduate and professional student experience survey that we anticipate will provide a more comprehensive view of various aspects of our students’ life while they are enrolled at the institution. Survey results will be used to guide strategic planning at the University and local levels to improve overall student experience. It is possible that longitudinal analysis of the survey results will shed some light on key areas of dissatisfaction that may lead to students leaving the University without completing their degrees.

The CGS’s Ph.D. Completion project identified several key factors that have been shown to make a positive impact on completion rates: better advising and mentoring of students throughout their studies; more comprehensive financial support; offering pre-enrollment summer research program especially for students of color; and writing initiatives to assist with dissertation preparation. The University has already put in place several programs such as the annual dissertation retreat, Undergraduate Summer Research Program for students of color, and multi-year financial support for Ph.D. students in many of our programs. We anticipate that as a result of combining these programs with our advising initiative outlined above, new policies that encourage early research opportunities and a flexible curriculum, and all the other efforts in improving graduate student experience, our doctoral completion rate will continue to improve.
Enrollment Trends

In the last few years, the University has experienced a significant increase in the number of applications for admissions to our graduate programs while overall enrollment has declined (Tables 2 and 3). The increase in applications is almost entirely driven by international students, especially for our master’s programs. The number of international applications surpassed that of domestic students (citizen or permanent resident) for the first time with the 2011-12 academic year. However, international student enrollment is still significantly smaller than domestic students.

Table 2. Total number of applications for admissions for master’s and doctoral degree programs by academic year

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>5-yr change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All degree objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>7,690</td>
<td>7,197</td>
<td>8,148</td>
<td>7,869</td>
<td>7,866</td>
<td>2%</td>
</tr>
<tr>
<td>International</td>
<td>6,756</td>
<td>6,093</td>
<td>7,085</td>
<td>8,286</td>
<td>9,095</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>14,446</td>
<td>13,290</td>
<td>15,233</td>
<td>16,155</td>
<td>16,961</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Masters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>4,184</td>
<td>3,928</td>
<td>4,381</td>
<td>4,208</td>
<td>4,185</td>
<td>0%</td>
</tr>
<tr>
<td>International</td>
<td>2,571</td>
<td>2,483</td>
<td>3,019</td>
<td>4,060</td>
<td>4,711</td>
<td>83%</td>
</tr>
<tr>
<td>Total</td>
<td>6,755</td>
<td>6,411</td>
<td>7,400</td>
<td>8,268</td>
<td>8,896</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Doctoral</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>3,402</td>
<td>3,181</td>
<td>3,667</td>
<td>3,581</td>
<td>3,601</td>
<td>6%</td>
</tr>
<tr>
<td>International</td>
<td>4,179</td>
<td>3,605</td>
<td>4,054</td>
<td>4,219</td>
<td>4,376</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>7,581</td>
<td>6,786</td>
<td>7,721</td>
<td>7,800</td>
<td>7,977</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Graduate School, University of Minnesota

Note: These figures include all applications for admissions for graduate programs that were formerly administered by the Graduate School.
Table 3. Fall term graduate student enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>5-yr change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All degree objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>12,518</td>
<td>12,352</td>
<td>12,047</td>
<td>11,665</td>
<td>11,171</td>
<td>-11%</td>
</tr>
<tr>
<td>International</td>
<td>2,910</td>
<td>2,933</td>
<td>2,879</td>
<td>2,912</td>
<td>2,907</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>15,428</td>
<td>15,285</td>
<td>14,926</td>
<td>14,577</td>
<td>14,078</td>
<td>-9%</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>7,626</td>
<td>7,423</td>
<td>7,163</td>
<td>6,818</td>
<td>6,472</td>
<td>-15%</td>
</tr>
<tr>
<td>International</td>
<td>1,046</td>
<td>1,095</td>
<td>1,049</td>
<td>1,111</td>
<td>1,187</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>8,672</td>
<td>8,518</td>
<td>8,212</td>
<td>7,929</td>
<td>7,659</td>
<td>-12%</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen/Perm Res</td>
<td>3,948</td>
<td>4,060</td>
<td>4,130</td>
<td>4,140</td>
<td>4,096</td>
<td>4%</td>
</tr>
<tr>
<td>International</td>
<td>1,829</td>
<td>1,802</td>
<td>1,804</td>
<td>1,782</td>
<td>1,701</td>
<td>-7%</td>
</tr>
<tr>
<td>Total</td>
<td>5,777</td>
<td>5,862</td>
<td>5,934</td>
<td>5,922</td>
<td>5,797</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Graduate School, University of Minnesota

Our efforts in recruiting under-represented minority students have yielded mixed results. The number of applications for admission, though still small, has increased significantly for Hispanic and American Indian. However, the application numbers for Black students have declined in recent years, especially for our master’s programs (Table 4). Although the upward trend for other ethnic groups is encouraging, the total number of application from students of color is still very small.

Regarding the number of under-represented students enrolled at the University, the decline in the number of Black (-11%), Hispanic (-5%), and Asian/Hawaiian (-1%) students is likely attributable, in part, to the overall decline in enrollment (-9%) as illustrated in Tables 3 and 5. The only exception is for American Indian students. The significant increase in enrollment for this group of student has been driven largely by the creation of the Master in Tribal Administration and Governance on the Duluth campus.
Table 4. Total number of applications for admissions for master’s and doctoral degree programs by ethnic groups

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
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<th>2011-12</th>
<th>2012-13</th>
<th>5-yr change</th>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
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<td></td>
</tr>
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<td>156</td>
<td>143</td>
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</table>
Table 5. Fall term graduate student enrollment by ethnic groups

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<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>5-yr change</th>
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<td><strong>All degree objectives</strong></td>
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<tr>
<td><strong>Masters</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>White</td>
<td>6,207</td>
<td>6,064</td>
<td>5,739</td>
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<tr>
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<td>436</td>
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<td>9%</td>
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<tr>
<td><strong>Doctoral</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
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<td>4%</td>
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<td>126</td>
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<td>Hispanic</td>
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<td>135</td>
<td>131</td>
<td>15%</td>
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<td>Asian/Hawaiian</td>
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<td>271</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian</td>
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<td>66</td>
<td>66</td>
<td>29%</td>
</tr>
<tr>
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<td>161</td>
<td>164</td>
<td>161</td>
<td>167</td>
<td>-13%</td>
</tr>
</tbody>
</table>


Next Steps

The update above showcases some of the key efforts and initiatives that the Graduate School will focus on during the next one to two years. It also highlights a few issues and challenges that will require collaboration with external partners. President Kaler recently called for an assessment of the impact of restructuring on graduate education at the University with the intent of exploring how we might further strengthen graduate education administration. The Faculty Consultative Committee and the Provost will jointly charge a committee in the near future to evaluate various aspects of the graduate education enterprise and to develop a set of recommendations for improvement that will be submitted to the President by fall 2013.
Annual Update: Graduate Education Initiatives and Enrollment Trends

Henning Schroeder, Vice Provost and Dean of Graduate Education

Presented To The Board Of Regents Educational Planning & Policy Committee • May 9, 2013
Vision  Goals  Actions
Vision

The University of Minnesota will be recognized as a global leader in graduate education

... by building an inclusive environment

that produces curious, creative and courageous thinkers

who are able to work both independently and collaboratively,

challenge the verity of existing ideas,

and exercise moral responsibility in the discovery and dissemination of new knowledge.
Graduate education goals

- Assess student learning outcomes
- Improve quality of graduate student advising
- Develop comprehensive metrics and measures
- Attract the best and most diverse students
- Support timely degree completion
- Develop student-centric graduate program review (GRIP)
- Streamline graduate education governance structure
- Support flexible curriculum with early research opportunities
Assess student learning outcomes

- Graduate level student learning outcomes and assessment
- Six broad principles:
  - Scholarly Formation
  - Communication
  - Leadership and Collaborative Skills
  - Global Context
  - Professional Responsibility
  - Personal and Professional Management Skills
- Four pilot programs in fall 2013
Improve quality of graduate student advising

- Critical factor for the success of graduate students
- Great concern for students
- Graduate student advising project
  - Goal: To create and sustain an institutional culture of graduate student advising excellence
FROM FIRST COURSE TO FIRST JOB
DEVELOPING & REWARDING EXCELLENCE IN GRADUATE STUDENT ADVISING

The quality of advising is a key factor in graduate students' successful completion of their degree programs—and can also be a primary reason why students leave. Given the importance of advising to good graduate student outcomes, how can we improve the quality of advising throughout students' academic experience?

- What are the hallmarks of excellent graduate student advising?
- What are the critical skills and principles of good advising that apply across disciplines?
- What are best approaches and techniques for advising at the early stages of a graduate student's degree progress? During the research phase? As the student begins to explore career options?
- What do you need to think about when advising different student populations (e.g., part-time versus full-time, international students)? What skills are needed to successfully navigate difficult conversations with students?
- How should we recognize and reward excellence in graduate student advising?

Join experienced advisers, graduate students, and campus leaders in facilitated discussions that explore these and related questions. Participants will take away a tool kit for successful advising.

The Assembly is open to all University of Minnesota faculty, staff, postdoctoral scholars, and students interested in the future of graduate and professional education at the University.

THURSDAY, APRIL 12, 1:30 - 4:00 PM
Coffman Memorial Union - Mississippi Room

To request disability accommodations, please contact: gseion@umn.edu, (612) 625-2809
Develop comprehensive metrics and measures

- Quality Metrics Allocation Plan
  - Consensus on need and values for quality metrics
  - Core measures: time to degree, completion rate, attrition pattern, and narratives with job placement information
  - Need to define discipline-specific metrics and to award innovations
- Need for better job placement tracking
  - Exploring central tracking system
Attract the best and most diverse students

- Decentralized recruitment fellowships to colleges
- Diversity of Views and Experiences (DOVE) fellowships
- Summer research programs
- Proposal to NSF’s Alliances for Graduate Education and the Professoriate (AGEP)
- NSF Integrative Graduate Education and Research Traineeship Program (IGERT)
Support timely degree completion

• Average six-year completion rates for all Ph.D. students have been less than 50% (data up until the 2006-07 cohort).

• Students of color, especially Blacks, have noticeably lower completion rates and longer time to degree than international students.

• Efforts to improve timely degree completion:
  - Dissertation retreat
  - Community of Scholars
  - Advising initiative
  - New policies that encourage early research opportunities and a flexible curriculum
Develop student-centric graduate program review (GRIP)

**External Review: Every 5 to 10 years**
- Experts in the field
- Self-study report
- Exit interview

**Internal Ongoing Improvement Process**
- Systematic listening to student and faculty input
- Ongoing adjustment of educational activities to program goals
- Bottom-up approach to quality metrics

Previously administered by the Graduate School
Measuring Success in New Ways

December 17, 2012 - 3:00am

By Colleen Flaherty

Given the complexities of graduate education, it can be hard to measure program success in meaningful ways. Traditional, external reviews track things such as time to degree and completion rates every five to 10 years at large research institutions, but students and faculty are rarely asked deeper questions about curriculum relevance and program goals. A new effort at the University of Minnesota seeks to change that by establishing ongoing, qualitative models of assessment centered on students and action. If successful, the pilot Graduate Review and Improvement Process (GRIP), could be instituted on a voluntary basis across the university next year.

“I think there are clearly quantitative measures that people like to see and use when we assess doctoral education,” said Henning Schroeder, vice provost and dean of graduate education. “But students in these programs need to be able to have the opportunity to take risks...
Streamline graduate education governance structure

- Six Policy and Review Councils and the Executive Committee replaced with Graduate Education Council
- Campus-wide election
- Meets monthly in an effort to increase responsiveness
Support flexible curriculum with early research opportunities

- U-wide graduate education policies
  - Allow thesis credit registration before the completion of preliminary oral examination
  - Limit the maximum number of required credits
  - Articulate degree completion time limits
  - Introduce the leave of absence option
Application and enrollment trends

- Total number of applications grew 17% over the last five years driven almost entirely by international applicants.
- Applications from domestic students: significant growth for American Indian, Hispanic, and Asian/Hawaii populations over the past five years.
- Exception: 13% drop from Blacks, mostly for the master’s degree.
- Enrollment: no increase in international students with a 11% drop in citizen/permanent resident students over the last five years.
- A 69% increase in enrolled American Indian students and an 11% drop in the number of Black students.
THANK YOU.
Academic and Student Affairs Committee  
May 9, 2013

Agenda Item: Consent Report

☐ review       ☑ review/action       ☐ action       ☐ discussion

Presenters: Senior Vice President and Provost Karen Hanson

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

- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create B.S. degree in Food Systems
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create B.S. degree in Plant Science
- Medical School (Twin Cities campus)—Create research fellowship in Neuroanatomy
- College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Marine Biology
- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Outdoor Recreation and Education
- College of Education and Human Service Professions (Duluth campus)—Create B.S.W. in Social Work
- College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Chinese Area Studies
College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Latin American Area Studies

Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree in Marketing and Graphic Design

School of Fine Arts (Duluth campus)—Create B.F.A. degree in Graphic Design and Marketing

Swenson College of Science and Engineering (Duluth campus)—Create M.S.E.E. in Electrical Engineering

Swenson College of Science and Engineering (Duluth campus)—Create B.A. degree in Biochemistry

Swenson College of Science and Engineering (Duluth campus)—Create B.A. degree in Computer Science

Labovitz School of Business and Economics (Duluth campus)—Create undergraduate certificate in Business Administration available through online delivery

College of Liberal Arts (Duluth campus)—Create undergraduate minor in Cognitive Science

College of Liberal Arts (Duluth campus)—Create undergraduate minor in Russian Area Studies

Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor Biochemical Engineering

Crookston campus—Create B.S. degree and undergraduate minor in Finance

Crookston campus—Create undergraduate minor in Humanities

II. Request for Approval of Changed Academic Programs

College of Education and Human Development (Twin Cities campus)—Deliver online the post-baccalaureate certificate in Adult Literacy

College of Education and Human Development (Twin Cities campus)—Deliver online the post-baccalaureate certificate in Undergraduate Multicultural Teaching and Learning

College of Education and Human Development (Twin Cities campus)—Transfer the academic home of the post-baccalaureate certificate in Teaching English as a Second Language from the College of Liberal Arts to the College of Education and Human Development

Humphrey School of Public Affairs (Twin Cities campus)—Transfer the academic home of the post-baccalaureate certificate in Early Childhood Policy from the College of Education and Human Development to the Humphrey School of Public Affairs

College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create sub-plans in 1) Food Science A and 2) Food Science B within the B.S. degree in Food Science

College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create sub-plan in Agricultural Markets and Risk Management. Change the names of the following sub-plans from Business Management to Entrepreneurship and Business Management; Financial Management to Financial Analysis and Business Management; and Marketing, Sales, & Food Industry Management to Food Sales and
Industry Management within the B.S. degree in Agricultural and Food Business Management

- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create sub-plans in Companion Animal and Equine. Change the names of the following sub-plans from Animal Industry to Industry and Business; Animal Production to Production in the B.S. degree in Animal Science

- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the sub-plan from Nutritional Science to Nutrition Science in the B.S. in Nutrition

- College of Education and Human Service Professions (Duluth campus)—Change the name of the B.A.Sc. degree in Recreation-Outdoor Education to Environmental and Outdoor Education

- Labovitz School of Business and Economics (Duluth campus)—Transfer the academic home of the B.A. degree and minor in Economics from the College of Liberal Arts to the Labovitz School of Business and Economics

III. Request for Approval of Discontinued Academic Programs

- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Discontinue sub-plans in Food Retailing, Honors, Individualized Professional, Management and Finance, Marketing, Regional and Public Economics, Resources and the Environment, and Trade and Development within the B.S. degree in Applied Economics

- Medical School (Twin Cities campus)—Discontinue the M.S. degree in Otolaryngology

Background Information:

This report appears as a regular item on the Academic and Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President’s Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.
I. **Request for Approval of New Academic Programs**

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Create B.S. degree in Food Systems**

  The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create the Bachelor of Science (B.S.) degree in Food Systems, effective fall semester 2013. The proposed program addresses student demand for a curriculum that provides a comprehensive, holistic approach to food systems. The program will use a food systems framework spanning multiple disciplines. Coupled with the University’s robust coursework and faculty in this area, the degree program will provide an innovative, interdisciplinary approach to food systems teaching and research. The proposed program will leverage existing courses, faculty and other resources.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create B.S. degree in Plant Science**

  The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create the Bachelor of Science (B.S.) degree in Plant Science, effective fall semester 2013. The proposed program increases the pest- and pathogen-related undergraduate opportunities and links plant science to major public challenges. This proposed program will leverage existing department courses, faculty and other resources and involves Twin Cities metro area employers.

- **Medical School (Twin Cities campus)—Create research fellowship in Neuroanatomy**

  The Medical School on the Twin Cities campus requests approval to create a Neuroanatomy fellowship, effective fall 2013. The proposed fellowship will provide in-depth neuroanatomical research training to national and international physicians and opportunities to explore new and modified neurosurgical techniques. This partnership between Neurosurgery and Otolaryngology provides a distinct training experience in understanding skull base approaches.

- **College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Marine Biology**

  The College of Biological Sciences on the Twin Cities campus requests approval to create a minor in Marine Biology, effective fall semester 2013. The proposed program will meet student demand for a formal curriculum in this area. This minor will prepare students to explore complex problems related to habitat conservation, sustainability, climate change, and biodiversity in the oceans and on land. No current CIC-member institutions offer a formal major or minor in Marine Biology. The proposed program will leverage existing courses, faculty and other resources.
- **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Outdoor Recreation and Education**

  The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Outdoor Recreation and Education, effective fall semester 2013. The proposed program will respond to a national focus on healthy growth and development. It also allows for greater involvement with Minneapolis and community partners who are recognized leaders in outdoor programs and services, as well as public land management. The proposed program will leverage existing courses, faculty and other resources.

- **College of Education and Human Service Professions (Duluth campus)—Create B.S.W. degree in Social Work**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create a Bachelor Social Work (B.S.W.) degree, effective fall semester 2013. The proposed program will prepare undergraduate students to become licensed social workers, trained to respond to student demand and regional employment demands. The proposed program will partner with and address the needs of regional indigenous populations. The proposed program will leverage courses, faculty and other resources in place for the existing Master of Social Work (M.S.W.) degree.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Chinese Area Studies**

  The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree and undergraduate minor in Chinese Area Studies, effective fall semester 2013. The proposed program prepares students to better understand China’s increasing significance in the world, as well as its effects on the local community, business opportunities and partnerships. The proposed program will leverage existing courses, faculty and other resources.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Latin American Area Studies**

  The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree and undergraduate minor in Latin American Area Studies, effective fall semester 2013. The proposed program responds to the global role of Latin American cultures, as well as local community and business opportunities and partnerships. The proposed program will leverage existing courses, faculty and other resources.

- **Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree in Marketing and Graphic Design**

  The Labovitz School of Business and Economics on the Duluth campus requests approval to create a Bachelor of Business Administration (B.B.A.) degree in Marketing and Graphic Design, effective fall semester 2013. The proposed program will address student demand and market opportunity. Program faculty in the Labovitz School will partner to deliver courses and share resources with School of Fine Arts faculty associated with the B.F.A. degree in Graphic Design and Marketing program (proposed for Board of Regents approved in May 2013). The proposed program will leverage existing courses, faculty and other resources.
School of Fine Arts (Duluth campus)—Create B.F.A. degree in Graphic Design and Marketing

The School of Fine Arts on the Duluth campus requests approval to create a Bachelor of Fine Arts (B.F.A.) degree in Graphic Design and Marketing, effective fall semester 2013. The proposed program will address student demand and vocational opportunities. Faculty in the School of Fine Arts will partner to deliver courses and share resources with Labovitz School of Business and Economics faculty associated with the B.B.A. degree in Marketing and Graphic Design program (proposed for Board of Regents approved in May 2013). The proposal will leverage existing courses, faculty and other resources.

Swenson College of Science and Engineering (Duluth campus)—Create M.S.E.E. degree in Electrical Engineering

The Swenson College of Science and Engineering on the Duluth campus requests approval to create the Master of Science in Electrical Engineering (M.S.E.E. degree), effective fall semester 2013. The proposed program will serve students and engineering practitioners in the private and public sectors who are interested in advanced coursework and applied research. The proposed program will leverage existing courses, faculty and other resources.

Swenson College of Science and Engineering (Duluth campus)—Create B.A. degree in Biochemistry

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Biochemistry, effective fall semester 2013. The proposed program provides students with opportunities to study areas such as law, library science, journalism, public relations, sales, and education. The degree will provide a strong foundation for students planning on attending professional schools, while providing curricular flexibility to complete professional school prerequisites. The proposed program will leverage courses, faculty and other resources in place for the existing Bachelor of Science (B.S.) degree in Biochemistry.

Swenson College of Science and Engineering (Duluth campus)—Create B.A. degree in Computer Science

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Computer Science, effective fall semester 2013. The proposed program will provide students with an interdisciplinary approach to computing. The emphasis of the program will follow general trends in industry, research, and education where computing is increasingly integrated into a wide range of activities and professions. The proposed program will leverage courses, faculty and other resources in place for the existing Bachelor of Science (B.S.) degree in Computer Science.

Labovitz School of Business and Economics (Duluth campus)—Create undergraduate certificate in Business Administration available through online delivery

The Labovitz School of Business and Economics on the Duluth campus requests approval to create an undergraduate certificate in Business Administration, effective fall semester 2013. The proposed program will provide students, who have
The proposed degree is in response to student demand and is intended to help strengthen connections to the regional community. This program will be delivered online and will leverage existing courses, faculty and other resources.

- **College of Liberal Arts (Duluth campus)—Create undergraduate minor in Cognitive Science**

  The College of Liberal Arts on the Duluth campus requests approval to create an undergraduate minor in Cognitive Science, effective fall semester 2013. The proposed program responds to student demand for an interdisciplinary curriculum that will help prepare students for graduate work. With the exception of one additional introductory course, the proposed program will leverage existing courses, faculty and other resources across three colleges on the Duluth campus.

- **College of Liberal Arts (Duluth campus)—Create undergraduate minor in Russian Area Studies**

  The College of Liberal Arts on the Duluth campus requests approval to create an undergraduate minor in Russian Area Studies, effective fall semester 2013. The proposed program advances the goal of internationalizing the Duluth campus and responds to increasing vocational opportunities in interpretation and translation due to the growing Russian economy. The proposal will leverage existing courses, faculty and other resources.

- **Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor in Biochemical Engineering**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create an undergraduate minor in Biochemical Engineering, effective fall semester 2013. The proposed program will respond to student demand for curricular opportunities in this area. It will also respond to growth in the biotechnical industry throughout the state. The proposal will reactivate a previously discontinued program due to the loss of faculty expertise. Current department resources allow for the reactivation of the minor, which will not require additional resources.

- **Crookston campus—Create B.S. degree and undergraduate minor in Finance available through online delivery**

  The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree and undergraduate minor in Finance, effective fall semester 2013. The proposed program will provide students with an understanding of accounting and finance, which are in high demand. This program will be available to students through traditional and online delivery methods. The proposed program will leverage existing courses, faculty and other resources.

- **Crookston campus—Create undergraduate minor in Humanities**

  The Crookston campus requests approval to create an undergraduate minor in Humanities, effective fall semester 2013. The proposed program will provide students with another opportunity for a liberal-arts focus. The proposed program will supplement existing areas of study with emphases on multiculturalism and diversity, analytical and communication skills, aesthetic responsiveness, moral
imagination, and intellectual integrity. The proposal will leverage existing courses, faculty and other resources.

II. Request for Changes to Academic Programs

- **College of Education and Human Development (Twin Cities campus)— Deliver online the post-baccalaureate certificate in Adult Literacy**

  The College of Education and Human Development on the Twin Cities campus requests approval to deliver the post-baccalaureate certificate in Adult Literacy online, effective summer semester 2013. Online delivery will provide access for students who may otherwise not be able to participate in the program. This will also allow students to complete practicum and rotation experiences in their own communities.

- **College of Education and Human Development (Twin Cities campus)— Deliver online the post-baccalaureate certificate in Undergraduate Multicultural Teaching and Learning**

  The College of Education and Human Development on the Twin Cities campus requests approval to deliver online the post-baccalaureate certificate in Undergraduate Multicultural Teaching and Learning, effective fall semester 2013. Online delivery will provide access for students who may otherwise not be able to participate in the program. This will also allow students to complete practicum and rotation experiences in their own communities.

- **College of Education and Human Development and College of Liberal Arts (Twin Cities campus)— Transfer the academic home of the post-baccalaureate certificate in Teaching English as a Second Language from the College of Liberal Arts to the College of Education and Human Development**

  The College of Education and Human Development and the College of Liberal Arts on the Twin Cities campus request approval to transfer the academic home of the post-baccalaureate certificate in Teaching English as a Second Language from the College of Liberal Arts to the College of Education and Human Development, effective fall semester 2013. The minor is better aligned with the mission and priorities of the College of Education and Human Development. Courses that comprise the certificate are presently taught in the college and moving responsibility for the program will have no effect on resources.

- **Humphrey School of Public Affairs and College of Education and Human Development (Twin Cities campus)— Transfer the academic home of the post-baccalaureate certificate in Early Childhood Policy from the College of Education and Human Development to the Humphrey School of Public Affairs**

  The Humphrey School of Public Affairs and the College of Education and Human Development on the Twin Cities campus requests approval to transfer the academic home of the post-baccalaureate certificate in Early Childhood Policy from the College of Education and Human Development to the Humphrey School of Public Affairs, effective fall semester 2013. The certificate aligns well with the mission and priorities of the Humphrey School of Public Affairs. Courses that comprise the
certificate are presently taught in the college and moving responsibility for the program will have no effect on resources or students.

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)**—Create sub-plan in Agricultural Markets and Risk Management. Change the names of the following sub-plans from Business Management to Entrepreneurship and Business Management; Financial Management to Financial Analysis and Business Management; and Marketing, Sales, and Food Industry Management to Food Sales and Industry Management within the B.S. degree in Agricultural and Food Business Management

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create sub-plan in Agricultural Markets and Risk Management within the Bachelor of Science (B.S.) degree in Agricultural and Food Business Management, effective fall semester 2013. The College also requests approval to change the names of the following sub-plans from Business Management to Entrepreneurship and Business Management; Financial Management to Financial Analysis and Business Management; and Marketing, Sales, and Food Industry Management to Food Sales and Industry Management. The additional sub-plan and name changes better reflect the degree’s courses and areas of study.

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)**—Create sub-plans in Companion Animal and Equine. Change the names of the following sub-plans from Animal Industry to Industry and Business; Animal Production to Production within the B.S. degree in Animal Science

The College of Food, Agricultural and Natural Resource Sciences requests approval to create sub-plans in Companion Animal and Equine within the Bachelor of Science (B.S.) degree in Animal Science, effective fall semester 2013. The College also requests approval to change the names of the following sub-plans from Animal Industry to Industry and Business; Animal Production to Production. The additional sub-plan and name changes better reflect the degree’s courses and areas of study.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)**—Change the name of the Nutritional Science sub-plan to Nutrition Science within the B.S. degree in Nutrition

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the Nutritional Science sub-plan to Nutrition Science within the Bachelor of Science (B.S.) degree in Nutrition, effective fall semester 2013. The name change better reflects the degree’s courses and areas of study.

- **College of Education and Human Service Professions (Duluth campus)**—Change the name of the B.A.Sc. degree in Recreation-Outdoor Education to Environmental and Outdoor Education

The College of Education and Human Service Professions on the Duluth campus requests approval to change the name of the Bachelor of Applied Science (B.A.Sc.) degree in Recreation-Outdoor Education to Environmental and Outdoor Education, effective fall semester 2013. The name change better reflects the degree’s courses and areas of study.
Labovitz School of Business and Economics and College of Liberal Arts (Duluth campus)—Transfer the academic home of the B.A. degree and minor in Economics from the College of Liberal Arts to the Labovitz School of Business and Economics

The Labovitz School of Business and Economics and College of Liberal Arts on the Duluth campus request approval to transfer the academic home of the Bachelor of Arts (B.A.) degree and minor in Economics from the College of Liberal Arts to the Labovitz School of Business and Economics. The program aligns with the mission and priorities of the Labovitz School.

III. Request for Approval of Discontinued Academic Programs

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Discontinue sub-plans in Food Retailing, Individualized Professional, Management and Finance, Marketing, Regional and Public Economics, Resources and the Environment, and Trade and Development within the B.S. degree in Applied Economics

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue sub-plans in Food Retailing, Individualized Professional, Management and Finance, Marketing, Regional and Public Economics, Resources and the Environment, and Trade and Development within the Bachelor of Science (B.S.) degree in Applied Economics, effective fall semester 2013. Program faculty have reorganized the curriculum in a more efficient manner that better meets student needs.

Medical School (Twin Cities campus)—Discontinue the M.S. degree in Otolaryngology

The Medical School on the Twin Cities campus requests approval to discontinue the Master of Science (M.S.) degree in Otolaryngology, effective summer 2015. The proposed discontinuation results from lack of student interest. Students have not been admitted to this program since summer 2008. Current students have finished their coursework and are registered for active status. Faculty and program staff will help students finish in a timely fashion.