AGENDA

1. Board of Regents Policy: International Education - Review - R. Jones/M. McQuaid (pp. 2-6)

2. International Education Update: Goals & Strategies - R. Jones/M. McQuaid (pp. 7-11)


4. Information Items - T. Sullivan (p. 17)
Agenda Item: Board of Regents Policy: International Education

☑ review ☐ review/action ☐ action ☐ discussion

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

Purpose:
☑ policy ☐ background/context ☐ oversight ☐ strategic positioning

To review proposed amendments to Board of Regents Policy: International Education.

Outline of Key Points/Policy Issues:

1. The proposed policy has been rewritten in its entirety and formatted to conform to the style of Board of Regents policies.
2. The title of the proposed policy has been changed to International Education and Engagement, in part to reflect the ever-increasing internationalization of all of the campuses of the University of Minnesota: Twin Cities, Crookston, Morris, Rochester, and Duluth.
3. This proposed policy will more clearly and comprehensively affirm the commitment of the Board of Regents to foster international education and engagement throughout the University community.
4. The proposed policy contains three guiding principles, in part to govern international education and engagement at the University.
5. The proposed policy contains four administrative elements that will be included in whole or in part in all international education and engagement initiatives or programs at the University as a whole.

Background Information:

Given the rapid expansion of international initiatives and programs on all of the University’s campuses and given the University’s desire for its students, faculty, and staff to engage in research, education, and service on the international stage, comprehensive revision of the existing Board of Regents Policy: International Education is necessary. The last time the Board considered and revised the policy was in May 1994.

President’s Recommendation for Action:

The President recommends adoption of the proposed amendments.
INTERNATIONAL EDUCATION AND ENGAGEMENT

SECTION I. SCOPE.

This policy governs all international activities of the students, faculty, staff, and programs of the University of Minnesota (University).

SECTION II. GUIDING PRINCIPLES.

This policy affirms the commitment of the Board of Regents (Board) to foster international education and engagement throughout the University community. The following principles shall guide international education and engagement at the University:

(a) In an interdependent world, the welfare of the state and the well being of its citizens are linked to the welfare of all humankind.

(b) Through international education and engagement, a great university builds and extends its scholarly standing, its potential for research, and its contributions to the education of students and citizens of the state, the nation, and the world.

(c) The University has a responsibility to incorporate into its educational programs international opportunities that provide students the understanding, skills, and knowledge necessary to be creative and useful citizens of the state, the nation, and the world.

SECTION III. ADMINISTRATION.

The president or delegate shall administer policies that, in compliance with all applicable laws and regulations, effectively promote and encourage a comprehensive program of international education and engagement that includes the following elements:

(a) **International Experience for Students.** The University will encourage the participation of University students in international educational experiences and provide opportunities that afford participating students the guidance and assistance necessary to integrate these experiences into University degree curricula.
(b) **Enrollment of International Students.** The University will enroll students from abroad in its undergraduate, professional, and graduate colleges in such numbers and with such geographic origins as to advance the University's educational goals.

(c) **Faculty Teaching and Research.** The University will encourage international education and engagement in the teaching, research, and service of its faculty through the exchange of persons, ideas, and materials with other countries.

(d) **Collaboration with International Institutions.** The University will build strategic international partnerships with universities and institutions worldwide, expand international scholarly exchanges, and internationalize the University community and curriculum.
INTERNATIONAL EDUCATION

SECTION I. OBJECTIVES.

Subd. 1. Encouraging Enrollment. Encouraging the enrollment of international students in the University, U.S. student enrollment in universities overseas, and the interchange of Minnesota and foreign university faculty is based on the enlightened self-interest of the University in meeting its objectives in their broadest and fullest sense.

Subd. 2. Research Studies. Basic and applied research studies of the effects of international education, especially when that education is the result of personal experience in a culture other than one's own, demonstrate both the unique results of a foreign sojourn and its motivating effect.

Subd. 3. Diverse Education. Learning about one's country and self in the context of a broader, more diverse world, while learning about other peoples and cultures, is a liberal education in its fullest meaning. The motivation to put this learning into practice is high and long-lasting. The sojourn abroad truly has lifelong effects on individuals, their families, and their society.

SECTION II. POLICY STATEMENT.

Subd. 1. Enhanced Education. The University of Minnesota recognizes that a great university ideally builds and extends its service, its potential for research, its scholarly standing, and enhances its contribution to the education of students and citizens of the state by providing an international dimension in its educational programs. This is true in all fields of study: in the professions, the sciences, the arts, the humanities, and the social sciences.

Subd. 2. International Understanding. The University recognizes that, in this interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all humankind. Thus, it is urgent that the teaching, research, and service of the University support the economic and social development of the state, the nation, and other countries; protect the global environment; lead individuals and groups to better understanding of themselves and others; and contribute toward international understanding, world peace, and community self-awareness.

Subd. 3. Educating Minnesota Students. The University, in serving the community, recognizes that its major responsibility is to educate students from Minnesota in a manner that provides them with the understanding, skills, and knowledge that will allow them to be creative and useful citizens of the state, the nation, and the world. In this process of education, students from other countries and Minnesota students who have studied overseas play an essential role.
Subd. 4. Goals. To accomplish these goals, the University of Minnesota encourages and seeks to have students from abroad enrolled in its undergraduate, professional, and graduate colleges, in such numbers and with such geographic origins as to have an impact on the achievement of the University’s educational goals. It also seeks to provide opportunities for study abroad for Minnesota students and to afford them guidance and assistance in integrating these experiences with regular university study in meeting their educational objectives at the University of Minnesota. Finally, the University of Minnesota encourages the development of an international dimension in the teaching, research, and service of its faculty through the exchange of persons, ideas, and materials with other countries.
Agenda Item:  International Education Update: Goals & Strategies

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

Purpose:

To become one of the top three public research universities in the world, internationalization and academic excellence must be central to the University’s core mission. This presentation will outline progress made towards forging an international university and strengthening global orientations and networks of engagement, scholarship, and curricular development.

Outline of Key Points/Policy Issues:

• To become one of the top three public research universities in the world, the University of Minnesota must enhance its stature as a global university: this demands that internationalization, diversity, and academic excellence be inextricably intertwined and central to the University’s core mission.

• As the world is becoming increasingly internationalized, so too is the production of knowledge to understand that world. These twin trends have major implications for the University's identity and mission.

• Many steps have been implemented from the strategic positioning task force on “Forging an International University,” including enhanced student support, faculty support, and the appointment of an associate vice president and dean to oversee and sustain the internationalization of the University.

• Major initiatives include areas of study abroad, scholarly initiatives, internationalization at home, international students, India Center, Confucius Institute, and University International Center.

Background Information:

Recent presentations include “International Programs: Student Participation” in March 2005 and “International Programs Update” in December 2004.
International Education Update: Goals & Strategies

Introduction

To become one of the top three public research universities in the world, the University of Minnesota is increasing its stature as a global university. This demands that internationalization, diversity, and academic excellence be inextricably intertwined and central to the University’s core mission. Two critical trends make the internationalization of the University a necessity. We live in an increasingly internationalized world. Expanding and tightening connections between states, societies, and peoples have made the world more integrated and complex. This increasingly interdependent world means that individuals are more vulnerable to events that occur in distant places, that national problems are now global problems, and that these global problems require global solutions. Challenges such as global climate change, natural resource and food security, economic development, terrorism, and health pandemics can only be addressed through sustained, disciplined scholarly debate that reflects the interests and ideas of diverse groups located in different parts of the world.

As the world is becoming internationalized, so too is the production of knowledge to understand that world. Knowledge production increasingly operates in a world without borders. We are witnessing the dissolution of traditional disciplinary boundaries. Issues that once were discrete now demand interdisciplinary attention. No single perspective can grasp the complexity of a globalizing world that some see as marking progress towards the possibility for all to achieve the good life, and others see as creating even more intransigent differences, inequalities, and violence. We are seeing the emergence of a transnational community of scholars who are increasingly collaborating across territorial boundaries and applying their findings to diverse settings. This reconfiguration of the scholarly landscape has far-reaching consequences for research, teaching, and public engagement.

These twin trends have major implications for the University’s identity and mission. Through strategic investments, we are creating an institutional framework to nurture interdisciplinary knowledge production, expand the range and depth of international activities, and provide resources that leverage and encourage continuing engagement in global affairs. We also are developing a global orientation and realizing its place in a developing global network of teaching, engagement, and scholarship. The academic diversity of the University offers an exceptionally rich opportunity to address pressing global issues that often require interdisciplinary approaches.

All colleges and campuses of the University are internationally engaged, and programs span undergraduate, graduate, and professional curricula. Our students are studying abroad in record numbers. We are succeeding in recruiting the best and brightest students from around the world.
Our faculty are conducting important and meaningful research on all seven continents. And we are improving and increasing opportunities for international experiences here on our campuses. Measuring, reporting, and building on these successes and innovations is the next important step. Being recognized as a leader in internationalization is not possible unless we address these issues. Significant analysis has already been done, as evidenced by two comprehensive reports on international programs:

**Forging an International University Taskforce**

As part of the strategic positioning process, a systemwide academic taskforce in 2005 addressed the topic, “Forging an International University.” The detailed final report outlined many key steps that the University should take to become an international or global university, several of which already have been implemented (complete report and appendices available at http://www.international.umn.edu/strategic/):

- Appointment of an associate vice president and dean for international programs with responsibilities to direct, oversee, and sustain the internationalization of the university.
- Student support (e.g., targeted non-resident tuition scholarships to support international exchange; scholarships for undergraduate study abroad; graduate fellowships for international students working in priority interdisciplinary areas; grants for international internships/research opportunities for undergraduate and graduate and professional students; and on-campus internationalization programs for those not directly participating in learning abroad experiences).
- Faculty support (e.g., cross-disciplinary, cross-collegiate faculty research circles; international symposia; intercollegiate competitive research grants).

**International Working Group**

Much more work remains to be done to establish the University as a truly global university. As a follow-up to the work of the international taskforce, an International Working Group was appointed in 2007 to move from the taskforce recommendations to an action plan. Working with a committee of nine individuals with substantial international experience from across campuses and disciplines, the International Working Group identified:

- International academic initiatives the University might pursue to focus efforts, inspire research, and generate positive energy at home and abroad.
- Responsibilities the international programs office must assume to both strategically position ourselves as an international university and tactically coordinate and integrate our internationalization efforts.
- Risk and liability issues that must be addressed, or at least considered, as the University’s international engagement grows.

The Office of International Programs is now charged with the task of addressing the issues raised
in the report. Several small groups have been assigned to work on these issues and will call together an International Programs Council (modeled after the Council of Undergraduate Deans) with broad representation that will consider relevant and best policies and practices and serve as a communication vehicle back to the academic and administrative units.

**Major Initiatives**

To become an international university requires attention and strategy from the top, but also high-quality programming and implementation throughout all levels of the University. Since the last presentation to the Board of Regents on the state of international programs in 2005, a number of initiatives have been identified and begun. Following are some of the highlights.

- **Study Abroad:** The University continues to make great progress toward our goal that 50 percent of our graduates will have an education experience abroad before they graduate. Currently, we are at 28 percent systemwide, with 2,429 students going abroad in 2006-07. Morris has already surpassed the goal at 75.7 percent.

- **International Students:** We have made great strides in recruiting international undergraduates, moving us out of our last-place ranking among the Big 10. The number of enrolled students was up 17 percent in fall 2007 and spring 2008, and the applications for fall 2008 are up by more than 70 percent over last. We have been aided greatly in these efforts by $500,000 in tuition waiver “scholarships” for top students and the new R2000 tuition plan.

- **Scholarly Initiatives:** International Strategic Initiatives funding promotes a global network of scholarship and engagement and encourages interdisciplinary and transnational partnerships. Grants are offered to faculty and departments to support interdisciplinary international research circles and institutional partnerships. Funding for graduate students is offered through small grants and doctoral fellowships. We recently announced the recipients of our second round of grants, totaling almost $560,000 awarded. A symposium held on April 29th brought together previous faculty recipients with new recipients to share what they have learned and to discuss the challenges and opportunities they face in international research and partnerships.

- **Internationalization at Home:** Even when we attain our 50 percent goal for study abroad, it leaves half of our students without an experience abroad. The Internationalization at Home project addresses this gap. Some of the initiatives include a Global Leadership minor, opportunities for international students to volunteer in the community, and increasing cooperation with the Office for Public Engagement.

- **India Center:** The University’s India Center Initiative is exploring the creation of a center focusing on India and its geographical neighbors. Initiated with legislation by Representative Eric Paulsen and Senator Satveer Chaudhary, the India Center is envisioned to serve as a builder of bridges between the University and the State of Minnesota and various academic, intellectual, cultural, and business interests in South
Asia. Additional information is available in the India Center Exploratory Report to the Legislature: http://www.international.umn.edu/india/index.php.

- Confucius Institute: The University recently signed a contract with the Chinese government to open a Confucius Institute on campus. There are more than 250 institutes around the world, with the goal of teaching the community about Chinese language and culture. The University’s institute will reach out to K-12 educators and administrators, the business community, and the general public through cultural activities on campus, language classes, and seminars.

- University International Center: The Office of International Programs will move to a new building on the edge of the East Bank campus in May. The new site will give OIP a presence on the East Bank and will be the public face of internationalization for the University.
Educational Planning and Policy Committee  May 8, 2008

**Agenda Item:** Consent Report

☐ review  ☒ review/action  ☐ action  ☐ discussion

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

**Purpose:**

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

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

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

1. **New Academic Programs**
   - Crookston Campus—Create B.S. Degree in Criminal Justice
   - Crookston Campus—Create Minor in Criminal Justice
   - College of Continuing Education (Twin Cities Campus)—Create Certificate in Teaching English as Second Language
   - College of Continuing Education (Twin Cities Campus)—Create Certificate in Aging Studies
   - Medical School—Create Hepato-Pancreato-Biliary Fellowship Program
   - Medical School—Create Minimally Invasive Laparoscopic Fellowship Program
   - Medical School—Create UMMC Hospice and Palliative Medicine Fellowship Program
II. Request for Discontinuation of Academic Programs

- Crookston Campus—Discontinue A.S. Degree in Business General
- Crookston Campus—Discontinue A.A.S. Degree in Dietetic Technician
- Crookston Campus—Discontinue A.A.S. Degree in Hotel, Restaurant, and Institutional Management
- Crookston Campus—Discontinue A.A.S. Degree in Marketing and Management

III. Request for Approval of Changed Academic Programs

- College of Education and Human Development (Twin Cities Campus)—Discontinue Subplans in B.S. Degree in Sports Management
- School of Public Health (Twin Cities Campus)—Change Name of Certificate in Food Safety and Biosecurity to Food Protection
- College of Liberal Arts (Twin Cities Campus)—Add New Tracks to B.A. Degree in Religious Studies

Background Information:

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

President’s Recommendation for Action:

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

- **Crookston Campus—Create B.S. Degree in Criminal Justice**

  The Crookston campus requests approval to offer a bachelor of science (B.S.) in Criminal Justice, effective fall semester 2008. The degree is designed for students interested in a professional career in the expanding criminal justice field. The program will comprise an interdisciplinary curriculum and offer training and internship experiences. Survey analyses on the Crookston campus show a high level of student interest in the degree program.

- **Crookston Campus—Create Minor in Criminal Justice**

  The Crookston campus requests approval to offer a minor in Criminal Justice, effective fall semester 2008. The minor will provide students an opportunity to understand the criminal justice system including a broad overview of the criminal justice field by focusing on criminological theory, corrections, policing, juvenile justice issues and the criminal law.

- **College of Continuing Education (Twin Cities Campus)—Create Certificate in Teaching English as a Second Language**

  The College of Continuing Education on the Twin Cities campus requests approval to offer a certificate in Teaching English as a Second Language, effective fall semester 2008. The certificate program will provide undergraduate students familiarity with basic principles of English as a second language teaching methodology. Students also will engage in service learning tutoring and linguistic learning analysis.

- **College of Continuing Education (Twin Cities Campus)—Create Certificate in Aging Studies**

  The College of Continuing Education on the Twin Cities campus requests approval to offer a post-baccalaureate certificate in Aging Studies, effective fall semester 2008. The certificate program will provide students with an understanding of the nature and scope of the physiological aspects of aging and the issues related to designing the environment for older adults.
Medical School—Create Hepato-Pancreateo-Biliary Fellowship Program

The Medical School requests approval to offer a fellowship in Hepato-Pancreateo-Biliary, effective summer semester 2008. The fellowship will train future specialists to care for patients with diseases of the liver, pancreas, or bile duct. Fellows will participate in structured didactic instruction, individual supervision, and a variety of inpatient rotations. Fellows will participate in scholarly activities including original research, medical student and resident teaching, and grand rounds presentations.

Medical School—Create Minimally Invasive Laparoscopic Fellowship Program

The Medical School requests approval to offer a fellowship in Minimally Invasive Laparoscopic, effective summer semester 2008. The fellowship will provide advanced training in minimally invasive techniques of colon and rectal surgery. Fellows will participate in the pre-operative, operative, and post-operative care of patients undergoing laparoscopic colon and rectal surgery procedures as well as attend colon and rectal surgery and minimally invasive educational conferences. Fellows will integrate scholarship by completing one research project on an aspect of laparoscopic colon and rectal surgery.

Medical School—Create UMMC Hospice and Palliative Medicine Fellowship Program

The Medical School requests approval to offer a Hospice and Palliative Medicine Fellowship program, effective summer semester 2008. The fellowship will provide advanced training in palliative care, addressing the cultural, spiritual, psychosocial, and physical needs of patients and their families. Fellows will interact professionally and educationally with medical students, residents, and other subspecialty fellows.

II. Request for Discontinuation of Academic Programs

Crookston Campus—Discontinue A.S. Degree in Business General

The Crookston campus requests approval to discontinue the Associate in Science (A.S.) degree in Business General, effective spring semester 2008. The proposal is part of the campus’ strategic decision to discontinue two-year programs.

Crookston Campus—Discontinue A.A.S. Degree in Dietetic Technician

The Crookston campus requests approval to discontinue the Associate in Applied Science (A.A.S.) degree in Dietetic Technician, effective spring semester 2008. The proposal is part of the campus’ strategic decision to discontinue two-year programs.
Crookston Campus—Discontinue A.A.S. Degree in Hotel, Restaurant, and Institutional Management

The Crookston campus requests approval to discontinue the Associate in Applied Science (A.A.S.) degree in Hotel, Restaurant, and Institutional Management, effective spring semester 2008. The proposal is part of the campus’ strategic decision to discontinue two-year programs.

Crookston Campus—Discontinue A.A.S. Degree in Marketing and Management

The Crookston campus requests approval to discontinue the Associate in Applied Science (A.A.S.) degree in Marketing and Management, effective spring semester 2008. The proposal is part of the campus’ strategic decision to discontinue two-year programs.

III. Request for Approval of Changed Academic Programs

College of Education and Human Development (Twin Cities Campus)—Discontinue Subplans in B.S. Degree in Sports Management

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the subplans in its Bachelor of Science (B.S.) degree in Sports Management, effective fall semester 2008. The College has redesigned the curriculum without subplans as part of its application for program accreditation.

School of Public Health (Twin Cities Campus)—Change Name of Certificate in Food Safety and Biosecurity to Food Protection

The School of Public Health on the Twin Cities campus requests approval to change the name of the certificate in Food Safety and Biosecurity to Food Protection, effective summer semester 2008. The name change is being proposed to reflect better the program curriculum.

College of Liberal Arts (Twin Cities Campus)—Add New Tracks to B.A. Degree in Religious Studies

The College of Liberal Arts on the Twin Cities campus requests approval to add two new tracks to the B.A. (Bachelor of Arts) degree in Religious Studies, effective summer semester 2008. The degree will include a track in Religion, Culture, and Society and a track in Texts and Traditions.
Educational Planning and Policy Committee

May 8, 2008

**Agenda Item:** Information Items

☐ review  ☐ review/action  ☐ action  ☒ discussion

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

**Purpose:**

☐ policy  ☒ background/context  ☐ oversight  ☐ strategic positioning

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

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

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

There are no information items to report.

**Background Information:**

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