UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Educational Planning & Policy Committee

Wednesday, July 7, 2010
11:00 a.m. - 12:15 p.m.
600 McNamara Alumni Center, East Committee Room

Committee Members
Patricia Simmons, Chair
Maureen Ramirez, Vice Chair
Richard Beeson
Linda Cohen
John Frobenius
David Larson

Student Representatives
Matt McGeachy
Paul Strain

AGENDA

1. Focus on International Education - R. Jones/M. McQuaid (pp. 2-10)
2. Committee 2010-11 Workplan Discussion - P. Simmons/T. Sullivan (pp. 11-12)
4. Information Items - T. Sullivan (pp. 19-20)
Agenda Item: Focus on International Education

Presenters: Senior Vice President Robert Jones
Meredith McQuaid, Associate Vice President and Dean, International Programs

Purpose:
Provide the committee with an update on the internationalization efforts of the University of Minnesota, including a new strategic plan for the Office of International Programs.

Outline of Key Points/Policy Issues:
The world's challenges and opportunities are increasingly complex and globally interconnected. Technical expertise, as well as international experience and intercultural skills, will be required. The University of Minnesota must be prepared to address the world's most pressing issues in order to be a truly world-class institution. The role of the Office of International Programs (OIP) is to ensure that the University's internationalization efforts address all areas of the University's mission: teaching, research, and outreach. With knowledge of current needs and an eye to the future, OIP is finalizing a strategic plan that articulates a clear path for internationalizing the University and defines OIP's role as the driving force in these efforts.

Background Information:
The Educational Planning and Policy Committee received a report in May 2008 on actions that had been taken as a result of the Forging an International University strategic positioning taskforce, including the appointment of an international working group and the launching of a major new scholarly initiatives funding program. In May 2009, the Audit Committee received a report on risk management in the international arena.
Focus on International Education
from Meredith McQuaid, Associate Vice President and Dean, International Programs

The University of Minnesota must be prepared to address the world’s most pressing issues in order to be a truly world-class institution. The role of the Office of International Programs (OIP) role is to ensure that the University's internationalization efforts address all areas of the University's mission: teaching, research, and outreach.

As background to the presentation before the Educational Planning and Policy Committee, we provide you with three examples of OIP-led initiatives that have 1) recognized innovative efforts to internationalize the campus and curricula across the University system; 2) inspired and supported faculty in the pursuit of large, international research projects; and 3) identified and connected with the University's influential international friends and alumni.

Internationalizing the Curriculum and Campus Conference

More than 200 participants from all five campuses attended the first Internationalizing the Curriculum and Campus Conference on March 29, 2010. For the University of Minnesota, internationalizing the curriculum and campus includes all learning experiences through which students, faculty, and staff can gain global and intercultural competencies. Specifically, we seek to develop faculty and staff capacity to enrich curricula and develop pedagogy – either within study abroad programs or on-campus learning – that focuses on global learning outcomes.

The conference featured 10 break-out sessions and 36 posters, presented by faculty and staff from across a broad spectrum of colleges, campuses, and units, plus experts and partners from outside the University. The sessions were recorded and proceedings have been published online to ensure access to this material by a wide audience. Another conference is planned for March 2011. The conference is hosted by the Office of International Programs. More information is available at: http://www.international.umn.edu/news/events/ICC_conference.php

Herewith, a few selected examples of presentations and posters from the conference:

Beyond Immediate Impact: Study Abroad for Global Engagement
This is the largest study that has inquired about study abroad alumni and their impact on our global society. This study involved 6,391 former study abroad participants (spanning a 50 year time period) from 22 colleges, universities, and education abroad providers throughout the United States. Presenters: Jae-Eun Jon, Gerald W. Fry, and Elizabeth Stallman, College of Education and Human Development, Twin Cities

A Virtual Curricular Innovation Across Three Continents
In the “Virtual Team Project,” graduate business students in China, Europe, and the United States learn from each other in an intercultural environment. The presenters will describe this
curricular innovation and engage audience members in exploring the dynamic nature of differing cultural perspectives in online communication. **Presenters:** Matthew Goode and Theresa Heath, Carlson School of Management, Twin Cities

**Developing a Socially-responsible, Multi-disciplinary International Experience**
What if students could look behind the restaurants and interact with the local villagers? What if students could leave the area a better place? This session will highlight a recent Global Seminar to the Maya Riviera that asked students to look behind the tourist façade to see the real country. **Presenters:** Mark Bellcourt and Jessica Curry, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities; Andi Thone, Kylie Pool, and Matt Jacobson, College of Liberal Arts, Twin Cities; via Skype: Paul Sánchez-Navarro and Alma Boada, Centro Ecológico Akumal, Mexico

**Global Student Teaching: It Takes a University to Raise an International Program**
Global Student Teaching, like other international programs, is the responsibility of multiple people and is held intact through multiple support systems. These support systems include knowledgeable personnel whose institutional memory of quality programs is complemented and strengthened by a vision for change to meet ever-evolving needs of our students and our times, clear documentation of procedures and protocol, and data-driven decision making. As international programs, including Global Student Teaching, move through periods of transition, integrity is ensured through standards that guide the work of everyone involved, not in one University office, but in many. **Presenter:** Pamela A. Solvie, University of Minnesota, Morris

**What is My Professor Doing in Mexico?: Using New Media to Bring the World Home**
How might we bring the world into our campus-based courses? How might we more effectively integrate research and teaching? As climate change makes travel increasingly problematic, how might we develop more sustainable methods of global education? One answer is technology. For this experiment, a University of Minnesota professor used an iPhone, Twitter, Webvista, and iChat to teach students about Mexico, while in Mexico. The professor traveled for 12 days on a pedagogical mission, using social networking to teach 180 students who remained on campus. The results of the experiment will be presented, as well as suggestions for instructors who would like to try it out for themselves. **Presenter:** Mark Pedelty, College of Liberal Arts, Twin Cities

“…And it’s great on your resume!”: Employers Understanding International Experience
Find out what employers really think of international education, and what to do about it. Results will be highlighted from a survey of 1,200 employers in collaboration with campus career offices. The need to reframe the conversation with students on how international experiences are seen by employers will also be addressed. **Presenters:** Jerry Rinehart and Becky Hall, Office of Student Affairs, Twin Cities; Brook Blahnik, Learning Abroad Center, Twin Cities

**2010 Global Spotlight Grant Recipients**
The University’s new Global Spotlight grants for international scholarly activities, created and administered by the Office of International Programs, recognize targeted research and other scholarly initiatives related to the spotlight areas for 2009-2010: The region of Africa and the significant global issue of Water in the World. More than $1,245,000 was awarded to University of Minnesota faculty and graduate students through four grant programs that fund innovative research and support the continued development of a global network of engagement and
The purpose of the Major International Research Grants with a Focus on Africa, or Water in the World is to promote the establishment of major international research and creative activity initiatives with global visibility. Grants are funded at a level that will provide substantial opportunity for initiation of a major, long-term research program. Awards range from $125,000 to $250,000.

**Divergent Migrations: Somali Experiences in South Africa, America, and UAE**  
**Principal Investigator:**  
*Cawo Abdi, Assistant Professor, Sociology, College of Liberal Arts, UMTC*  
This is a two-phase research project on African migrations. The first phase is a comparative study on the migration experiences of Somalis in South Africa, the United States, and the United Arab Emirates. The aim is to compare these three contexts’ immigration policies, including the regulation of immigration as well as the conditions of reception. The study pursues core theoretical questions that further our understanding of migration, globalization, and identity formations in different regions. The second phase of the project involves a collaborative and comparative migration agenda in post-apartheid South Africa with an interdisciplinary team from the sociology and political science departments at the University of Pretoria. Publications resulting from these collaborations aim to contribute to a better appreciation of the diverse dynamic African migration streams to South Africa as well as emerging migration trends within Africa.

**Linking the Past, Present, and Future: Ecosystem Change in Lake Malawi**  
**Principal Investigator:**  
*Stephanie Guilford, Assistant Professor, Biology and Large Lakes Observatory, UMD*  
The African Great Lake Malawi is a critical but environmentally threatened source of clean water, fish, and commerce to Malawi, Mozambique, and Tanzania. It is also internationally recognized for its remarkable biodiversity and long record of climate history recently recovered from its sediments. This project will quantify and model key biogeochemical processes that control the productivity of Lake Malawi and assess their sensitivity to changing climate and land use. Joint research will be conducted with the Malawi Fisheries laboratory during three lake-wide cruises where researchers will employ state-of-the-art fluorescence technology, thermister arrays, sediment traps, isotopes, and molecular probes to investigate the pathways and fate of productivity. Seasonal studies, coring, and experimental primary productivity research will be conducted using smaller vessels.

**A Comprehensive Program to Reduce Default from HIV Therapy in Rural Ethiopia**  
**Principal Investigator:**  
*Alan R. Lifson, Professor, Epidemiology and Community Health, School of Public Health, UMTC*  
Of all Ethiopian patients initiating HIV care, at least one-quarter die due to lack of follow-up care within the first year, similar to experiences of other African countries, and others return only after their HIV illness is so advanced that immune reconstitution is impossible. Based on Dr. Lifson’s preliminary evaluations in Ethiopia concerning reasons for treatment default, this project will implement and evaluate an intervention consisting of three components: community
adherence support workers, nutritional counseling and micronutrient vitamin/mineral supplementation, and adherence support groups of HIV-positive persons.

**Ecology of Cryptococcus neoformans in Sub-Saharan Africa**

**Principal Investigators:**
Kirsten Nielsen, Assistant Professor, Microbiology, Medical School, UMTC
Joseph F. Knight, Assistant Professor, Forest Resources, CFANS, UMTC

Cryptococcosis, a fungal meningitis resulting from Cryptococcus neoformans (Cn) infection, kills more than 600,000 people per year in sub-Saharan Africa—the third largest cause of disease-related mortality in Africa. At particular risk are immunocompromised individuals such as those with AIDS. While the prevalence and death rate of cryptococcosis are high, this disease is poorly understood. Both the environmental reservoir of the fungus and the mechanism(s) by which it is transmitted from the environment to humans are unknown. This lack of information is a critical impediment to efforts to reduce the rates of Cn infections and subsequent deaths due to cryptococcosis. The proposed research has three aims: identify the environmental reservoir(s) of Cn in Uganda, Kenya, and Tanzania; spatiotemporally model Cn prevalence in the study area; and determine risk factors from known cases of cryptococcosis through genotype comparisons. This interdisciplinary research will provide the foundation for patient treatment strategies aimed at reducing cryptococcosis by instituting barriers between patients and high-risk environments.

**Distinguished Leadership Award for Internationals**

The Distinguished Leadership Award for Internationals is a University-wide award for alumni, former students, and friends of the University who have distinguished themselves in their post-university work as leaders in their professional careers.

This award may be conferred on alumni, former students, and friends of any campus (current or former) of the University. Individuals will have attained unusual distinction as professionals in their careers within institutions or in public service and have either demonstrated sustained outstanding achievement and leadership, or demonstrated promise of such on a local, national, or international level. The award is administered by the Office of International Programs. More information on current and past recipients is at:
http://www.international.umn.edu/awards/leader/index.php

**2010 Recipients**

**Hani S. Ayad, Egypt**
Mr. Hani Ayad is a distinguished alumnus of the College of Design, earning his master of architecture degree in 1984. Mr. Ayad is vice president of design and destination planning worldwide for Orascom Development headquartered in Cairo, Egypt. He has provided critical leadership and creative impetus for Orascom to assemble a variety of distinguished design teams from the U.S., Italy, England, Egypt, Switzerland, France, and Tunisia. He has advocated the concepts of sustainable development and sustainable tourism, as well as local community development. He has worked for more than two decades to establish many successful destinations both nationally and internationally.

Mr. Ayad grew up in Egypt, where he received his undergraduate education in architecture,
coming to the University of Minnesota for a graduate degree and to subsequently work at several
important firms in the Twin Cities, included Kodet Associates and Ellerbe Becket. It is clear that
he valued his time at the University and Minnesota. He has maintained a membership in both the
American Institute of Architects (AIA) and the Minnesota chapter of the AIA. Because of his
experience in Minnesota he has been able to straddle Middle Eastern and U.S. cultures. This has
suited him well as he has led Orascom in the creation of communities that accommodate people
of diverse backgrounds, nationalities, and religions. At a time of great strife in some Middle East
countries over the questions of diversity and tolerance of difference, Mr. Ayad’s resorts show
how people from various parts of the world can live together in a setting that both responds to the
local culture and climate while accommodating the needs of many different people.

When he returned to Egypt Mr. Ayad brought his experience with large-scale projects to his
work for Orascom Development. He has had responsibility for some of the largest and most
important projects of their kind in the Middle East, using some of the best design talent the world
has to offer. His leadership extends beyond his ability to hire some of the world’s best designers;
he excels at managing and inspiring them to create some of the world’s best resorts. Mr. Ayad
has used his position to demonstrate the reality and importance of sustainable development. The
resort communities he has helped develop embrace many of the very best practices of
environmental design, using traditional means of living in arid climates to ensure that the
communities he develops remain responsive to the needs of their residents and visitors as well as
to the needs of the ecosystems in which the resorts stand.

Ruben Echeverria, Colombia
Dr. Ruben Echeverria is a distinguished alumnus of the College of Food, Agricultural, and
Natural Resource Sciences, earning both a master’s degree and a doctorate in agricultural and
applied economics. Dr. Echeverria came to Minnesota in 1976 midway through his bachelor’s
program in agronomy at the University of Uruguay as part of a two-year work-study program
sponsored by the Partners of the Americas. He worked on a family dairy farm, attended courses
in agriculture at the University, and worked for six months at one of the University’s agricultural
experiment stations. This experience had a profound impact on Dr. Echeverria’s life and he
pledged to return to the University for graduate school. After he completed his undergraduate
degree he secured a World Bank scholarship to study in the United States and began his graduate
studies at the University. During this time he maintained regular contact and often visited the
farm family he lived with during his first stay in Minnesota. He remained active with the
Partners of the Americas and worked to improve the links between the program and agricultural
students throughout Latin America and the Caribbean.

Dr. Echeverria began his professional career at the International Service for National
Agricultural Research, where he gained invaluable research experience in Africa, Asia, and Latin
America. From there he moved to the Inter American Development Bank where he rapidly rose
to become chief of Agricultural and Rural Development and managed and implemented millions
of dollars of agriculture development investment loans in Latin America. He was appointed
executive director of the Science Council of the Consultative Group on International Agricultural
Research (CGIAR), a collection of international agricultural research centers, one of which was
home to Norman Borlaug when he did his Nobel Prize-winning research. In March 2005, after
years of demonstrated leadership in international agricultural development, Dr. Echeverria was
appointed director general of the International Center for Tropical Agriculture (CIAT), one of the
founding centers of CGIAR based in Cali, Colombia.

From his modest farming roots to his formative experiences in Minnesota, Dr. Echeverria has gone on to exceptional international service, most notably in national and multinational investing and policies affecting national and international agriculture and agricultural research and development throughout Latin America and the rest of the developing world. He has used his talents and leadership not only to address the role of agriculture in alleviating hunger through research but through his leadership of multiple international agencies to address policy issues and leverage development funding.

Rosana D.H. Schaack, Liberia
Humphrey Fellow (2008-2009)
Ms. Rosana Schaack’s efforts to transform lives began during one of the darkest periods in Liberian history, the country’s civil war, which claimed more than 150,000 lives and created some 850,000 refugees. Having witnessed the devastating effects of the civil war on her people, she felt there was a tremendous need to rehabilitate and regenerate many of the youth that were forced to become child soldiers during the 14-year war.

Ms. Schaack came to the University of Minnesota’s Humphrey Institute of Public Affairs as a Humphrey Fellow in 2008. During her fellowship year, she focused on human resource management and child protection policy, building on her commitment to human rights advocacy. She worked with local initiatives focused on gender-based violence prevention and child protection procedures and practices in Minneapolis. She collaborated with University faculty and students and shared her knowledge and expertise on issues such as child soldiers, public health and war, and children in post-conflict situations. Her internship at the Hennepin County Human Services and Public Health Department proved to be a beneficial relationship for her and Hennepin County. She shared her experience of rehabilitation of former child soldiers during the disarmament, demobilization, rehabilitation, and reintegration process.

Before coming to the University, Ms. Schaack founded THINK INC. (Touching Humanity In Need of Kindness), a non-governmental organization whose mission is to demonstrate kindness to the poorest of the poor through programs that promote self-empowerment. Through THINK INC. Ms. Schaack developed the Rehabilitation and Reintegration Homes for Ex-Female Combatants, the Early Childhood Care and Development Program, the Educational Enhancement Program, and the Sexual Exploitation and Gender-Based Violence Program.

After her return to Liberia she has continued her work with THINK INC and also works with Liberia’s Ministries of Gender and Development, and Health and Social Welfare, and Justice, through the Women and Child Protection Section of the Liberia National Police and the Sexual Gender Based Violence Crime Unit. Her work in Liberia has benefited greatly from her time at the University.

Ngoh-Tiong Tan, Singapore
Dr. Ngoh-Tiong Tan is a distinguished alumnus of the College of Education and Human Development, earning his doctorate in social work in 1988. Dr. Tan is a leading social work scholar in the Asia-Pacific region. Since his return to Singapore in 1988 he has held a tenured faculty position at two Singaporean and one American universities and held numerous leadership positions in Asian and international social work organizations. He is currently the dean of the
School of Human Development and Social Services at Singapore Institute of Management University in Singapore.

After graduation he returned to Singapore and worked his way up the academic ranks. He was appointed as a lecturer, equivalent to an assistant professor in the U.S. higher education system, at National Singapore University (NSU) and eventually served as sub-dean of Arts and Sciences at NSU. He has been a visiting scholar at Cambridge University, University of California Berkeley, and Harvard University. In 2006, he moved to Minnesota to serve as professor of social work at Augsburg College.

Dr. Tan is a highly sought-after academic leader in Asia because of his unique experience holding academic jobs in Singapore and the U.S., and leadership positions in various international organizations. He is foremost an intellectual leader in social work in the Asia-Pacific region and has been a very productive scholar. He has published 12 books and numerous articles. He is the founding editor of the Asia Pacific Journal of Social Work and Development and the editor of the Asian Journal of Social Policy. Dr. Tan’s international service is extensive. He was twice elected president of the Singapore Association of Social Workers and president of the International Federation of Social Workers (Asian and Pacific regions). He has also been a keynote speaker for international conferences and a consultant to public agencies and private companies.

Dr. Tan is an engaged scholar who has led several important efforts that have had an international impact. He led a major regional response to the tsunami disaster in Southeast Asia in 2004, initiating the FAST Project, which has been a catalyst for the tsunami responses by social workers in the region. To further this work, Dr. Tan organized an international disaster intervention symposium in 2010.

Jan Verhoef, Netherlands
Visiting Scholar, Medical School (1975-1976)
Dr. Jan Verhoef’s distinguished career was launched at the University of Minnesota in 1975 when he was a postdoctoral fellow at the Medical School’s Department of Pediatrics. There he built on his strong background in basic microbiology by advancing his knowledge of immunology and human host-defenses against microbial diseases. During his time at the University Dr. Verhoef immersed himself in both clinical and laboratory activities. He made connections at the University that developed into major research collaborations and friendships that have lasted for the past 35 years.

After he completed his post-doctoral fellowship he returned to the Netherlands as professor of clinical microbiology at Utrecht University and was later named chair of the Eijkman-Winkler Institute of Medical and Clinical Microbiology of the Utrecht University Medical School. In 1980 Dr. Verhoef, with his colleagues in Utrecht and the University of Minnesota, organized the first meeting of the International Immunocomprimised Host Society held in Veldhoven, Netherlands. More than 200 physicians and investigators from many disciplines and countries attended. Since then, every two years a society symposium has been held in Europe or the United States. Dr. Verhoef’s contributions and leadership were essential for the development of this remarkable society.

Dr. Verhoef’s leadership in the area of infections in immunosuppressive hosts is well recognized internationally. He was one of the first clinical investigators to recognize that infections in
patients with compromised immunity were becoming a major challenge in the field of infectious
diseases and clinical microbiology. He has published more than 650 publications and earned a
long list of honors and awards. During his long career at Utrecht, he supervised 105 doctoral
students. Several of his trainees came to Minnesota for their post-graduate experience as well
and are now in positions of academic leadership.

Professor Verhoef was honored at a celebration in 2009 for the contributions of his 33-year
professorship at Utrecht University and received a medal of honor from the officer of the
Orange-Nassau, awarded by the Queen of the Netherlands. In his acceptance speech he
recognized the pivotal role of his post-doctoral fellowship at the University and his mentorship
by Dr. Paul Quie. He said, “It all started in Minneapolis. We had a wonderful time, which paved
the way to my career together with lifelong friends.”

**Conclusion**

The Office of International Program serves as the driving force in globalizing teaching and
learning, research, and outreach of the University of Minnesota. Through conferences, grant
programs, and international awards like those identified above, we continue our efforts to
transform the University of Minnesota into a fully internationalized, world-class institution.
Agenda Item: Committee 2010-11 Workplan Discussion

☐ review ☐ review/action ☐ action ☒ discussion

Presenters: Regent Patricia Simmons
Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy ☐ background/context ☒ oversight ☐ strategic positioning

To review and discuss ideas for the committee Workplan for 2010-11.

Outline of Key Points/Policy Issues:

Do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents? Will the proposed themes and reports provide the Board with the information it needs to monitor the University's strategic positioning progress, and to engage in appropriate oversight of the University's educational mission?

Background Information:

At the beginning of each new academic year the Committee develops a workplan containing a schedule of issues and business for the year.
Following are monthly theme and topic ideas for the Committee for the 2010-11 academic year. Reports and discussion for each month would reflect issues related to the theme.

Academic Accountability
• Academic highlights and challenges as illustrated by the annual University Plan, Performance and Accountability Report.
• Review of academic program changes.

Coordinate Campuses
• Important strategic issues and challenges.
• How is each campus distinct from the Twin Cities and what unique role does it play?
• What is the scope and quality of each campus's academic programs and offerings?
• How is each campus addressing enrollment and graduation challenges?

Undergraduate Graduation and Retention Rates
• What progress are we making?
• What are the key drivers to improving graduation and retention?
• What are the barriers and how are we addressing them?

Undergraduate Education
• How do we measure quality?
• What are the unique attributes of a University of Minnesota education and what are signature programs of the University of Minnesota? Do they enhance the quality of the educational experience the University provides?

On-Line Education
• What is on-line education?
• What are the benefits and what are the costs?
• Who is the audience?
• There currently is much happening in on-line education at the University, but in a very decentralized way. Should the on-line education effort be more centralized? What are the advantages and what are the costs?

Long Term Academic Planning for the Future Economic Reality
• Collegiate Blue Ribbon Committee effort.
• Enrollment Management Committee effort.
• Budget Model Advisory Committee.

Strategic Positioning Update on Academic Efforts

Rankings and Metrics
• How do we measure progress, and how do others measure us?
• The NRC.
Educational Planning and Policy Committee

July 7, 2010

Agenda Item: Consent Report

☐ review    ☒ review/action    ☐ action    ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy    ☐ background/context    ☒ oversight    ☐ strategic positioning

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

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus) – Create minor in Native American Environmental Knowledge
- Humphrey Institute of Public Affairs (Twin Cities Campus) – Create certificate in Public Affairs Leadership
- Graduate School – Create M.S. and Ph.D. degrees in Human Factors and Ergonomics
- Graduate School – Create M.S. degree in Environmental Restoration Engineering and Science
- Graduate School – Create certificate in Health Care Design and Innovation
- Graduate School – Create M.S. and Ph.D. degrees in Earth Sciences
- Labovitz School of Business and Economics (Duluth Campus) – Create minor in Financial Planning
II. Request for Approval of Changed Academic Programs

- Graduate School – Create joint program leading to Bachelor of Biomedical Engineering degree and M.S. degree in Biomedical Engineering
- Graduate School – Create joint program leading to Doctor of Physical Therapy degree and Ph.D. degree in Rehabilitation Science
- Graduate School – Change the M.A. degree in Kinesiology to M.S. degree

III. Request for Approval of Discontinued Academic Programs

- Graduate School – Discontinue M.S. degree in Clinical Laboratory Science
- Graduate School – Discontinue Ph.D. degree in Control Science and Dynamical Systems
- Graduate School – Discontinue M.S. and Ph.D. degrees in Geology
- Graduate School – Discontinue M.S. and Ph.D. degrees in Geophysics
- College of Education and Human Service Professions (Duluth Campus) – Discontinue B.A.Sc. degree in Elementary and Middle School Education

Background Information:

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

President's Recommendation for Action:

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

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Create minor in Native American Environmental Knowledge**
  
  The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create a minor in Native American Environmental Knowledge, effective spring semester 2011. Students in the minor will study Native American perspectives on the environment and natural resource systems from an interdisciplinary and culturally informed perspective, including coursework, practical experience, and community service.

- **Humphrey Institute of Public Affairs (Twin Cities Campus)—Create certificate in Public Affairs Leadership**
  
  The Humphrey Institute of Public Affairs on the Twin Cities campus requests approval to create a postbaccalaureate certificate in Public Affairs Leadership, effective fall semester 2010. The certificate addresses the needs of professionals who want to develop the leadership skills required for achievement in the public, nonprofit, and private sectors. The certificate will be available in online, intensive, and traditional formats.

- **Graduate School—Create M.S. and Ph.D. degrees in Human Factors and Ergonomics**
  
  The Graduate School requests approval to create Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Human Factors and Ergonomics, effective fall semester 2010. The 30-credit M.S. degree will be offered under the Plan A (thesis) and coursework options. Students in the programs will examine the systematic application of knowledge about human strengths and weaknesses to design technology, products, and infrastructure that facilitate better human performance and processes.

- **Graduate School—Create M.S. degree in Environmental Restoration Engineering and Science**
  
  The Graduate School requests approval to create a Master of Science (M.S.) degree in Environmental Restoration Engineering and Science, effective spring semester 2011. The degree will be available through the coursework option only and will include core courses and select credits from four thematic areas: environmental policy and management; physical science and engineering; ecology, biology, and chemistry; and methods and practice.
- **Graduate School—Create certificate in Health Care Design and Innovation**
  The Graduate School requests approval to create a postbaccalaureate certificate in Health Care Design Innovation, effective spring semester 2011. The proposed certificate will provide interdisciplinary education intended to promote patient-centered health care design that optimizes healing and new leadership skills to improve health care environments.

- **Graduate School—Create M.S. and Ph.D. degrees in Earth Sciences**
  The Graduate School requests approval to create Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Earth Sciences, effective fall semester 2010. The new degrees replace M.S. and Ph.D. degrees in Geology and Geophysics, which have shared faculty and administration and are proposed for discontinuation. The new degrees will include five tracks in Geology, Geophysics, Hydrogeology, Biogeology, and Earth Sciences. The M.S. degree will be available through plan A (thesis) and plan B (non-thesis) options. A coursework option will also be offered for the Earth Sciences and Hydrogeology tracks.

- **Labovitz School of Business and Economics (Duluth Campus)—Create minor in Financial Planning**
  The Labovitz School of Business and Economics on the Duluth campus requests approval to create a minor in Financial Planning, effective fall semester 2010. Students completing the minor will be eligible to sit for the Certified Financial Planner (CFP) Board of Standard Certification examination, leading to the professional CFP designation.

- **College of Education and Human Service Professions (Duluth Campus)—Create B.A.Sc. degree in Integrated Elementary and Special Education**
  The College of Education and Human Service Professions on the Duluth campus requests approval to create a Bachelor of Applied Science (B.A.Sc.) degree in Integrated Elementary and Special Education, effective fall semester 2011. Students who complete the degree will qualify to apply for state licensure to teach K-6 elementary education and K-12 special education in the areas of learning disabilities and emotional behavior disorders. The proposal results from licensure changes made by the Minnesota Board of Teaching and replaces the B.A.Sc. degree in Elementary and Middle School Education.

- **Crookston Campus—Create certificate in Health Informatics Privacy and Security for Health Care Providers**
  The Crookston campus requests approval to create an undergraduate certificate in Health Informatics Privacy and Security for Health Care Providers, effective fall semester 2010. The proposed certificate program will prepare students to support the secure collection, management, retrieval, exchange, and analysis of information within electronic form in health care and public health organizations.
Crookston Campus—Create certificate in Health Informatics for Software Engineers and Information Technology Professionals

The Crookston campus requests approval to create an undergraduate certificate in Health Informatics for Software Engineers and Information Technology Professionals, effective fall semester 2010. The proposed certificate will prepare students with an existing background in information technology, programming, and software engineering to apply their expertise to the domain of health informatics in order to build advanced information systems for health care and public health organizations.

II. Request for Approval of Changed Academic Programs

Graduate School—Create joint program leading to Bachelor of Biomedical Engineering degree and M.S. degree in Biomedical Engineering

The Graduate School requests approval to create a joint program leading to the Bachelor of Biomedical Engineering (B.Bm.E.) degree and Master of Science (M.S.) degree in Biomedical Engineering, effective fall semester 2010. The proposed program will permit students to complete their undergraduate and graduate degrees within five years of full-time study. The program will allow the University to attract outstanding students while maintaining the requirements for both degrees.

Graduate School—Create joint program leading to Doctor of Physical Therapy degree and Ph.D. degree in Rehabilitation Science

The Graduate School requests approval to create a joint program that leads to the Doctor of Physical Therapy (D.P.T) degree and Doctor of Philosophy (Ph.D.) degree in Rehabilitation Science, effective fall semester 2010. The proposed program responds to the need in physical therapy education for highly qualified teachers and researchers who have completed a research doctorate in addition to the professional physical therapy degree.

Graduate School—Change the M.A. degree in Kinesiology to M.S. degree

The Graduate School requests approval to change the degree designation of the Master of Arts (M.A.) degree in Kinesiology to Master of Science (M.S.) degree in Kinesiology, effective spring semester 2011. The proposed change better reflects the science-related knowledge base of the program. The M.S. degree requirements will remain the same as the current M.A. degree.
III. Request for Approval of Discontinued Academic Programs

- **Graduate School—Discontinue M.S. degree in Clinical Laboratory Science**
  
The Graduate School requests approval to discontinue the Master of Science (M.S.) degree in Clinical Laboratory Science, effective fall semester 2010. The proposed discontinuation results from low student interest and budgetary support.

- **Graduate School—Discontinue Ph.D. degree in Control Science and Dynamical Systems**
  
The Graduate School requests approval to discontinue the Doctor of Philosophy (Ph.D.) degree in Control Science and Dynamical Systems, effective fall semester 2010. The proposed discontinuation results from low student interest.

- **Graduate School—Discontinue M.S. and Ph.D. degrees in Geology**
  
The Graduate School requests approval to discontinue the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Geology, effective fall semester 2010. The degree programs will be replaced by the proposed M.S. and Ph.D. degrees in Earth Sciences.

- **Graduate School—Discontinue M.S. and Ph.D. degrees in Geophysics**
  
The Graduate School requests approval to discontinue the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Geophysics, effective fall semester 2010. The degree programs will be replaced by the proposed M.S. and Ph.D. degrees in Earth Sciences.

- **College of Education and Human Service Professions (Duluth Campus)—Discontinue B.A.Sc. degree in Elementary and Middle School Education**
  
The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the Bachelor of Applied Science (B.A.Sc.) degree in Elementary and Middle School Education, effective fall 2011. The degree program will be replaced by the proposed B.A.Sc. degree in Integrated Elementary and Special Education. The proposal results from licensure changes made by the Minnesota Board of Teaching.
Educational Planning and Policy Committee

July 7, 2010

Agenda Item: Information Items

☐ review      ☐ review/action      ☐ action      ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy      ☒ background/context      ☐ oversight      ☐ strategic positioning

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

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

Outline of Key Points/Policy Issues:

(1) The University continues to monitor key measures to assess the impact of strategic positioning on the Twin Cities campus. The attached document shows progress along select measures since the start of strategic positioning.

(2) During the week of May 24th, the Federal Department of Education visited the Twin Cities Campus to conduct a program review of how the University manages federal financial aid and maintains compliance with the numerous regulations associated with receiving federal money. At the end of their visit, the federal officials on the review team had no findings to report. The official leading the review commented that this was the first time in his career that he had conducted a review in which there were no findings. The federal officials indicated that they were impressed with how well organized the relevant offices are and how well communication flows across all areas of Academic Support Resources and the Office of Admissions.

Background Information:

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

<table>
<thead>
<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Admission</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New student undergraduate applications</td>
<td>18,541</td>
<td>33,912</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2004</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year Undergraduate Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In top 10% of high school class</td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td>In top 25% of high school class</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>Average high school rank</td>
<td>79%</td>
<td>85%</td>
</tr>
<tr>
<td>Average ACT</td>
<td>25.0</td>
<td>26.6</td>
</tr>
<tr>
<td>Percent students of color</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>National Merit Scholars</td>
<td>51</td>
<td>112</td>
</tr>
<tr>
<td>Entering students</td>
<td>5,588</td>
<td>5,400</td>
</tr>
<tr>
<td>Retention to second year (Classes matriculating in fall 2003 and 2008)</td>
<td>86%</td>
<td>91%</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
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<tbody>
<tr>
<td><strong>Undergraduate Aid (University Wide)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students receiving grants (percent of enrollment)</td>
<td>19,939 (49%)</td>
<td>29,075 (72%)</td>
</tr>
<tr>
<td>Total grant dollars awarded</td>
<td>$111M</td>
<td>$154M</td>
</tr>
<tr>
<td>Number of students receiving aid (percent of enrollment)</td>
<td>29,759 (74%)</td>
<td>32,874 (81%)</td>
</tr>
<tr>
<td>Total aid dollars awarded</td>
<td>$290M</td>
<td>$352M</td>
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<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
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<tbody>
<tr>
<td><strong>Undergraduate Graduation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year rate (Classes matriculating in fall 2000 and 2005)</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>5-year rate (Classes matriculating in fall 1999 and 2004)</td>
<td>56%</td>
<td>66%</td>
</tr>
<tr>
<td>6-year rate (Classes matriculating in fall 1998 and 2003)</td>
<td>57%</td>
<td>68%</td>
</tr>
<tr>
<td>Baccalaureate degrees awarded</td>
<td>6,086</td>
<td>6,686</td>
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<thead>
<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
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<tbody>
<tr>
<td><strong>Global Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students among first-year class</td>
<td>34 (1%)</td>
<td>348 (6%)</td>
</tr>
<tr>
<td>Undergraduate students studying abroad</td>
<td>1,644</td>
<td>2,405</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
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<tbody>
<tr>
<td><strong>Undergraduate Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students participating in undergraduate research program</td>
<td>423</td>
<td>645</td>
</tr>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2004-05</th>
<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate and Professional Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's degrees awarded</td>
<td>2,798</td>
<td>3,115</td>
</tr>
<tr>
<td>Doctoral degrees awarded</td>
<td>678</td>
<td>787</td>
</tr>
<tr>
<td>Professional degrees awarded</td>
<td>777</td>
<td>807</td>
</tr>
<tr>
<td>Number of fellowships to graduate students</td>
<td>490</td>
<td>701</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2004</th>
<th>Fall 2009</th>
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<tbody>
<tr>
<td><strong>Student Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-degree students</td>
<td>5,541</td>
<td>3,943</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>28,740</td>
<td>29,921</td>
</tr>
<tr>
<td>Graduate students</td>
<td>13,841</td>
<td>14,148</td>
</tr>
<tr>
<td>Professional students</td>
<td>2,832</td>
<td>3,647</td>
</tr>
<tr>
<td>Total students</td>
<td>50,954</td>
<td>51,659</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2004</th>
<th>Fall 2009</th>
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<tbody>
<tr>
<td><strong>Full-time Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure or tenure-track women faculty</td>
<td>637 (28%)</td>
<td>720 (31%)</td>
</tr>
<tr>
<td>Tenure or tenure-track faculty of color</td>
<td>297 (13%)</td>
<td>370 (16%)</td>
</tr>
<tr>
<td>Tenure or tenure-track faculty total</td>
<td>2,250</td>
<td>2,286</td>
</tr>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2004</th>
<th>2008</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total research expenditures</td>
<td>$526M</td>
<td>$683M</td>
</tr>
<tr>
<td>Library rank (Association of Research Libraries) among all universities</td>
<td>19th</td>
<td>16th</td>
</tr>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Satisfaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate students (on 6-point scale)</td>
<td>4.7</td>
<td>5.0</td>
</tr>
<tr>
<td>Graduate students (on 6-point scale)</td>
<td>4.9</td>
<td>5.1</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Overall Satisfaction with Employment at the University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty answering &quot;Strongly Agree&quot; or &quot;Agree&quot; to satisfaction question</td>
<td>71%</td>
<td>78%</td>
</tr>
<tr>
<td>Staff answering &quot;Strongly Agree&quot; or &quot;Agree&quot; to satisfaction question</td>
<td>78%</td>
<td>79%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>2006</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizen Support of Strategic Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion leaders in favor of the University's strategic planning initiative</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>General public in favor of the University's strategic planning initiative</td>
<td>82%</td>
<td>85%</td>
</tr>
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