



Academic & Student Affairs Committee

December 2014

December 11, 2014

10:15 a.m.-12:15 p.m.

East Committee Room, McNamara Alumni Center

ASA - DEC 2014

1. Strategic Issues Related to the 2014 University Plan, Performance, and Accountability Report

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2. Twin Cities Undergraduate Education Update

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3. Alumni Association Plans for Engagement

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4. Consent Report - Review/Action

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Program additions, changes, and discontinuations - Page 68



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

December 11, 2014

Agenda Item: Strategic Issues Related to the 2014 University Plan, Performance, and Accountability Report

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Lendley (Lynn) Black, Chancellor, Duluth Campus
Jacqueline Johnson, Chancellor, Morris Campus
Stephen Lehmkuhle, Chancellor, Rochester Campus
Fred E. Wood, Chancellor, Crookston Campus

Purpose & Key Points

Provost Karen Hanson will introduce the *2014 University Plan, Performance, and Accountability Report* and provide an overview of the challenges facing higher education, including the achievement gap, student funding and aid, student success, research, and lifelong learning and career preparation. Campus leaders will address questions surrounding these challenges.

Background Information

In 2000, the Board approved the creation of the University Plan, Performance, and Accountability Report. In its resolution, the Board noted that it "...holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability.

The first report was published in 2001. In 2014, the timetable for the production of the report shifted to December. The 2014 edition is the 13th edition produced.

Strategic Issues Related to the 2014 University Plan, Performance, and Accountability Report

Presentation to the Board of Regents Academic & Student Affairs Committee
December 11, 2014

Karen Hanson, Senior Vice President for Academic Affairs and Provost
Chancellor Lendley (Lynn) Black, Duluth
Chancellor Jacqueline Johnson, Morris
Chancellor Stephen Lehmkuhle, Rochester
Chancellor Fred Wood, Crookston



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Challenges facing higher education

- Achievement gap
- Cost and access
- Evolving definition of student success
- Changing models of research environment
- Preparing students for their lives

Addressing the achievement gap at Crookston

- Schools: Presence
- Admissions: Potential
- Programs: Personal advising
- Engagement: Personal attention
- Campus Culture: Care



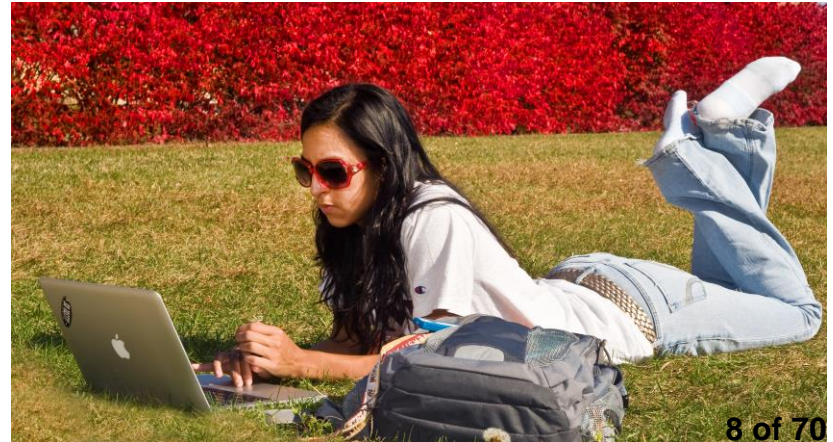
Addressing cost and access at Crookston

- Online: Modern land grant mission
- Access: Non-traditional students
- Brand: Quality and rigor
- Financial Support: Public and private
- Campus Culture: Extension of care



Student funding and financial aid at Duluth

- Inclusive admissions
- A range of cost and financial aid information
- UPromise and merit scholarships
- “Live Like a Student Now” program



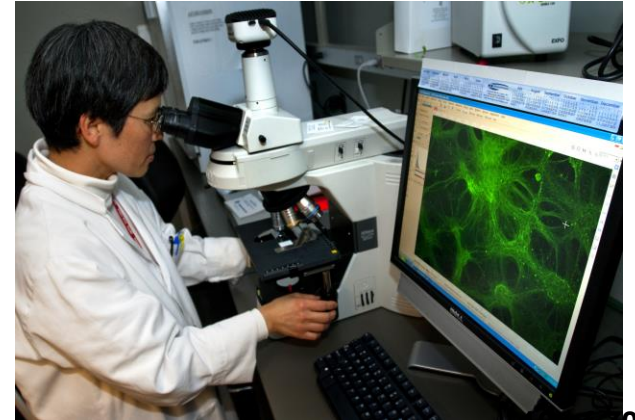
Research at Duluth

- High-impact applied research that makes a difference
- Land grant and sea grant traditions
- Collaborations among UMD colleges, schools, and NRRI
- Collaborations between UMD and other campuses



Interdisciplinarity at the Twin Cities

- In research and education
- Build on faculty strength and leadership
- Impact on University
- Facilitate collaborations that serve industry and public needs
- Remove disincentives and risks



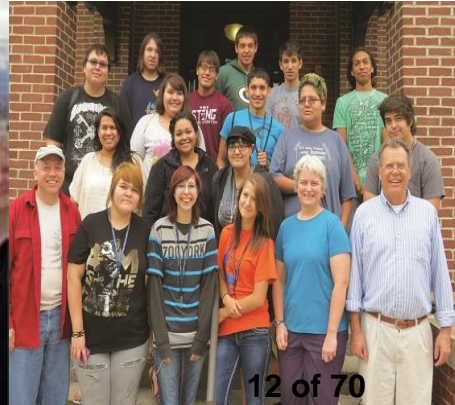
Translating the liberal arts at Morris

- What do employers want?
- What does a liberal arts education in a liberal arts college setting deliver?
- Three examples of “the match”



Opening the door to STEM fields at Morris

- Howard Hughes Medical Institute Grant
- American Indian Science and Engineering Society
- National Science Foundation Wind Step



Student success and lifelong-learning at Rochester

- Evolving definition of student success
- Preparing our students for their lives and careers



Discussion and Questions

- Achievement gap
- Cost and access
- Evolving definition of student success
- Changing models of research environment
- Preparing students for their lives



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

December 11, 2014

Agenda Item: Twin Cities Undergraduate Education Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

Purpose & Key Points

This report focuses on the substantial improvements in undergraduate education on the Twin Cities campus over the past decade. The investments made in the Office of Undergraduate Education (OUE), across the Twin Cities colleges, and on the campus as a whole have been absolutely critical in furthering student success. The University has:

- Maintained its commitment to accessibility for students with a range of financial backgrounds, for transfer students, and for diverse students.
- Attracted outstanding freshmen and transfer students.
- Offered an extraordinary educational experience.
- Graduated students who are prepared to succeed.

The OUE continues to focus on enrollment management, student success, retention, and timely graduation. Among the accomplishments over the past year:

- Progress on first-year retention rates, with the highest rate ever at 92.6% (for the class that entered Fall 2013).
- Four-year graduation rate (for the class that entered in Fall 2010) is now above the 60% goal set by the Board.
- The President's Emerging Scholars (PES) program enrolled its first class of 478 students in Fall 2013, and 92% of those students were retained. This fall, the campus has 515 PES students enrolled across all seven freshman-admitting colleges.
- The University Honors Program has expanded its co-curricular activity, and brought in its very best class of Honors students this fall, with an average ACT score of 32.3 and average school rank of 96.9%.
- OUE continues to carefully analyze the curriculum with the goal of providing an exceptional educational experience that allows students to make timely progress toward degree completion. The Writing-Enriched Curriculum (WEC) project is approaching the creation of writing plans for nearly 50% of our academic departments, and the Center for Academic Planning and Exploration (CAPE) is assisting more students than ever with finding a path to graduation.

This presentation will expand on these accomplishments and elaborate on the challenges we face. Its key points will include:

- Characteristics of the Fall 2014 freshman class.
- The Fall 2014 transfer class.
- First-year retention for new freshmen.
- Four-, five- and six-year graduation rates for freshmen and transfer students.
- Progress on the three legislative performance measures related to undergraduate education:
 1. Graduation rate for low-income undergraduates (TC campus).
 2. Number of undergraduate degrees awarded in STEM fields (TC campus).
 3. Graduation rates for all campuses (UM system-wide).
- Twin Cities campus undergraduate initiatives, focused on student success.
- Future plans and challenges.

Discussion items will include:

- Continued emphasis on timely graduation.
- Role of advising services and advising tools.
- Transfer student success strategies.
- Curricular initiatives, including grand challenges.

Note that at its February 2015 meeting, the Academic and Student Affairs Committee will discuss two related topics: enrollment management planning strategies, and financial aid strategies.

Background Information

The following presentations to the Board of Regents have covered this topic in recent years:

- December 12, 2013, *Twin Cities Undergraduate Education Update & Future Goals*, Academic and Student Affairs Committee
- December 13, 2012, *Undergraduate Education Update & Goals for the Future*, Educational Planning and Policy Committee
- December 8, 2011, *Annual Update on Undergraduate Retention & Graduation Rates*, Educational Planning and Policy Committee
- December 9, 2010, *Focus on Undergraduate Education*, Educational Planning and Policy Committee

Twin Cities

Undergraduate Education Update

Board of Regents

**Academic and Student
Affairs Committee**

December 11, 2014

Karen Hanson

Senior Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education



A Decade of Progress

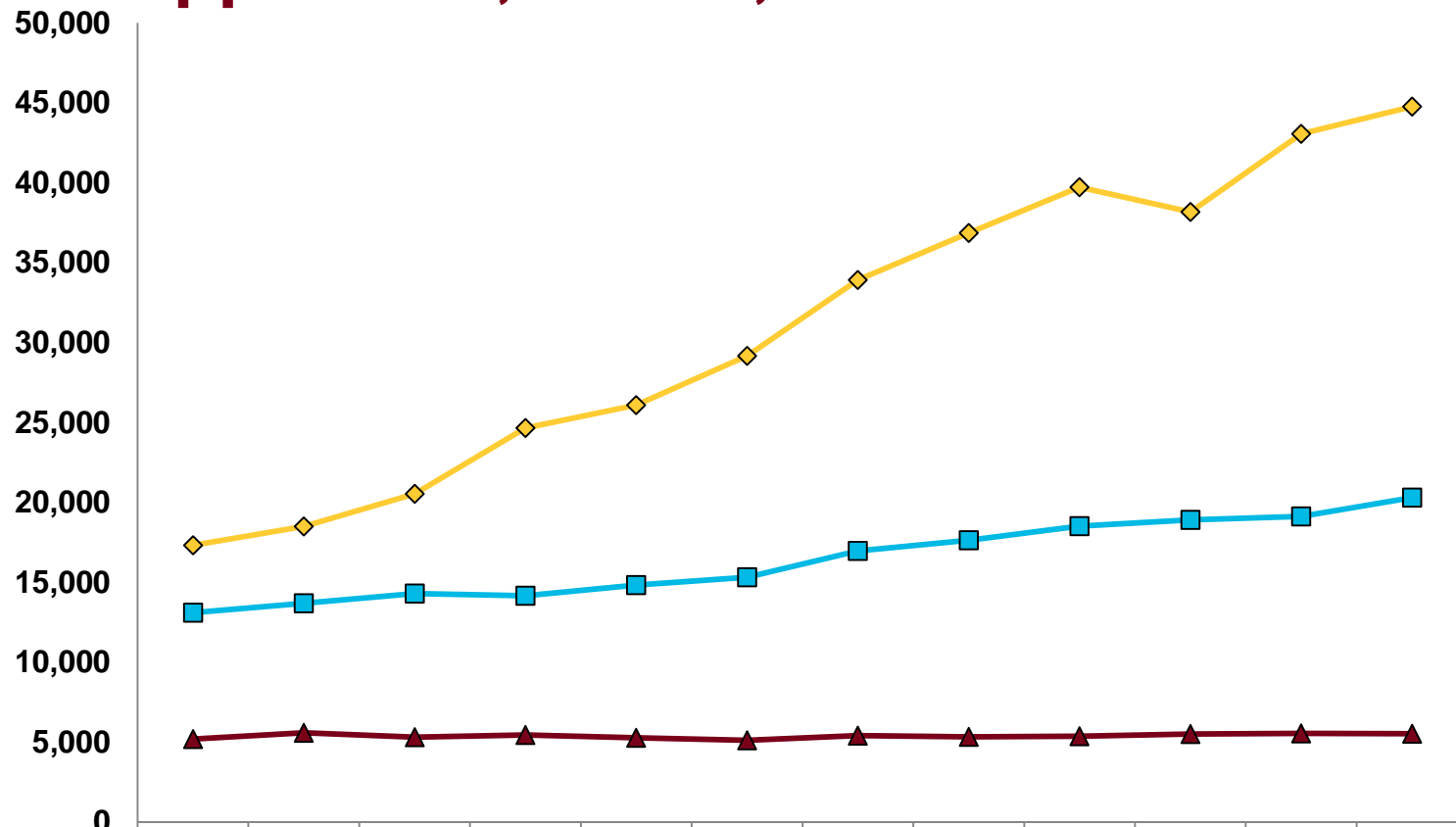


- Freshman Class Profile
- Transfer Students
- Retention and Graduation Rates
- University Honors Program
- Presidents Emerging Scholars
- Curricular Enhancements



TWIN CITIES CAMPUS: FALL 2014 FRESHMAN CLASS

Twin Cities Campus New Freshman (NHS) Applicants, Offers, and Enrollees



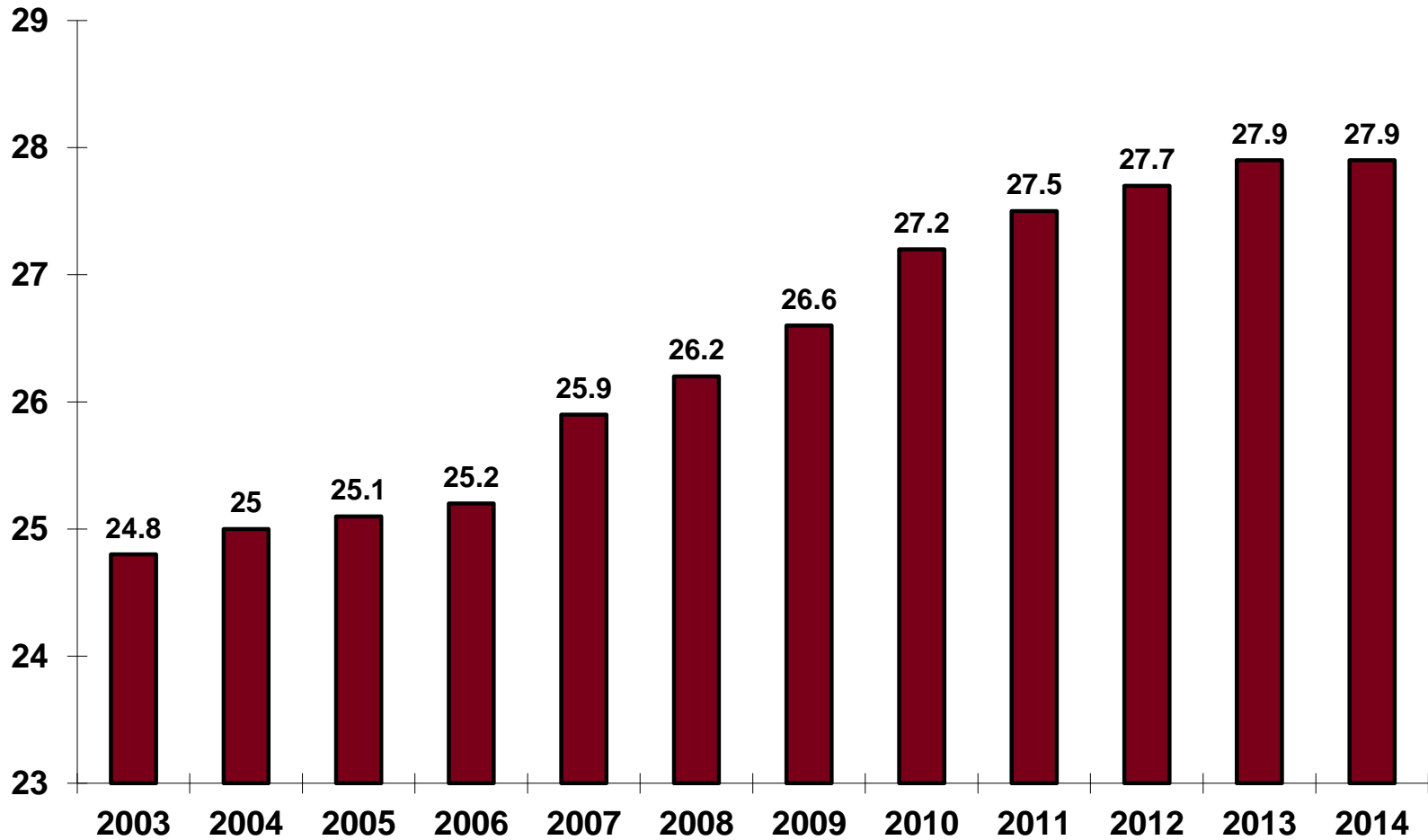
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
◆ Apps	17,311	18,496	20,532	24,654	26,091	29,159	33,913	36,852	39,714	38,167	43,048	44,761
■ Offers	13,098	13,678	14,287	14,163	14,816	15,320	16,962	17,630	18,505	18,899	19,121	20,302
▲ Enrollees	5,186	5,588	5,305	5,439	5,280	5,106	5,400	5,323	5,368	5,514	5,544	5,530



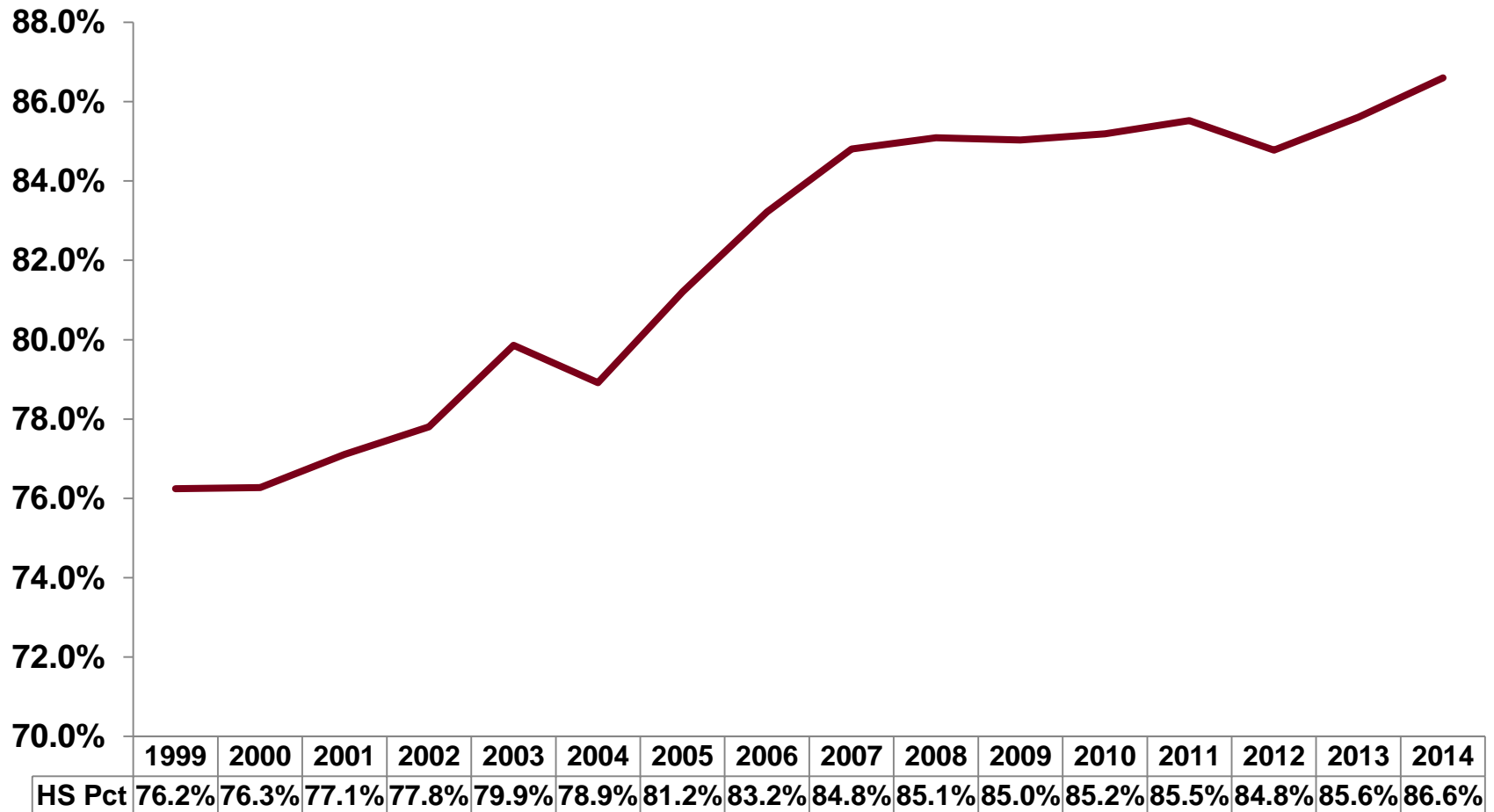
Profile of the 2014 Twin Cities campus entering freshman (NHS) class

Measure	Number	Percent
Total new freshmen (NHS)	5,530	100.0%
Average ACT Score	27.9	
Average High School Rank	86.6	
Female students	2,904	52.5%
Male students	2,626	47.5%
Students of color	1,139	20.6%
Minnesota residents	3,539	64.0%
Wisconsin/North Dakota/South Dakota	895	16.2%
Other U.S. states	743	13.4%
International	337	6.1%

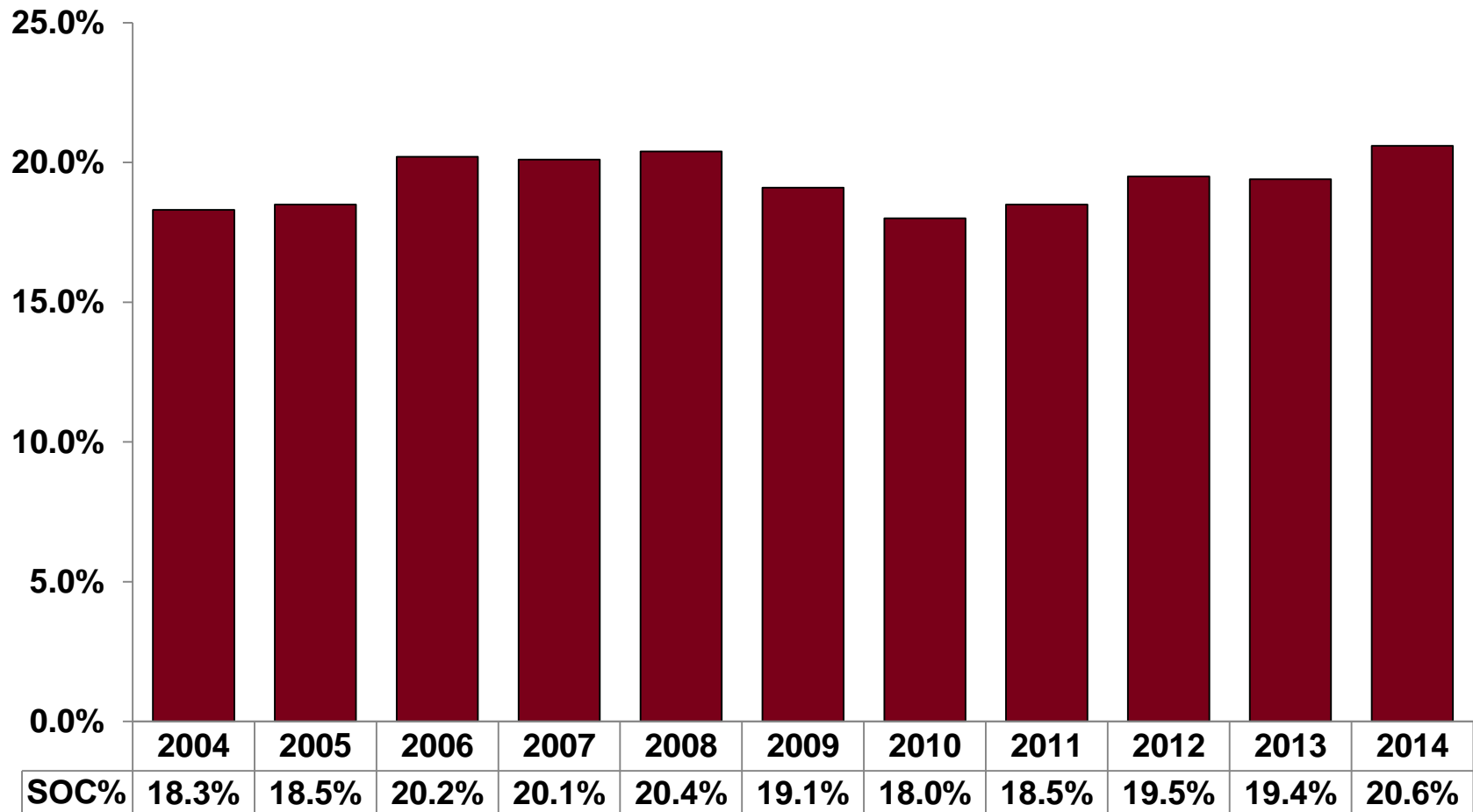
Twin Cities Campus Average ACT Composite for New Freshmen (NHS)



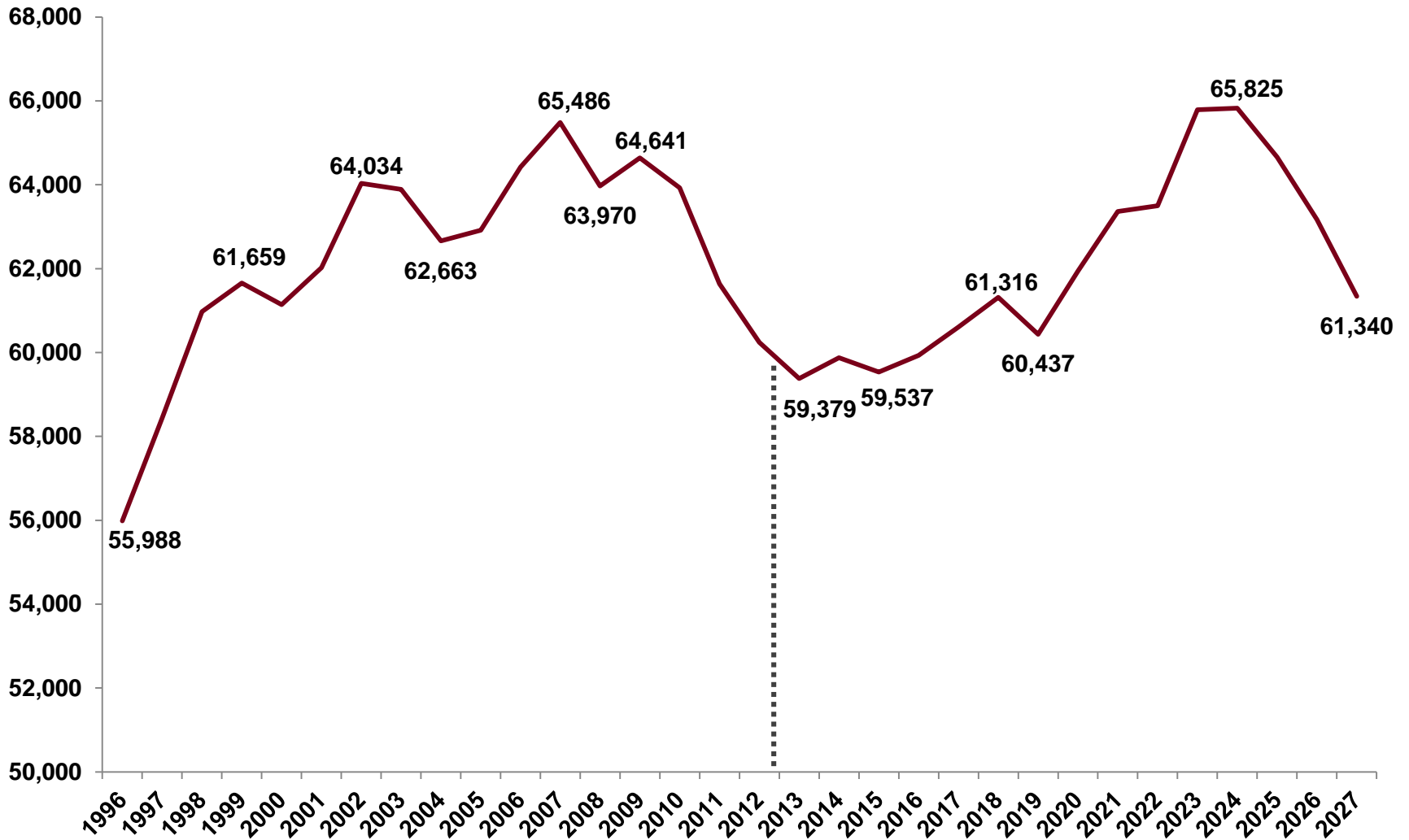
Twin Cities Campus Fall Semester New Freshman (NHS) Avg High School Rank Percentage



Twin Cities Campus New Freshman (NHS) Percent Students of Color



History and Projections of MN HS Graduates



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2012*



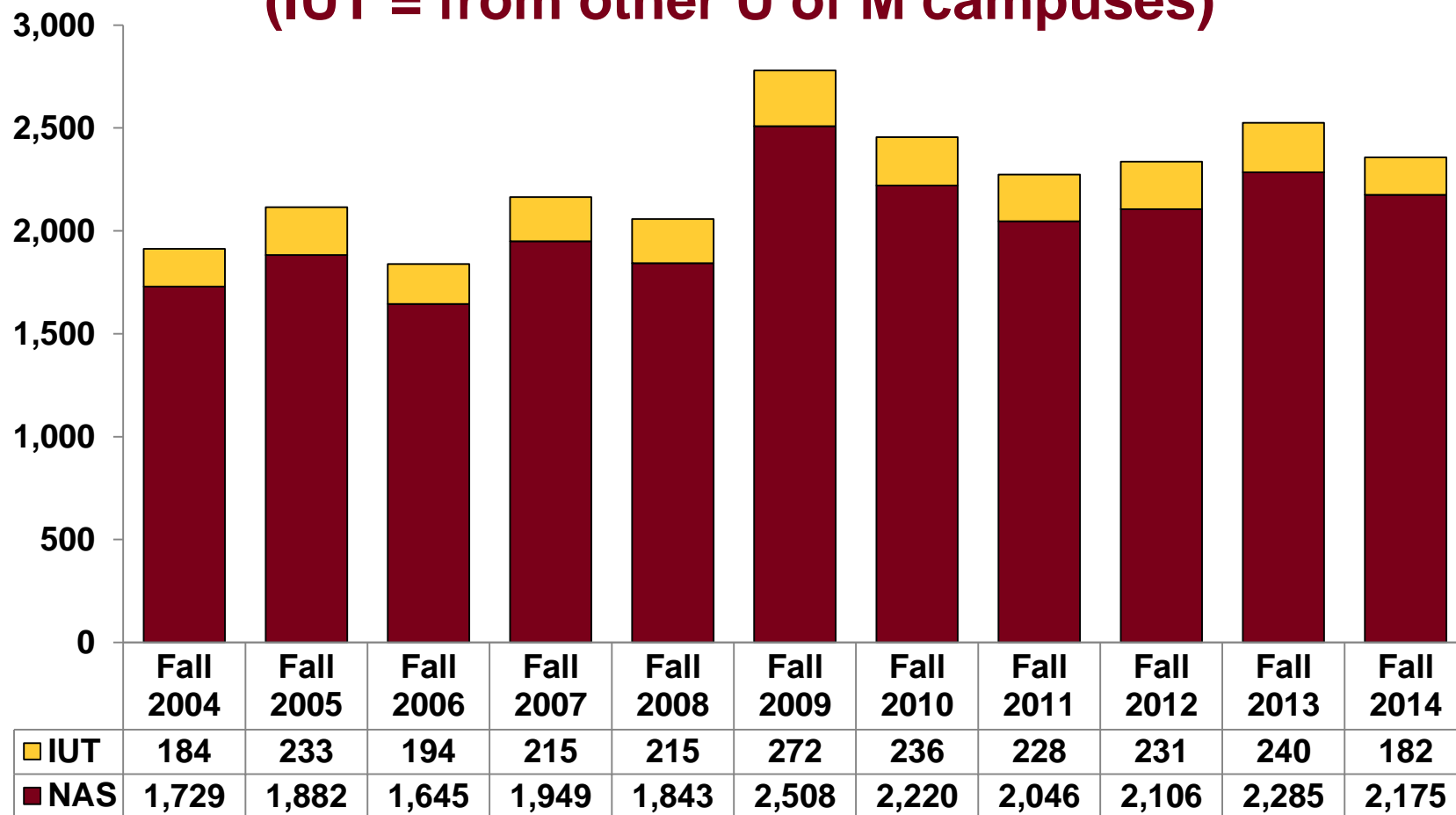


TWIN CITIES CAMPUS: FALL 2014 NEW TRANSFER STUDENTS

Total New Transfers: Fall Semester only

(NAS = from outside U of M system)

(IUT = from other U of M campuses)



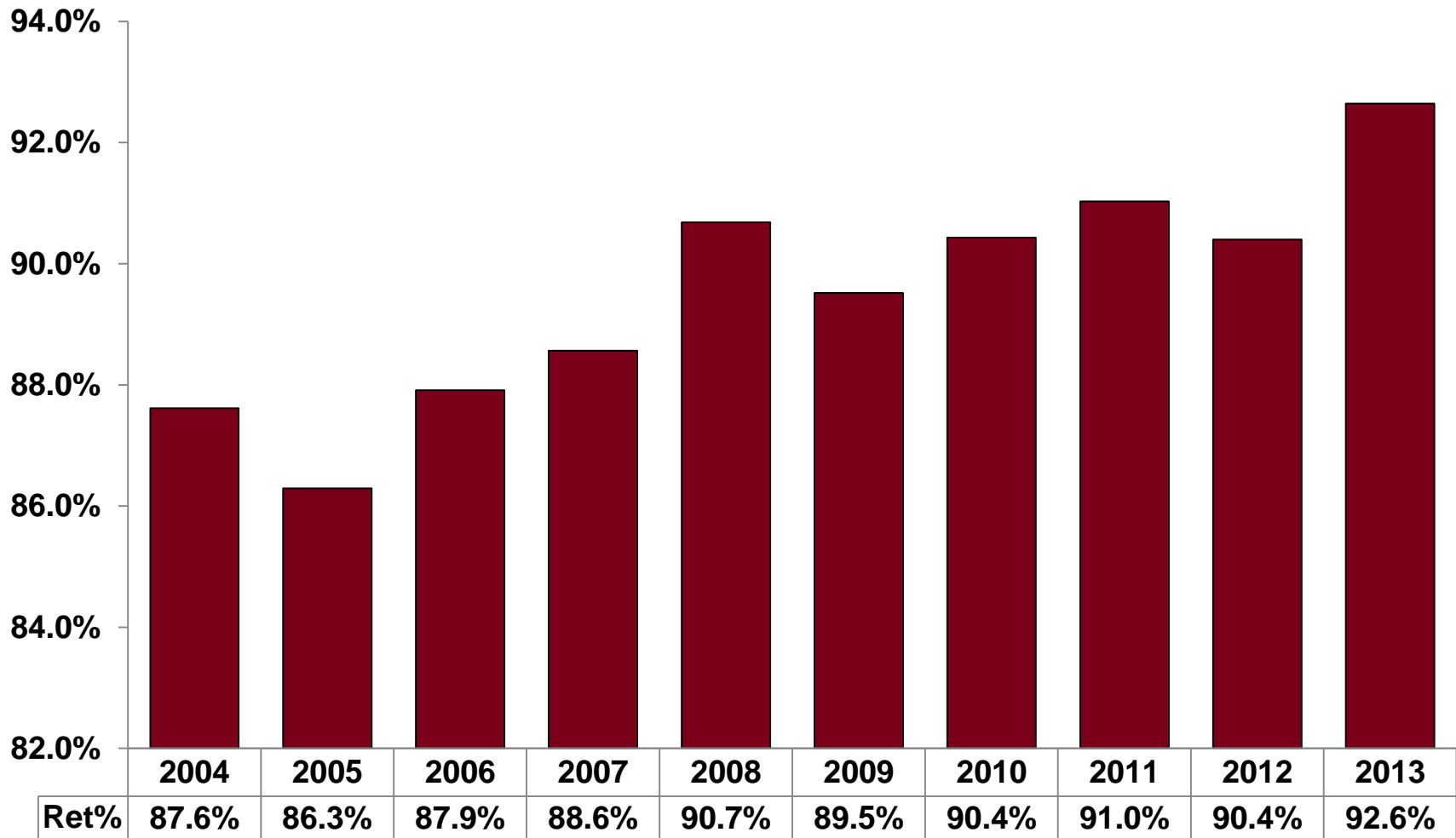
Profile of the Twin Cities campus Fall Semester 2014 entering external transfer (NAS) class

Measure	Number	Percent
Total new freshmen (NAS)	2,175	100.0%
Female students	1,059	48.7%
Male students	1,116	51.3%
Students of color	473	21.7%
Minnesota residents	1,473	67.7%
Wisconsin/North Dakota/South Dakota	170	7.8%
Other U.S. states	138	6.3%
International	388	17.8%
Freshman Standing (less than 30 credits)	222	10.2%
Sophomore Standing (30 to 60 credits)	888	40.8%
Junior Standing (60 to 90 credits)	758	34.9%
Senior Standing (more than 90 credits)	307	14.1%

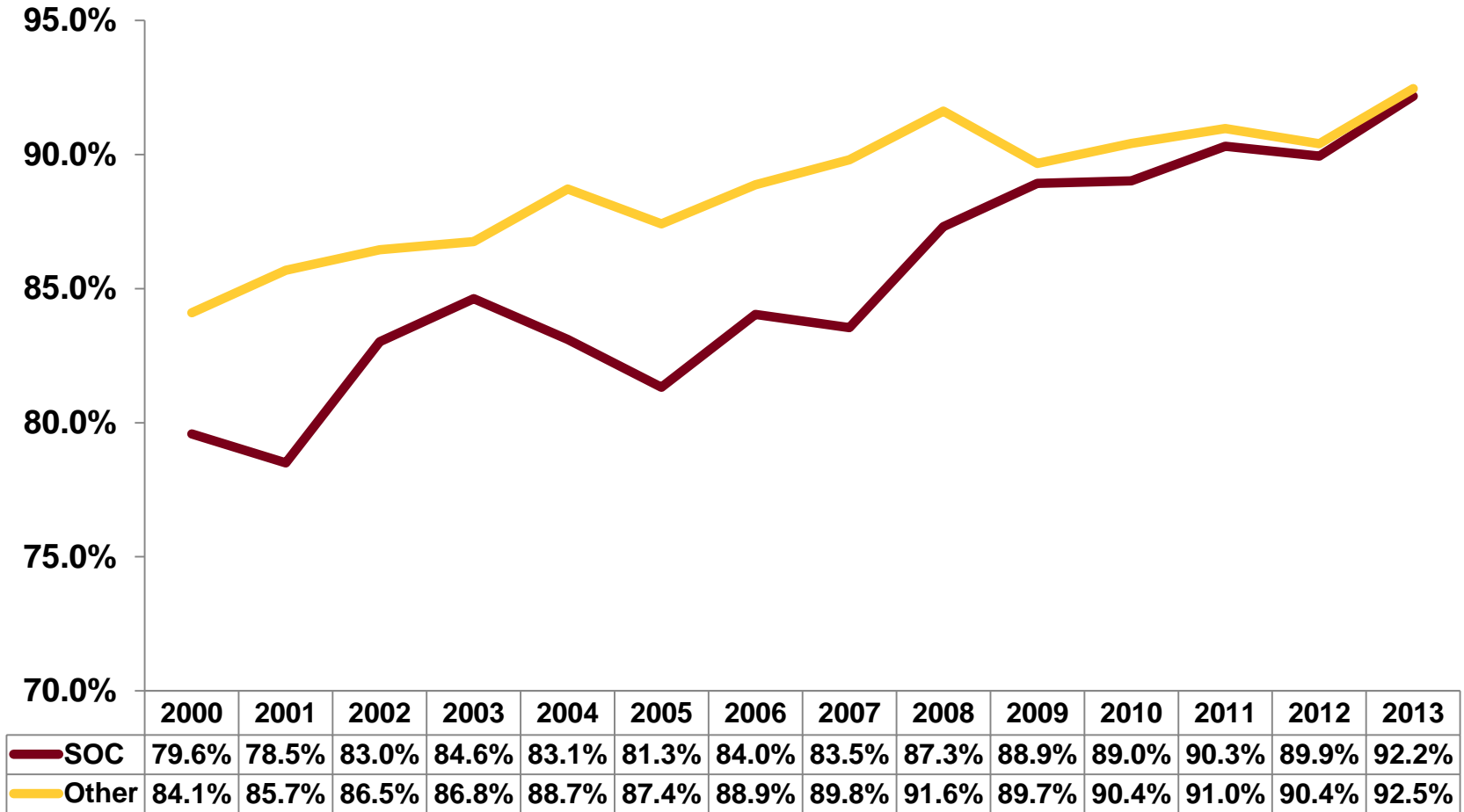


TWIN CITIES CAMPUS: RETENTION AND GRADUATION

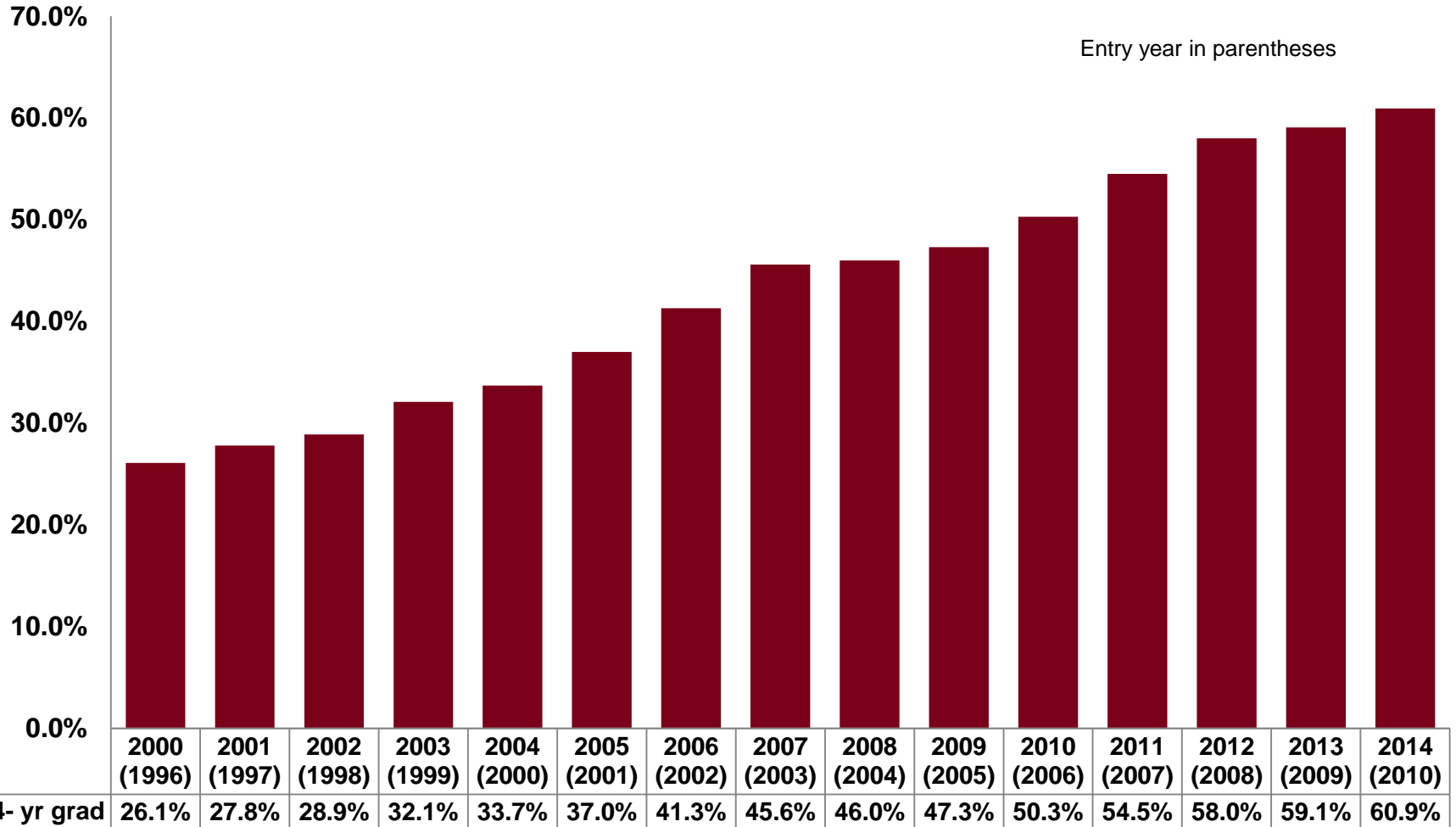
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention Rate



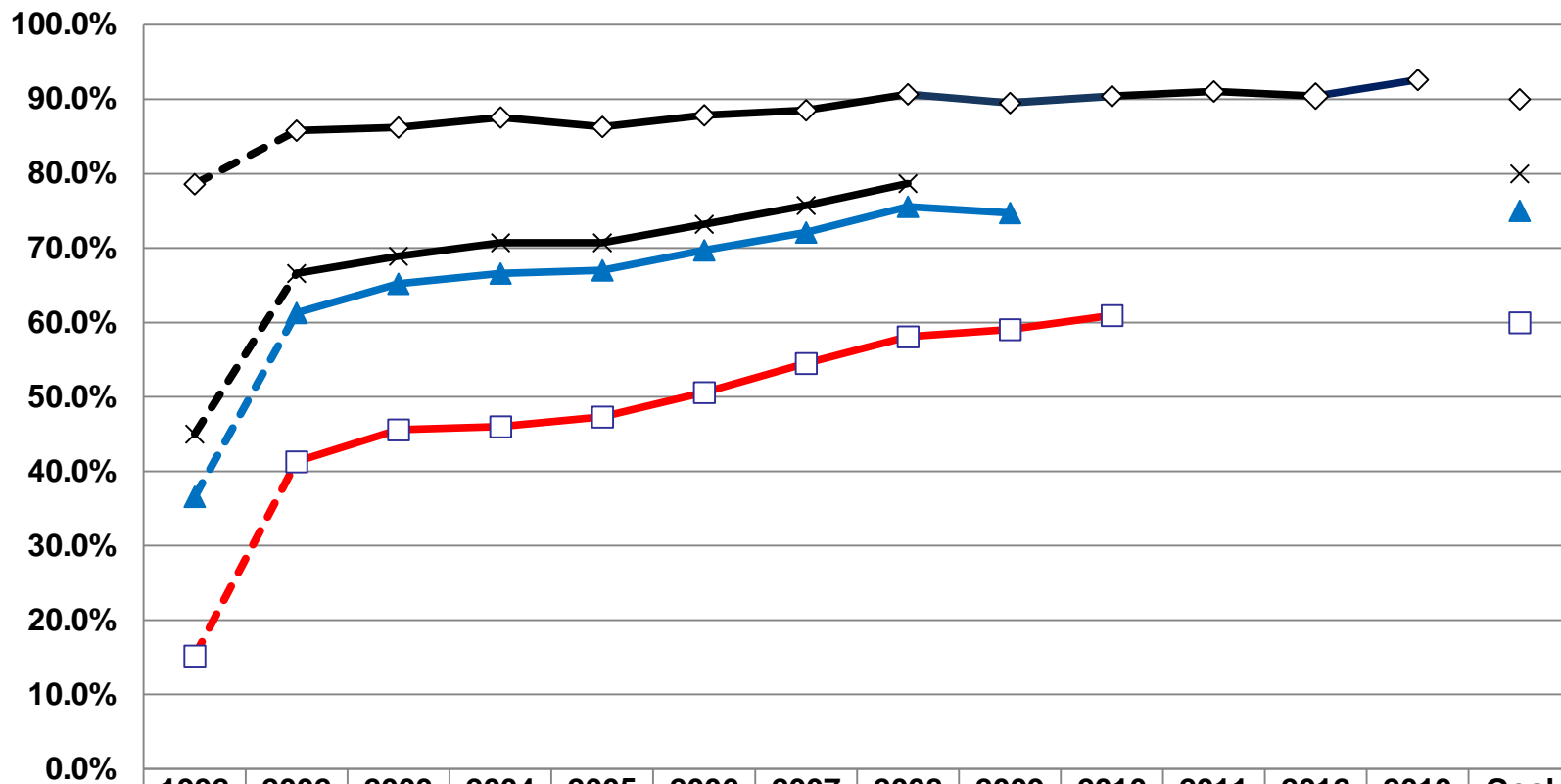
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention of Students of Color and All Other Domestic Students



Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates



Twin Cities Retention and Graduation Rates by Entry Year



	1992	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Goal
◆ 1 yr ret	78.6%	85.8%	86.2%	87.6%	86.3%	87.9%	88.5%	90.7%	89.5%	90.4%	91.0%	90.4%	92.6%	90.0%
■ 4 yr grad	15.2%	41.3%	45.6%	46.0%	47.3%	50.6%	54.5%	58.1%	59.1%	60.9%				60.0%
▲ 5 yr grad	36.6%	61.3%	65.2%	66.6%	67.0%	69.7%	72.1%	75.5%	74.7%					75.0%
✕ 6 yr grad	45.0%	66.6%	68.9%	70.7%	70.7%	73.2%	75.7%	78.7%						80.0%

Student Achievement Measure UMTC Freshman (2007 Cohort)

	<u>After 4 years</u>	<u>After 6 years</u>
Graduated - from UMTC	54.4%	75.0%
Graduated – from other institution	3.5%	8.0%
TOTAL GRADUATED	57.9%	83.0%
Enrolled – at UMTC	26.2%	7.0%
Enrolled – at other institution	8.6%	3.0%
TOTAL STILL ENROLLED	34.8%	10.0%
TOTAL Graduated or Still Enrolled	92.7%	90.0%
Unknown	7.3%	10.0%



TWIN CITIES CAMPUS: UNDERGRADUATE INITIATIVES

Undergraduate Initiatives

- Review of Welcome Week
- Second-year student initiative
- Continued improvements to APLUS
- Expansion of Writing-Enriched Curriculum
- Center for Academic Planning and Exploration
- Creation of enrollment management committee
- President's Emerging Scholars Program
- University Honors Program (piloting the challenge curriculum)

Twin Cities Campus Fall Semester New Freshman (NHS) University Honors Program

	2008	2009	2010	2011	2012	2013	2014
NHS Headcount	621	575	562	587	572	612	559
Avg ACT	30.8	31.4	31.6	32.2	32.0	32.1	32.3
Avg HS Rank	96.4	96.3	96.8	96.9	97.3	97.0	96.9
% SOC	13.8%	15.5%	14.9%	15.7%	18.9%	17.6%	20.6%
% Women	56.8%	42.1%	42.7%	50.8%	52.8%	61.9%	54.9%
% from MN	62.5%	60.7%	60.5%	57.2%	59.1%	60.1%	61.7%
% International	1.8%	1.9%	0.7%	3.4%	3.3%	2.5%	2.7%



President's Emerging Scholars (PES) Program

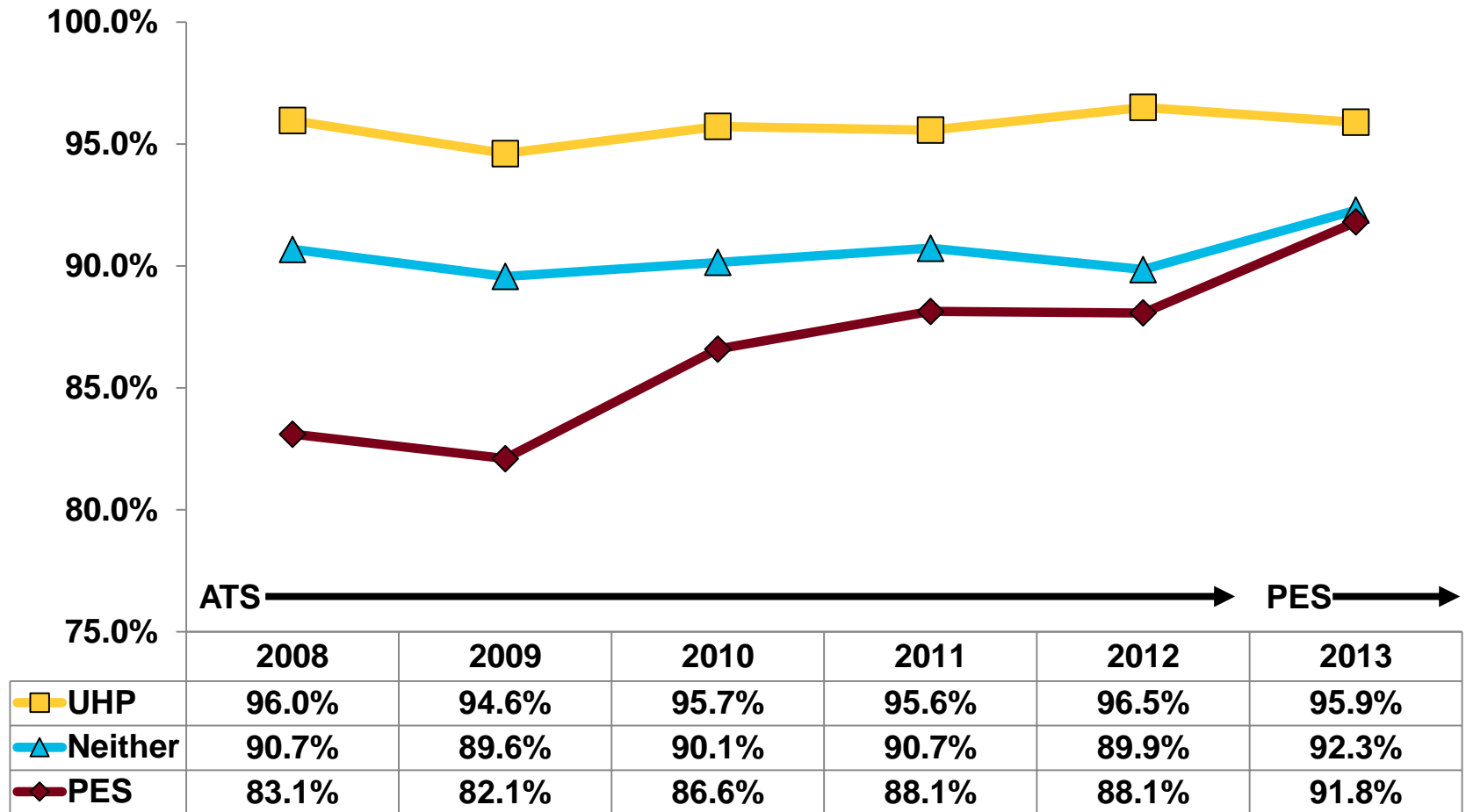
- A four-year opportunity for undergraduate students
- Serving students in all seven freshman-admitting colleges (added CBS and CSE in Fall 2014)
- A mission of ensuring the academic success of PES participants
- Goal of retention and timely graduation for underserved students, supported by
 - peer mentoring
 - professional advising
 - engagement opportunities
 - financial support
- Committed to preparing students for careers or advanced study after graduation

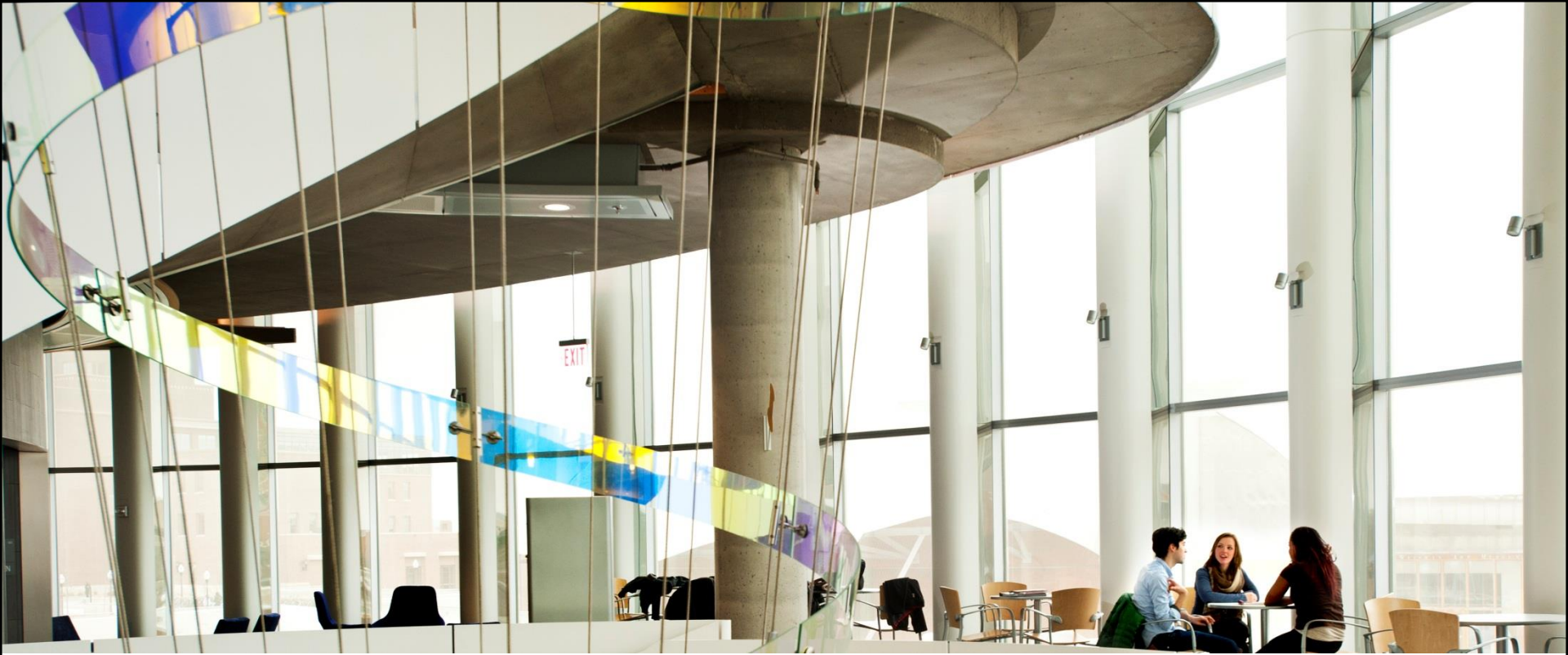
Profile of Twin Cities Campus Access to Success (ATS) and President's Emerging Scholars (PES) New Freshmen (NHS)

Measure	2008	2009	2010	2011	2012	2013	2014
<u>Headcount</u>	440	448	457	473	436	477	515
<u>Preparation</u>							
Avg ACT	19.7	20.5	20.7	21.2	21.5	21.6	21.8
Avg HS%	63.5	68.7	72.1	77.9	76.1	78.7	82.2
<u>Diversity</u>							
% SOC	64.3%	70.5%	59.7%	57.9%	55.7%	57.0%	63.1%
% Pell	50.5%	59.6%	59.7%	59.4%	54.4%	57.7%	60.4%
% 1 st Gen	67.3%	58.7%	60.0%	59.8%	57.3%	62.3%	64.7%



Twin Cities Campus New Freshman (NHS) First-Year Retention: University Honors Program (UHP) and President's Emerging Scholars (PES)





PROGRESS ON LEGISLATIVE MEASURES: UNDERGRADUATE EDUCATION

Success on Legislative Measures Related to Undergraduate Education

- ✓ Increase Twin Cities graduation rates for low-income (Pell) students
 - ✓ Improved 4, 5, and 6-year rates
- ✓ Increase number of Twin Cities STEM degrees awarded by 3%
 - ✓ Increased by 9%
- ✓ Increase systemwide undergraduate graduation rates
 - ✓ Improved 4, 5, and 6-year rates



TWIN CITIES CAMPUS: CHALLENGE CURRICULUM

Challenge Courses

- **Changing America: The Face of Immigration** (HHH, History), fall 2012
- **Can we feed the world without destroying it?** (Institute on the Environment), spring 2013, fall 2014
- **Our Common Waters: Making Sense of the Great Lakes** (HHH, English), spring 2013, spring 2014, spring 2015
- **Politics of Reconciliation, Memory, and Justice** (Sociology, American Studies) spring 2014

DISCUSSION

- Continued emphasis on retention and timely graduation
- Role of advising services and advising tools
- Transfer student success strategies
- Curricular initiatives, including grand challenge courses
- Attentiveness to national-level recruitment and enrollment management



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

December 11, 2014

Agenda Item: Alumni Association Plans for Engagement

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenter: Lisa Lewis, President and CEO, University of Minnesota Alumni Association

Purpose & Key Points

This presentation will address why it is important to realize the full potential of alumni support for the University through the Alumni Association; identify growth opportunities and challenges in realizing those opportunities; and discuss next steps.

Background Information

Regents asked for more detail on expanding reach to alumni following the Alumni Association Annual Report at the July 2014 Board of Regents meeting.

University of Minnesota Alumni Association Background

The University of Minnesota is poised to make significant strides as it implements an ambitious, new strategic plan that rejects complacency and embraces excellence. It will take the united effort of the U's many constituencies – faculty, students, staff, alumni, friends, donors, fans, parents, legislators and the community - to achieve these goals and further enhance the U's impact on the state, nation and world.

Efforts to build a stronger Alumni Association are important to this vision. Alumni are permanent members of the university community. They are the torchbearers of the institutional spirit and the guardians of its future. Great universities require a substantial alumni commitment. The involvement and leadership of alumni can help determine the university's level of success in educating the state's and nation's citizens.

Alumni relationship building is a lifelong process and it takes a variety of initiatives over many years. These efforts include events, admissions college fairs, graduation receptions, student outreach, legislative advocacy, an interactive website, magazines, electronic newsletters, travel, lectures, career services, networking opportunities, social media and much more. Any single event or initiative in itself may seem unimportant, but when added together, what emerges is one of the University's strongest assets – a loyal, committed alumni base. The process takes patience, perseverance, time and a long-term commitment. One of the greatest legacies alumni and university leaders can give their institutions is support for the growth of a strong, vibrant alumni organization that sustains the institution for future generations.

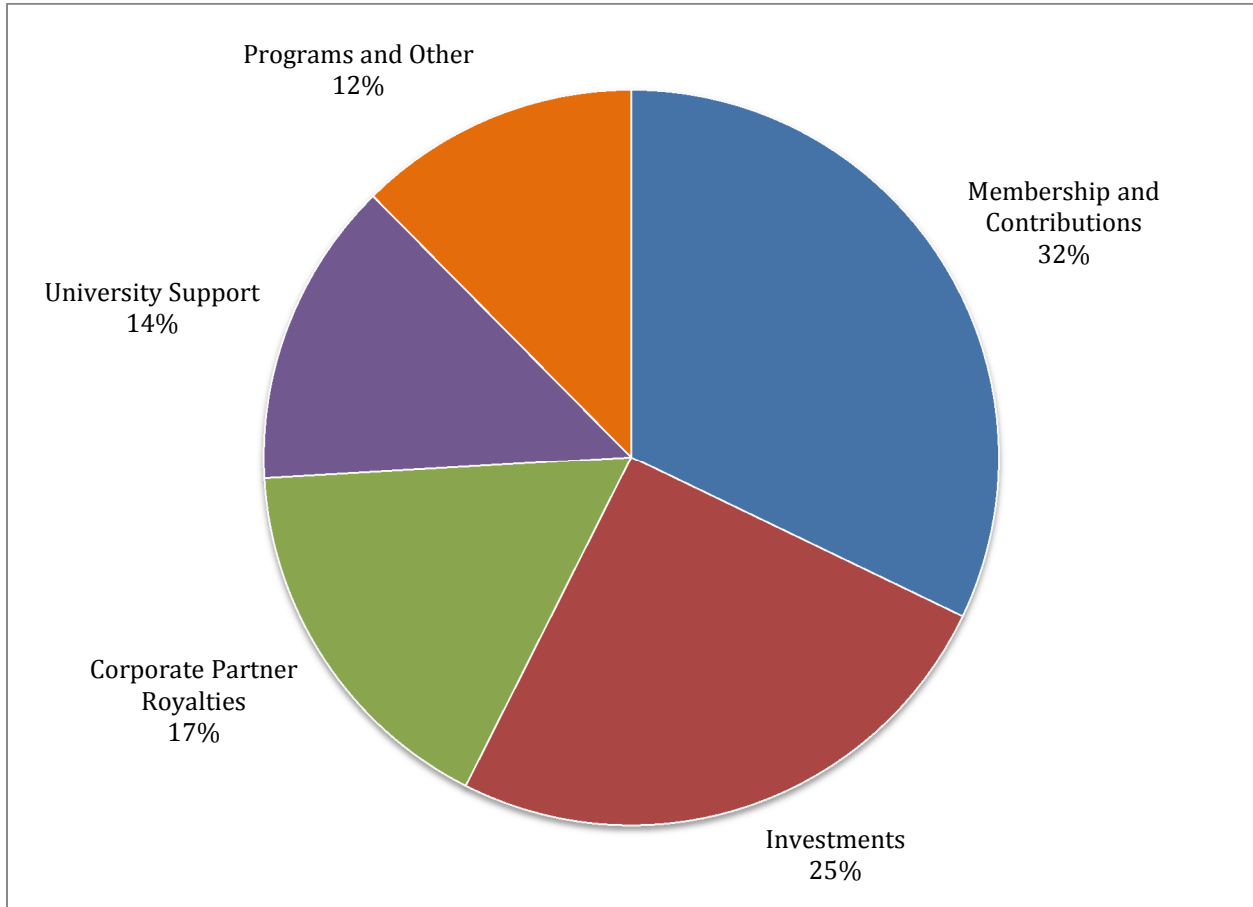
While the University is growing, the Alumni Association's engagement efforts have been limited by declining resources. New leadership in the Alumni Association provides an opportunity to re-examine the Association's operations and envision an organization that engages alumni in robust, relevant and high quality programs in partnership with the University. Together, we can build a base of support that will bolster student recruitment, fundraising, brand recognition of the U, legislative advocacy and community relationships.

The Alumni Association is building its programs, services and communications using an “alumni centric” approach, which means we serve both the alumni and the University in ways that are relevant and meaningful. We are focused on three core principles:

- *Enriching the lives of alumni*
- *Supporting student success*
- *Advancing the University of Minnesota and the value of every degree*

**University of Minnesota Alumni Association
Funding the Mission**

Fiscal Year 2014-2015 Funding Sources



**University of Minnesota Alumni Association
Resource Comparison FY13**

Nationally, the average ratio of alumni association central staff to alumni for large public research universities is approximately 1:10,000. With 445,000 alumni, the Association should have 44 alumni staff members. The UMAA has 24 staff members and is short 20 positions just to reach the national “average”. Among the Big Ten, the UMAA ranks towards the bottom in terms of staff size and University/Foundation support per graduate. The chart below shows eleven Big Ten alumni associations on a number of key resource factors using FY 13 figures.

Institution	Number of alumni (rank)	FY 13 Total Revenue (rank)	FY 13 Univ. & Foundation Support (rank)	Amount of Univ/Foundation support per alum (rank)	Total staff FTE (rank)	# of alumni per staff member (rank)
A	816,044 (1)	\$8,939,700 (4)	\$4,318,800 (1)	\$5.29 (2)	45 (5)	18,134 (11)
B	601,184 (2)	\$15,635,901 (1)	\$111,500 (10)	\$.19 (10)	64 (2)	9,394 (4)
C	589,627 (3)	\$9,626,322 (3)	\$2,444,019 (4)	\$4.15 (4)	47 (3)	12,545 (6)
D	588,000 (4)	\$12,235,353 (2)	\$2,969,683 (3)	\$5.05 (3)	69 (1)	8,521 (1)
E	450,842 (5)	\$3,926,440 (10)	\$3,081,663 (2)	\$6.84 (1)	28 (7)	16,101 (8)
Minnesota	434,149 (6)	\$5,301,165 (7)	\$629,280 (8)*	\$1.45 (9)	24 (8T)	18,090 (10)
G	426,771 (7)	\$4,435,013 (9)	0 (11)	0 (11)	24 (8T)	17,782 (9)
H	400,372 (8)	\$8,780,608 (5)	\$1,064,750 (6)	\$2.66 (7)	46 (4)	8,703 (2)
I	342,977 (9)	\$5,360,634 (6)	\$1,313,085 (5)	\$3.83 (5)	24 (8T)	14,290 (7)
J	280,226 (10)	\$5,190,289 (8)	\$636,094 (7)	\$2.27 (8)	29 (6)	9,663 (5)
K	197,279 (11)	\$3,453,073 (11)	\$600,244 (9)	\$3.04 (6)	22 (11)	8,967 (3)

* FY 14 University support is \$598,280. If peers maintained funding, Minnesota would rank 9th of 11 schools.

** Includes Rutgers and Maryland; data not available for Northwestern, Michigan State or Ohio State.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION[®]

**Report to the
Board of Regents Academic and Student
Affairs Committee**

Thursday, December 11, 2014

Key Goals

- Enrich the lives of alumni
- Support student success
- Advance the University of Minnesota and the value of every degree



Alumni Impact

Current Status

43% of alumni engaged in FY14



What Alumni Want

- Access to University information and resources, particularly online
- Career and networking services
- Lifelong learning
- Opportunities to attend events with other alumni



New Areas of Growth

Virtual Connections

- Virtual Resource webpage launches this winter
- Nine new webinars: career and life stage
 - 465 participants in first one



New Areas of Growth

Virtual Connections

- Alumni Angle electronic newsletter
- “At the U”, a Twin Cities-focused email, launched December 1



Welcome to **At the U**, a new monthly listing of campus events for alumni and friends. There's something for everyone, so mark your calendar and take in the wide array of events that happen At the U.



PALEOFANTASY

Dec. 4: Prof. Marlene Zuk separates human evolution myth from reality at CCE Headliners. [Learn More.](#)

BASKETBALL

Dec. 7 & 10: See men's and women's basketball action at special alumni member prices. [Learn More.](#)

CSE LIGHT SHOW

Dec. 7, 8, 13-15, 20, 21: Dazzling student-created light show set to music with 100,000 LED lights. [Learn more.](#) **FREE**



STUDENT DANCE

Dec. 4-7: Dance Revolutions, new dance works performed by U of M students, discount for alumni members. [Learn More.](#)

ARBORETUM HOLIDAY

All Month: Making Spirits Bright programs at the U of M's Minnesota Landscape Arboretum. [Learn More.](#)

SEASONAL SOUNDS

Dec. 12: Twin Cities Gay Men's Chorus holiday show, with Cooper Street Brass Quintet, at Ted Mann. [Learn More.](#)

Getting to campus is easy: [Park](#) or ride [Light Rail](#)



New Areas of Growth

Network Connections:

- Alumni Entrepreneurs Network launched September 2014
- Select corporate networks to grow in 2015



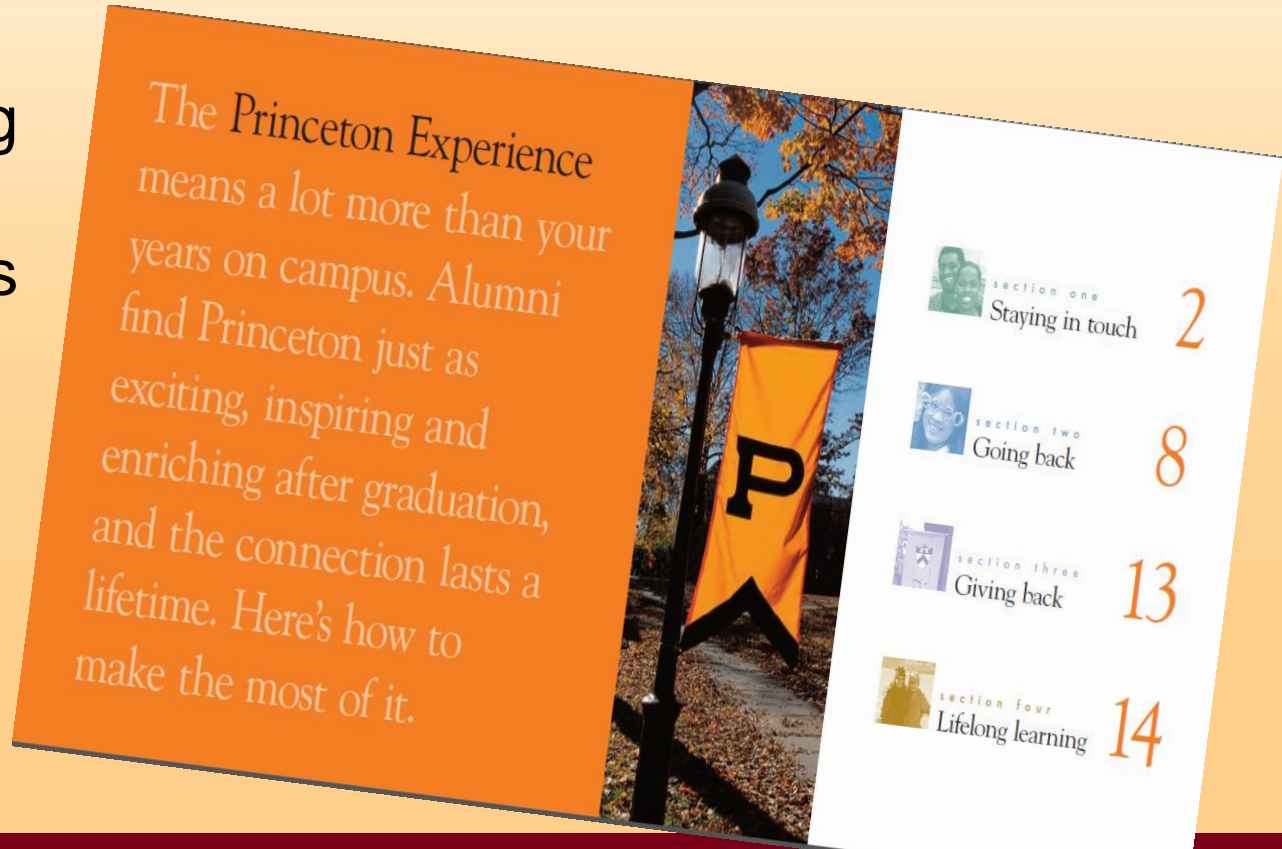
Future Opportunities

1. Student and young alumni relations
2. Career services and networking
3. Lifelong learning and personal enrichment
4. Expanding our reach – internationally and within our diverse alumni community
5. Corporate engagement and entrepreneurial network



Student and Young Alumni Relations

- Begin the lifelong connection while they are students



Career Services and Networking

- Helping alumni with job searches & career changes
- Helping employers hire alumni



Lifelong Learning

- Bring the best of the University to the alumni – in person and online.



The screenshot shows the Stanford+Connects website interface. At the top, the header reads "STANFORD+CONNECTS" in white text on a dark red background. To the right of the header are links for "SIGN UP" and "SIGN IN". Below the header is a navigation bar with icons and text for "Events", "Think", "Volunteer", and "Stay Connected". On the right side of the navigation bar are social media icons for Facebook and Twitter. The main content area features a large, vibrant image of the Chicago skyline at night, with the text "Chicago, IL" and "MARCH 7, 2015" overlaid in large white font. Below the image is a dark grey bar with a location pin icon and the word "Location". At the bottom of the page, a white banner contains the text "Expand your mind—and your network".



Expanding Our Reach

UCLA Black Alumni Association

- Internationally
- Within our diverse alumni community
- By interest

UBAA Annual Events

Legacy Scholarship Dinner
The Legacy Dinner is our signature event. It not only raises funds, but it is like a reunion for UCLA Black Grads. This event must be developed into an annual event that members look forward to each year. This event is a public event so it gives us the ability to highlight UBAA and the work we do. This gives us a great opportunity to thank all of our supporters and sponsors, and gives us a platform to develop new sponsors.

Black Convocation
We are committed to participate and UBAA has been slotted into the program and has several members positioned to participate in the event on multiple levels up to and including public speaking, coaching and mentoring the new Black student UCLA admits.

UBAA Admit/Yield Dinner
The UBAA Admit/Yield Recognition Event is an opportunity for UBAA to establish a relationship with the students that have been admitted to UCLA so that they actually choose us as their school.

High Potential H.S. Student Recruitment Meet & Greet
UBAA is taking a strategic, proactive approach to recruit the top students nationwide, specifically Black High School seniors who have exceptional GPAs and test scores. We want these students to know that they are wanted and welcome to apply to UCLA by inviting them to a social, informative gathering attended by UCLA Alumni, Staff & Faculty. The parents are also invited to get a feel for the UCLA culture and ask questions about the application process.

UBAA Admissions Seminar
UBAA and the Alliance (L. A. Urban league, NAACP, UBAA) will host a application seminar aimed at reaching out and assisting prospective students with the application process. It is also designed for the students to develop relationships and see what the campus, faculty, staff and support organizations have to offer. The idea is to contact and compete for the best before they apply.

UBAA Annual Family Picnic

UBAA Legacy Scholarship Dinner

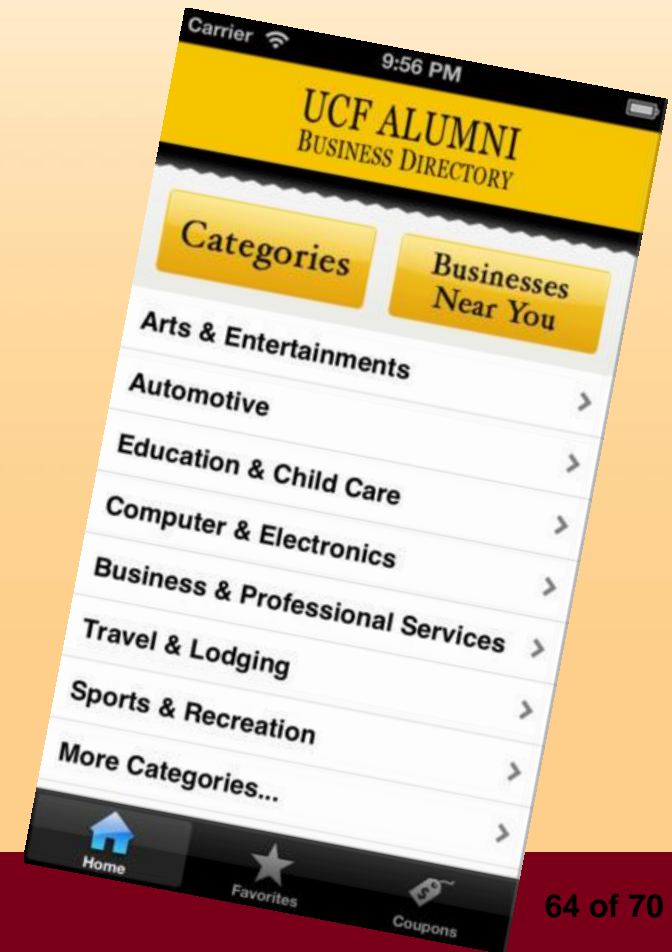
Corporate Engagement

- Connect with alumni where they work
- Highlight the impact of alumni at major employers



Entrepreneurial Network

- Support alumni-owned businesses
- Connect alumni entrepreneurs
- Support student entrepreneurs



Next Steps

- Continue to reallocate existing resources toward high priority areas
- Expand programs as UMAA is able to generate additional revenue
- Continue conversations with the University regarding funding models





BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

December 11, 2014

Agenda Item: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost

Purpose & Key Points

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

I. Request for Approval of New Academic Programs

- Swenson College of Science and Engineering (Duluth campus)—Create M.S. degree in Chemical Engineering
- College of Liberal Arts (Duluth campus)—Create undergraduate certificate in Museum Studies
- College of Liberal Arts (Duluth campus)—Create minor in Ojibwe Language
- Crookston campus—Create B.S. degree and minor in International Business and deliver the degree online
- Crookston campus—Create B.S. degree and minor in English

II. Request for Approval of Changed Academic Programs

- College of Education and Human Service Professions (Duluth campus)—Deliver the M.Ed. degree in Education online
- Swenson College of Science and Engineering (Duluth campus)—Change the name of the minor in Electrical and Computer Engineering to Electrical Engineering

III. Request for Approval of Discontinued Academic Programs

- College of Education and Human Service Professions (Duluth campus)—Discontinue the minor in Communication Sciences and Disorders
- College of Liberal Arts (Duluth campus)—Discontinue the Master of Advocacy and Political Leadership
- School of Fine Arts (Duluth campus)—Discontinue the minor in Art

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

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
December 1, 2014**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Swenson College of Science and Engineering (Duluth campus)—Create M.S. degree in Chemical Engineering**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Master of Science (M.S.) degree in Chemical Engineering, effective fall 2015. The proposed program combines scholarship and research for students and practitioners who are interested in advanced coursework and applied research. The program will work with regional companies and communities whose employees and workers would benefit from this training and expertise. The proposed program will make use of new and existing resources.

▪ **College of Liberal Arts (Duluth campus)—Create undergraduate certificate in Museum Studies**

The College of Liberal Arts on the Duluth campus requests approval to create an undergraduate certificate in Museum Studies, effective fall 2015. The proposed program will provide an interdisciplinary approach to educate graduates in history, anthropology, art history, architecture, biology and geology for work in museum management. The program will prepare students for careers in museum and public history fields. The proposed program will make use of existing resources.

▪ **College of Liberal Arts (Duluth campus)—Create minor in Ojibwe Language**

The College of Liberal Arts on the Duluth campus requests approval to create a minor in Ojibwe Language, effective fall 2015. The proposed minor provides coursework in the Ojibwe language of the region and provides students with a unique understanding of Ojibwe culture, as well as the local environment. The proposed program addresses the needs of local communities by training Ojibwe language speakers for work in tribal schools and immersion programs. The proposed program will make use of existing resources.

▪ **Crookston campus—Create B.S. degree and minor in International Business and deliver the degree online**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree and minor in International Business and deliver the degree online, effective spring 2015. The proposed program is designed to cultivate students'

understanding of global business operations, including courses in international business law, finance, marketing and business strategy. Opportunities to travel outside the United States will be offered. Among other things, the proposed program will address the needs of regional industries with international manufacturing, service and distribution centers that are looking for graduates with knowledge of global business. The proposed program will largely make use of existing resources.

- **Crookston campus—Create B.S. degree and minor in English**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree and minor in English, effective spring 2015. English is among the most popular undergraduate degrees and provides a strong foundation for vocational opportunities, as well as graduate study. The proposed program will make use of existing resources.

II. Request for Approval of Changes to Academic Programs

- **College of Education and Human Service Professions (Duluth campus)—Deliver the M.Ed. degree in Education online**

The College of Education and Human Service Professions on the Duluth campus requests approval to deliver the Master of Education (M.Ed.) degree online, effective fall 2015. Online delivery will help students complete degree objectives in a timely and convenient manner.

- **Swenson College of Science and Engineering (Duluth campus)—Change the name of the minor in Electrical and Computer Engineering to Electrical Engineering**

The Swenson College of Science and Engineering on the Duluth campus requests approval to change the name of the minor in Electrical and Computer Engineering to Electrical Engineering, effective fall 2015. This change mirrors name changes that have taken place in related graduate and undergraduate programs.

III. Request for Approval of Discontinued Academic Programs

- **College of Education and Human Service Professions (Duluth campus)—Discontinue the minor in Communication Sciences and Disorders**

The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the minor in Communication Sciences and Disorders, effective spring 2015. The program is not active and there are no enrolled students at this time.

- **College of Liberal Arts (Duluth campus)—Discontinue the Master of Advocacy and Political Leadership**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Master of Advocacy and Political Leadership, effective spring 2016. The faculty member who runs this program is leaving UMD. The college has decided it will no longer offer this program. Students enrolled in the program will be supported as they finish their requirements.

- **School of Fine Arts (Duluth campus)—Discontinue the minor in Art**

The School of Fine Arts on the Duluth campus requests approval to discontinue the minor in Art, effective spring 2015. The program is not active and there are no enrolled students at this time.