Academic & Student Affairs

May 2017

May 11, 2017

3:00 p.m. - 5:00 p.m.

East Committee Room, McNamara Alumni Center
1. Graduate Education Update
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   Background Materials - Page 4
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2. Principles that Guide Enrollment Strategies in the University's Professional Schools
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   Program additions, changes, and discontinuations - Page 86
AGENDA ITEM: Graduate Education Update

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Scott Lanyon, Vice Provost & Dean, Graduate Education

PURPOSE & KEY POINTS

The purpose of this presentation is to discuss graduate education at the University of Minnesota. The discussion will include defining graduate education and its importance. The committee will also discuss the status of graduate education and strategic priorities of the University's Graduate School.
What is graduate education?
The University of Minnesota offers a wide range of post-baccalaureate degrees. Professional education is typically designed to prepare students for a specific career path and often consists primarily of coursework. Graduate education is less tied to specific career pathways and instead immerses students in a discipline. While having a graduate education is equated with being an expert who has mastered a disciplinary body of knowledge and skills, a graduate education also means that an individual knows how to ask and answer complex questions – to conduct research, to think “outside the box.” The primary distinction between professional and graduate education is that graduate students are required to produce a significant piece of original scholarly work.

Why is graduate education important?
Graduate students are central to the mission of a research university. From attracting and retaining world-class faculty to tackling society’s grand challenges, graduate programs and their students play a crucial role in achieving the University’s strategic goals.

Graduate students teach, conduct research, generate new knowledge, and participate in community engagement efforts every day. Faculty members cite advising and working with high-quality, motivated graduate students as key reasons for joining and staying at the University of Minnesota. Undergraduate students learn from and are often inspired by experiences with graduate students in the classroom, on research teams, and through advising.

The majority of new jobs added in the coming decade are expected to be in the form of positions requiring an advanced degree. Employers need students with graduate training not only for their disciplinary knowledge and skills, but for also, and in many cases primarily for, their transferable skills (communication, leadership, teamwork/collaboration, project management, critical thinking, problem solving and intercultural competency). Importantly, the employers of our graduates are not only here in Minnesota, but across the country, and around the globe. Many of our graduates return to their home country where they become change agents and spokespeople for the University of Minnesota, the State of Minnesota, and for the U.S.
UofM Graduate Education by the Numbers

Enrollment
The University of Minnesota currently enrolls 4,798 Doctoral students and 2,977 Masters students in 167 different graduate programs. With changes in immigration laws and procedures we are very concerned that we may see a decline in the number of international students in the coming years.

External reviews & rankings
The Provost’s Office conducts external reviews of academic departments (including their graduate programs) and the external experts from this year’s reviews consistently report that they were very impressed with our graduate programs and the quality and success of our students.

<table>
<thead>
<tr>
<th>Ph.D.s awarded annually</th>
<th>U of M rank nationally</th>
<th>U of M rank in the BigTen</th>
</tr>
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<tbody>
<tr>
<td>TOTAL</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Education</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Life Sciences</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Social Sciences</td>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Engineering</td>
<td>16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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Advising
One of the keys to student success is the quality of the advising that students receive. In graduate education there tends to be a very close professional relationship between a student and his/her advisor. We have been surveying students to learn more about this relationship. The good news is that over 80% of respondents reported no significant difficulties with their advisor, that they were satisfied with their degree progress, and that their advisor was accessible to them. The bad news is that over 25% said that they would not recommend their advisor to another student, and that their advisor failed to provide clear expectations or a clear understanding of their status. As far as we can tell this is probably similar to other institutions, although we are one of the few that is actually surveying our students in this way. Regardless, there is definitely room for improvement.

Diversity
Diversity is critical in everything the university does. The University of Minnesota is 4th nationally in awarding PhDs to American Indian students but not even in the top twenty in awarding PhDs to Hispanic/Latino or Black students. The reason for low diversity does not seem to be primarily due to our admissions processes. 37% of white applicants from the US end up enrolled at the University of Minnesota and 34% of US applicants from other ethnic groups. Our primary problem is in getting students from under-represented populations to apply. 50% of applications come from international students, 40% from white students, and 10% from all the other ethnic groups. We need to increase our recruitment efforts. In addition, there is disparity in retention.

The goal in masters education is to minimize the percentage of students who are no longer in the program after three years and did not receive a degree. The metric with doctoral education is to minimize the percentage of students who are no longer in the program after six years and did not receive a degree.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Masters students no longer in program after three years but without receiving a degree</th>
<th>Ph.D. students no longer in program after six years but without receiving a degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.5%</td>
<td>5%</td>
</tr>
<tr>
<td>Black</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>White</td>
<td>11%</td>
<td>24%</td>
</tr>
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We need to be proactive in creating inclusive and supportive communities for our students.
What are the Graduate School’s priorities?

The Graduate School is a service-oriented unit serving the University of Minnesota system. Our primary roles and responsibilities are to:

1. Recognize and reward excellence in graduate education and postdoctoral training
2. Encourage best practices
3. Promote diversity & inclusivity in graduate education
4. Help attract external funding to support graduate education

We have identified three cross-cutting priorities for the coming years:

Improving the quality of advising

Historically, faculty have received little guidance on how to be an effective advisor. Being an advisor is becoming more and more complicated as the diversity of students in graduate education increases and the diversity of career paths they wish to pursue expands. The good news is that there are many tools and best practices in advising and the Graduate School is committed to developing new initiatives to help faculty implement these in their graduate programs.

Providing professional development opportunities for diverse career paths

The diversity of career paths followed by graduate alumni continues to expand. This is a great thing for our society, but represents a real challenge for universities. Graduate faculty are well-qualified to train students to be faculty members, but rarely have the experience and perspective to provide professional development to students who are pursuing non-academic careers. The Graduate School will work to ensure that there are a variety of professional development opportunities to supplement the training provided by faculty and graduate programs.

Increasing the diversity of students receiving graduate degrees

Increasing diversity in our graduate programs is absolutely essential if we are to serve society and accomplish our mission. To accomplish this goal the Graduate School is currently considering several new initiatives to both increase the recruitment of students from under-represented populations and to assist colleges and graduate programs in the creation of welcoming and supportive communities. Note too that improving the quality of advising and expanding professional development will both be critical components of creating welcoming and supportive communities.
GRADUATE EDUCATION

BOARD OF REGENTS MEETING OF THE
ACADEMIC & STUDENT AFFAIRS COMMITTEE | MAY 11, 2017
SCOTT M. LANYON, VICE PROVOST & DEAN OF GRADUATE EDUCATION
AGENDA

1. What is graduate education?
2. Why is graduate education important?
3. What is the status of graduate education at the University of Minnesota today?
4. What are the strategic priorities of the Graduate School?
# What is Graduate Education?

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Professional</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>BA B Mus</td>
<td>DDS MD</td>
<td>MA M Acc</td>
</tr>
<tr>
<td>BS B Biom Eng</td>
<td>DVM Pharm D</td>
<td>MS MFA</td>
</tr>
<tr>
<td>BFA Certificates, etc.</td>
<td>JD Residencies &amp;</td>
<td>PhD Certificates, etc.</td>
</tr>
<tr>
<td>LLM Certificates</td>
<td>LLM Certificates</td>
<td>EdD Certificates, etc.</td>
</tr>
</tbody>
</table>
Graduate students are central to the mission of a research university.

Major growth is expected in job sectors requiring graduate degrees.
Of the 15 fastest growing occupations from 2014-24, 27% require at least a Master’s degree.
JOBS REQUIRING GRADUATE DEGREES

Projected job growth as a function of degree required from 2012 to 2022:

- High School Degree: 4-7%
- Bachelor’s Degree: 8%
- Master’s Degree: 18%
- Doctoral Degree: 16%
“Industries seek out graduate students because they seek innovation.”

– Lloyd Clausen, Target

“We’re looking for technical acumen and judgment; the ability to connect the dots...the ability to work in teams and to collaborate.”

– Bernadette Piacek-Llanes, General Mills

Research experience prepares graduate students to take on a wide range of career options – including professionally focused jobs.
GRADUATE EDUCATION EXTENDS MINNESOTA'S GLOBAL IMPACT
GRADUATE EDUCATION TODAY

- Graduate Education FAQs
- Quality of Advising
- Diversity in Graduate Education
GRADUATE SCHOOL PRIORITIES

- Increasing diversity of students receiving graduate degrees
- Assisting faculty to be more effective advisors
- Increasing career-appropriate professional development opportunities
HDL Treatment

Healthy Brain

Severe Alzheimer’s
(Re)Constructing Identities: South African Domestic Workers, English Language Learning, and Power

Presented by Anna Kaiper
AGENDA ITEM: Principles that Guide Enrollment Strategies in the University’s Professional Schools

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS:
Massoud Amin, Director, Technological Leadership Institute, College of Science and Engineering
Laura Bloomberg, Associate Dean, Humphrey School of Public Affairs
Garry Jenkins, Dean, Law School
Naty Lopez, Assistant Dean of Admissions and Diversity, School of Dentistry
Christine Mueller, Associate Dean for Academic Programs, School of Nursing

PURPOSE & KEY POINTS

The purpose of this item is to discuss the diverse needs and challenges of enrollment management in the University’s professional degree programs. The University offers nearly 100 professional degrees, and each program employs strategies for recruiting, admitting, and graduating students that are tailored to the needs of their respective professions. The discussion will include an overview of admissions processes; student demographics and class composition; and tuition, financial aid, and student debt.
Applications

The School of Dentistry receives about 1200 applications annually. Sixteen percent are from Minnesota; 13% are from the region (ND, SD, MT, WI) and 71% are from other states. Twenty-two percent are selected for interview using a holistic review (slide 1).

Class size and profile

The school admits 110 students for its DDS class. A total of 177 admissions offers were made; 60 of those who declined their offer or withdrew after deposit are from out of state due to financial or family reasons.

Seventy of the 110 admitted students are from Minnesota. The number of females has increased through the years; in the class entering 2016 there were 58 females. Classes have also become more diverse. By diversity we mean racial, geographic, (rural) work experience, “road traveled”, and other demographic factors. (slide 2)

Cost of education and student debt

Minnesota students pay $34,540.00 for tuition for the first year. Tuition increases to $45,576.55 for the second year; $47,399 for the third year and $49,292.82 for the fourth year. Total cost for the first year is $58,095.00 that includes room and board, instruments, books, etc. For the second year the cost increases to $80,331.22, third year cost is $82,297.51 and fourth year cost is $83,554.75.

Non-resident students pay an annual tuition of $63,990.00 for the first year and $83,876.00, $87,230.60 for third year and $90,719 for the fourth year. Total cost that includes room and board, instruments, books and supplies, and other fees amount to $87,547 for the first year, $118,631.09 for the second year, $122,129.38 for the third year and $124,979.89 for the fourth year.

Sources of funding that students use are personal savings, military scholarships with payback, loans, scholarships and grants and support from parents. Slide 3 presents the average dental school debt of our dental school students compared to other dental schools in the country.

Graduation rate and plans after graduation

The dental school has a 98% graduation rate (4 years). In the DDS class that graduated in 2016 59% went into private practice, 28% pursued advanced dental education/specialty programs, 2% served in public health/non-profit organizations, 2% served in the military and 4% reported a mix of career placements, 3 did not report plans. (slide 4)
A legal education is among the most intellectually challenging and rewarding period of one’s educational career. The curriculum is intense, and our students are serious about their studies. We look not only for those who have a record of academic accomplishment but those who have the capacity to thrive in a rigorous learning environment and become lawyer-leaders after graduation.

The University of Minnesota Law School considers each application holistically, and there is no single profile most suitable for admission. Instead of looking for an “ideal” candidate, we seek applicants who bring a variety of skills, accomplishments, and aspirations to contribute to our dynamic community.

These skills and attributes, considered to be important to success in law school and in the legal profession, may include, but are not limited to: creativity and innovation; practical judgment; empathy; diligence; integrity; honesty; and passion. In addition, experience in networking and business development; community involvement and service; strategic planning; problem-solving and multi-cultural engagement are positive factors for consideration. All candidates offered admission must demonstrate likely academic success based upon quantifiable and non-quantifiable indicia.

Specifically, the Admissions Committee (comprised of faculty/staff) closely reviews undergraduate academic record and GPA, LSAT score, letters of recommendation, personal statements and supplemental essays, student engagement and leadership, professional experience, writing ability, community service, and character and fitness.

J.D. Class Demographics
Fall 2016 (Class of 2019):
- 1960 applications; 873 admitted; 176 enrolled
- Residents 47%/Non-residents 53%
- 14.1% were domestic minorities
- 54% male/46% female
- 10% international

The national decline in law school applicants (approximately 50% over a five year period) has effectively created a buyers’ market. Law schools are forced to make larger scholarship offers and students have leverage to negotiate offers and pit schools against each other in bidding wars.
<table>
<thead>
<tr>
<th></th>
<th>Michigan</th>
<th>Iowa</th>
<th>Minnesota</th>
<th>Indiana</th>
<th>Ohio State</th>
<th>Wisconsin</th>
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<tr>
<td>USNWR Rank</td>
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<td>#23</td>
<td>#30</td>
<td>#30</td>
<td>#30</td>
</tr>
<tr>
<td>Tuition (in state)</td>
<td>$55,012</td>
<td>$24,930</td>
<td>$43,244</td>
<td>$32,551</td>
<td>$29,688</td>
<td>$21,450</td>
</tr>
<tr>
<td>Tuition (out of state)</td>
<td>$58,012</td>
<td>$43,214</td>
<td>$51,590</td>
<td>$53,301</td>
<td>$44,620</td>
<td>$40,147</td>
</tr>
<tr>
<td>Applications</td>
<td>5,076</td>
<td>1,214</td>
<td>1,960</td>
<td>1,633</td>
<td>1,574</td>
<td>1,406</td>
</tr>
<tr>
<td>Enrollment (1L)</td>
<td>305</td>
<td>135</td>
<td>176</td>
<td>178</td>
<td>166</td>
<td>149</td>
</tr>
<tr>
<td>Acceptance rate</td>
<td>24%</td>
<td>46%</td>
<td>45%</td>
<td>42%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Yield rate</td>
<td>25%</td>
<td>24%</td>
<td>20%</td>
<td>26%</td>
<td>22%</td>
<td>23%</td>
</tr>
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</table>
**Technological Leadership Institute (TLI) at the University of Minnesota**

**Mission, Purpose and Programs**
The Technological Leadership Institute (TLI) was founded in 1987 with a $2.7 million endowment from the Honeywell Foundation. The mission of TLI is to develop local and global leaders for science- and technology-intensive enterprises through graduate-level professional education and tailored offerings.

As an interdisciplinary center, TLI brings together 7 endowed chairs and 64 senior faculty members from across 9 colleges and 3 centers at the University as well as executives from industry and government to serve this mission.

TLI currently administers three professional master’s programs marketed toward full-time working professionals who attend classes on evenings and weekends.

- MS in Management of Technology (1990-present)
- MS in Security Technologies (2010-present)
- MS in Medical Device Innovation (2014-present)

In addition, TLI coordinates a number of other non-credit professional education offerings, including:

- **Rochester Signature Series**: annual 4-day short course offering in partnership with UM-Rochester
- **Technically Speaking**: speaker series offered 6-8 times per year
- **Cyber Security Summit**: annual industry conference founded and co-sponsored with the Event Group; last year attendance was over 500
- **MN National Guard – Croatia program**: 5 days of course offerings delivered in Croatia as part of MN National Guard partnership with Croatia defense ministry
- **Educational Partnerships**: past partnerships have included agreements to provide professional-education services on a contract basis in Saudi Arabia, Egypt, and Costa Rica
- **Short Courses & Consulting**: recently developed a portfolio of non-credit short courses to be offered in corporate settings
- **In addition**, TLI reaches out to the broader community through targeted seminars and customized training/short courses that reflect the expertise of her faculty and current needs of local organizations. TLI has had over 2400 alumni of our 2-, 4-, 8-, and 12-day programs.

The interdisciplinary nature and unique offerings of TLI could not be realized within the University’s regular structure. TLI proactively plans collaborative and industry-responsive educational programs, research and consulting projects that leverage expertise in industry, government, and academia. TLI cuts across departmental and college boundaries to bring together senior faculty members from the College of Science and Engineering, Carlson School of Management, the Humphrey School of Public Affairs, the School of Public Health, the Law School, the Medical School and the Colleges of Food, Agricultural and Natural Resource Sciences, Veterinary Medicine, Pharmacy, and Biological Sciences.

**Marketing & Admissions**

- **Marketing**: TLI employs a year-round recruitment cycle, utilizing both traditional advertising (billboards, print media, etc.) as well as extensive use of social media (web, blogs, Facebook, LinkedIn, etc.). TLI’s marketing efforts result in approximately 1,500 inquiries annually for its three current graduate programs.
- **Admissions**: Program inquiries result in approximately 120 completed applications per year for the 90 available seats in TLI’s programs. Admissions staff work closely with prospective students to ensure a close fit between student interest and program demands.
- **Student Statistics**: As of the end of the 2016-17 academic year, TLI has conferred 897 master’s degrees to students from its three current and 403 master’s degrees to students in three former graduate programs, for a grand total of 1,300 degrees conferred since 1992.
Admissions Process and Management

Each building block of TLI’s programs is deliberately and carefully crafted to produce a world class learning experience. This artisanship-like principle applies first to its unique curriculum build, but extends to the experiential aspect of the program with careful consideration devoted to faculty selection, cohort size, face to face instruction, student group pairings, and the international residency. Framing this artisanship-like identity is essential as it also informs its admissions criteria and student selection process. More specifically:

1) Admissions decisions guided by three main considerations:
   • Program’s impact on student’s career aspirations
   • Student’s impact on cohort quality and learning experience
   • Student’s impact on technology industry post graduation

2) Admissions decisions made through holistic review of:
   • Relevant professional experience in a science or tech-related field
   • Managerial/Leadership experience
   • Undergraduate work and cumulative GPA of 3.0 or higher
   • Alignment of long term goals with TLI program outcomes
   • Strength of recommendations

3) Rolling admissions process year-round consists of:
   • Proactive recruiting through targeted marketing efforts
   • Individual appointments and monthly information sessions
   • ApplyYourself Application review:
     o Resume
     o Unofficial transcripts from all previous institutions
     o Statement of Purpose essay
     o Recommendation letters
   • Candidates with strong admissions credentials are invited to interview with program DGS. From there, DGS makes decision on admission within two weeks. Applicants may be placed on a waitlist due to cohort capacity
   • Rolling process evaluates and admits each applicant until cohort of 30 students is reached
   • All three MS programs launch once a year (ST and MDI in Summer, MOT in Fall)

TLI places heavy emphasis on selecting students with substantive and relevant science and technology experience, admitted to TLI programs that are well-aligned with their career objectives. Crucial to the student experience is the peer learning that takes place within the cohort where diverse professionals from a wide range of backgrounds collaborate. Peer learning as a value-add in the programs requires that students come in with a minimum of five years of tech-related experience in the MS in Management of Technology program and at least 2-3 years of experience in the MS in Medical Device Innovation and MS in Security Technologies programs.

In addition to relevant experience, the admissions process also assesses the student’s undergraduate (or graduate) work, the quality and relevancy of the undergraduate program as well as their cumulative GPA (with an undergraduate benchmark of at least a 3.0 GPA from an accredited program/university, and demonstrated leadership experience/potential). Professional and academic credentials alone are not enough for admission into TLI’s programs. Careful selection of candidates also takes into consideration alignment of student goals with TLI’s learning outcomes. Applicants must demonstrate with specificity how and why TLI’s programs are the best vehicle for achieving long term goals that go beyond just general career advancement. Every finalist doe admission is interviewed in person by the DGS and/or the Director of TLI.
Diversity*

MOT - 669 alumni

538 males - 80% 131 females = 20%
Average age at the start of the program ~36-38 (10-14 years of professional experience, 3-4 with MS/MBA degrees and 2-3 with PhDs)

MSST - 131 alumni

110 males - 83% 21 females - 17%
Average age at the start of the program ~34-35 (bi-modal distribution, 6-7 DoD veterans, 11-12 years of professional experience, 1-2 with MS/MBA degrees and 1-2 JDs)

MDI - 32 alumni

24 males - 75% 8 females - 25%
Average age at the start of the program ~25-27 (7-8 years of professional experience, 1-2 with MS/MBA degrees and ~1 with PhD)

*For up-to-date information on diversity, we have requested it from Mr. Brad Bostrom (at the Office of the Graduate Education), and will update upon receipt

Tuition

TLI strives to price its program tuition competitively, being sensitive to market conditions and indexing tuition against certain key UofM benchmark standards.

- Management of Technology: 4-semester tuition & fees = $75,200
  - Price includes books, meals, parking and 2-week international residency
- Security Technologies: 4-semester tuition = $36,544 + UofM fees
- Medical Device Innovation: 4-semester tuition = $38,828 + UofM fees

Challenges

- Market Conditions: Given the professional nature of TLI’s programs, the premium tuition charged, and importance of employer support, program enrollments are particularly sensitive to broader economic trends and market fluctuations. TLI maintains a broad network of industry contacts, managers and human resource representatives that we rely upon to gauge community needs and receptivity to program offerings.

- University Systems: Given the somewhat unique nature of TLI’s professional programs, it is challenging at times to work within larger university systems that are designed to meet the needs of traditional undergraduate and graduate programs. Examples of recent challenges include:
  - Getting the student financial system to accommodate TLI’s requirement of a non-refundable enrollment deposit and the locking of tuition rates for the four semesters of a cohort’s enrollment
  - Managing HR rules to allow for the hiring part-time faculty. In addition to hiring internal faculty from across UofM departments, TLI makes extensive use of industry-based guest lecturers.
  - Working with UofM tools such as SalesForce CRM that do not allow for much of the customization needed by TLI

- Financial Constraints: TLI’s operates with a lean, self-supporting business model, relying solely upon program tuition and earnings from 5 endowed chair positions to fund its operations; TLI receives no state funds. As part of this arrangement, the College of Science and Engineering allows TLI to receive a pass-through of all tuition earned from its programs, less 20% to account for historical retrenchments and cost pool charges withheld from the college by the UofM. This level of withholding by the UofM on revenue flowing to CSE/TLI makes designing self-sustaining professional programs difficult.
ABOUT US
TLI was established in 1987 by an endowment from the Honeywell Foundation.

Honeywell

The Institute is one of 12 academic centers affiliated with the College of Science and Engineering, which is ranked among the top engineering and science degree programs in the country.

OUR MISSION
TLI’s mission is to develop local and global leaders for technology-intensive enterprises through its three Master of Science degree programs.

CONTINUING EDUCATION
TLI partners with local and global organizations to provide applied learning experiences through our professional development and continuing education opportunities.

Technically Speaking: This seminar series features experts and thinkers in business, science and technology.

Rochester signature series: An annual, four-day professional development opportunity focused on local business topics.

Custom short courses: Our customizable short courses provide training tailored to your business or employee needs.

INNOVATIVE LEADER
Dr. Massoud Amin
- Director of TLI
- Father of Smart Grid
- IEEE & ASME Fellow
- University Distinguished Teaching Professor Award Recipient
- Authored 200+ Publications

GRADUATE MINORS
- Management of Technology Minor
- Cyber Security Minor
- Security Technologies Minor

TLI BY THE NUMBERS
- Cohort Model with 30 Students
- 1200+ Alumni
- 60+ Faculty
- 10+ Advisory Board Members

EXECUTIVE EDUCATION FOR TECHNOLOGY LEADERS
- MOT - M.S. in Management of Technology (MOT)
  21-month program aimed at transforming engineering, science and other technical professionals into business leaders.
- MSST - M.S. in Security Technologies (MSST)
  14-month program designed to shape tomorrow’s risk management policymakers and innovators.
- MDI - M.S. in Medical Device Innovation (MDI)
  14-month program designed to prepare students to manage complex innovation challenges in the global medical technology industry. (*see more on back)
The Technological Leadership Institute (TLI) is an interdisciplinary center at the University of Minnesota established in 1987 by an endowment from the Honeywell Foundation. The Institute is one of 12 academic centers affiliated with the College of Science and Engineering, which is ranked among the top engineering and science degree programs in the country.

Mission
TLI’s mission is to develop local and global leaders for technology-intensive enterprises through its three Master of Science degree programs:

• **M.S. in Management of Technology (MOT):** 21-month program aimed at transforming engineering, science and other technical professionals into business leaders

• **M.S. in Security Technologies (MSST):** 14-month program designed to shape tomorrow’s risk management policymakers and innovators

• **M.S. in Medical Device Innovation (MDI):** 14-month program designed to prepare students to manage complex innovation challenges in the global medical technology industry

Transformative Education
TLI’s academic programs are intentionally kept small and highly selective in order to ensure the highest quality student body and personal attention from faculty. All TLI degree offerings are tailored to empower professionals by:

• Focusing on leadership in technology-based environments
• Teaching technical professionals to analyze existing and emerging technologies
• Leveraging interdisciplinary faculty with real-world experience
• Bridging the gap between technology and business with applied learning

Custom Short Courses & In-House Training
TLI aims to develop leadership capacity in full-time technology employees in order to turn them into leaders and executives. The Technological Leadership Institute’s customizable short courses provide training tailored to business or employee needs. For more information on customizable educational offerings email tli@umn.edu.
World-Renowned Leadership
For more than a decade, the Technological Leadership Institute has been led by its director, Dr. Massoud Amin, a world-renowned technology expert, considered by many to be the father of the smart grid. Thanks to Dr. Amin’s guidance, in consultation with TLI’s endowed chairs and advisory board, the Institute continues to successfully bridge the gap between business and technology.

Results that Matter
TLI students and graduates are at the core of the Institute’s success. The outstanding contributions they make to technology innovation within the program and post-graduation impact all aspects of high-tech industries. The professionals who enroll in our degree programs continue to be among the best of the best, as are the TLI faculty members who have dedicated their careers to grooming the next generation of technology leaders.

Rochester Signature Series
The Technological Leadership Institute Rochester Signature Series is a four-day professional development opportunity open to the public, which focuses on local business topics of interest for Rochester-based companies. Members of TLI faculty provide attendees with information to apply immediately in their career and to have ready for future challenges.

Technically Speaking
Technically Speaking features interactive seminars by experts and thinkers in business, science and technology, which provide the business community with an opportunity to gain valuable knowledge and insight on a wide range of topics while connecting with industry peers. Visit our website to view upcoming seminars.

Commitment to Success
The Technological Leadership Institute is dedicated to lifelong education through our degree programs, undergraduate experiences, and continuing education opportunities aimed at bridging the gap between business and technology.
Humphrey Enrollment and Financial Aid

Enrollment totals Mid-April 2016 and Mid-April 2017: All Masters Degrees Combined

<table>
<thead>
<tr>
<th></th>
<th>Enrolled as of 4/17/16</th>
<th>Enrolled as of 4/17/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>165</td>
<td>185</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td>107</td>
</tr>
<tr>
<td>Gender</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Did not identify gender</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>MN Residents</td>
<td>94</td>
<td>98</td>
</tr>
<tr>
<td>Domestic Stud. of Color</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>International Students</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.48</td>
<td>3.21</td>
</tr>
<tr>
<td>Average Age</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

**Applicant review factors for all Humphrey School Masters Degrees**
1. Academic achievement
2. Academic potential
3. Commitment to a career in public affairs or planning
4. Diversity of views and experiences represented at the Humphrey School
5. Leadership (work or volunteer) experiences

**Of students who received financial aid awards in 2016....**
- 44 are Minnesota residents.
- 28 of the awards include assistantship positions
- 10 awards went to international students (5 from grants and endowments specifically identified for international student support)

**Average Masters Degree student debt upon graduation: $41,500**
Enrollment Management

The School of Nursing is committed to a diverse nursing workforce. The school’s mission is to generate knowledge and prepare nurse leaders who will create, lead and participate in holistic efforts to improve the health of all people within the context of their environments. Through its undergraduate and graduate degree programs, the School of Nursing prepares outstanding scientists and excellent practitioners committed to developing models of care that holistically address complex problems and improve health outcomes.

Two of the school’s programs, Bachelors of Science in Nursing and Masters in Nursing, prepare individuals to take the national examination for licensure as a registered nurse. Two graduate programs prepare registered nurses in advanced nursing practice (Doctor of Nursing Practice) and nurse scientist (PhD in Nursing). An annual admission cycle is used for all programs.

Pre-licensure Nursing Programs

Students are admitted to the Bachelor of Science in Nursing (BSN) program as freshmen through a Freshman Nursing Guarantee program and as transfer students. They begin nursing courses in their second year as a freshman nursing guarantee and as a first year transfer student.

BSN class in 2016-17:

<table>
<thead>
<tr>
<th>Freshman Nursing Guarantee</th>
<th>Transfer</th>
<th>Students of color (Number/percent)</th>
<th>Male students (Number/percent)</th>
<th>MN Residents (Number/percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>2,495</td>
<td>Applied</td>
<td>203</td>
<td>1231 (46%)</td>
</tr>
<tr>
<td>Offer</td>
<td>238</td>
<td>Offer</td>
<td>66</td>
<td>76 (25%)</td>
</tr>
<tr>
<td>Enrolled</td>
<td>93</td>
<td>Enrolled</td>
<td>49*</td>
<td>28 (20%)</td>
</tr>
</tbody>
</table>

*32 students located at UMR

Debt at graduation for BSN students: $32,777*

The Masters in Nursing (MN) program is an accelerated graduate-level program for students with a baccalaureate or higher degree in a non-nursing field. Students in the Master of Nursing program represent a rich diversity of educational and professional backgrounds, including engineers, computer scientists, teachers, artists, attorneys, businesspersons and more.
MN class in 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Students of color (Number/percent)</th>
<th>Male students (Number/percent)</th>
<th>MN Residents (Number/percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>278</td>
<td>69 (25%)</td>
<td>37 (13%)</td>
</tr>
<tr>
<td>Offer Extended</td>
<td>86</td>
<td>28 (33%)</td>
<td>14 (16%)</td>
</tr>
<tr>
<td>Enrolled</td>
<td>64</td>
<td>19 (30%)</td>
<td>12 (19%)</td>
</tr>
</tbody>
</table>

Debt at graduation for Master of Nursing students: $41,238*

Graduate Programs

The Doctor of Nursing Practice (DNP) program prepares nurses holding BSN or MN degree for advanced nursing practice in 12 specialties:

Nurse Practitioner

- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Women’s Health Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Clinical Nurse Specialist

- Adult Gerontology Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist

Nurse Anesthesia
Nurse Midwifery
Integrative Health and Healing
Nursing Informatics
Health Innovation and Leadership

Students holding the Masters of Science in Nursing (MSN) degree can complete the DNP program in a shorter period of time as a post-master Doctor of Nursing Practice student. Students graduating from the school’s MN program have 17 credits toward the post-baccalaureate DNP program.

In 2009, the School of Nursing transitioned from offering a Masters of Science (MS) degree to a Doctor of Nursing Practice degree, as an early adopter of the national initiative. To date there have been 598 graduates from the DNP program. The program is the largest full-time DNP program in the country. US News and World Report ranked the School of Nursing #13 in their 2018 Best Graduate Schools edition.
Doctor of Nursing Practice class in 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Students of color (Number/percent)</th>
<th>Male students (Number/percent)</th>
<th>MN Residents (Number/percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied</strong></td>
<td>216</td>
<td>51 (24%)</td>
<td>36 (16%)</td>
</tr>
<tr>
<td><strong>Offer Extended</strong></td>
<td>149</td>
<td>30 (20%)</td>
<td>15 (10%)</td>
</tr>
<tr>
<td><strong>Enrolled</strong></td>
<td>108</td>
<td>10 (9%)</td>
<td>10 (10%)</td>
</tr>
</tbody>
</table>

Debt at graduation: $89,697*

The PhD in Nursing at the University of Minnesota prepares scientists for discovery and leadership in nursing research, academia and health systems improvement. Students are admitted to the PhD degree program with a baccalaureate or master’s degree, occurring with immediate articulation if preferred.

PhD in Nursing class in 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Students of color (Number/percent)</th>
<th>Male students (Number/percent)</th>
<th>MN Residents (Number/percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied</strong></td>
<td>9</td>
<td>3 (33%)</td>
<td>1 (11%)</td>
</tr>
<tr>
<td><strong>Offer Extended</strong></td>
<td>5</td>
<td>1 (20%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td><strong>Enrolled</strong></td>
<td>4</td>
<td>1 (25%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Debt at graduation: $49,937*

Total Enrollment 2016-17 (10-day census data)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Enrolled</th>
<th>Percent Students of Color</th>
<th>Percent Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN</td>
<td>397</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>MN</td>
<td>127</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>DNP</td>
<td>354</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>PhD</td>
<td>40</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>918</strong></td>
<td><strong>23%</strong></td>
<td><strong>14%</strong></td>
</tr>
</tbody>
</table>

*Average indebtedness of students who carry debt – fall 2016
Principles that Guide Enrollment Strategies in the University's Professional Schools

May 11, 2017
Board of Regents, Academic and Student Affairs Committee
Technological Leadership Institute (TLI) at the University of Minnesota

- Founded in 1987 as an interdisciplinary center with an endowment from Honeywell Foundation, housed in the College of Science & Engineering (CSE)
- Mission: To develop innovation leaders who translate science and technology into solutions that drive sustainable business growth in technology-intensive enterprises
- Seven endowed TLI chair faculty and an additional 64 faculty from across nine University of Minnesota colleges, government, and industry executives
- Expertise in the interface of science, technology, infrastructure security, management, business, strategy, innovation, leadership, law and policy
- TLI’s 1290 M.S. recipients and 1450+ alumni of short courses work in over 400 enterprises
  - Example: Among the 668 MOT alumni, 33.6% have become executives and an additional 54% assume senior management roles within 5-7 years after graduation.

TECHNOLOGICAL LEADERSHIP INSTITUTE
Since 1990, TLI has developed and launched 6 MS programs in response to talent/leadership challenges to MN industry & gov’t

- **Management of Technology (1990-present)**
  - Develop new technology products, from ideas to global markets
  - Pivotal Technologies that shape our economic power and future
  - Graduate MOT Minor MOT 5001-5003 (2014)
  - Undergraduate MOT 4001-4002 (2007)


- **Software Engineering (1997-2005, transferred to Computer Science - Csci)**

- **Infrastructure Systems Management & Engineering (2000 - 2013)**

- **Security Technologies (2010 – present)**
  - Critical infrastructure security and protection, risk management
  - Methods, theory, and applications – beyond dogs, guards, cameras, guns
  - With MS and PhD minors (2010)
  - Graduate Cybersecurity Minor & Certificate (2015)

- **Medical Device Innovation (2014 – present)**
  - “End-to-end” medical device innovation, from science & technology, to management, strategy, entrepreneurship, finance, regulations and more
Technological Leadership Institute
Master's Degree Graduates 1992 - 2017

MS in Software Eng'g transferred to CSci

Total TLI MS Graduates 1992 - 2017:
- Management of Technology (MOT) = 668
- Manufacturing Systems Eng (MSE) = 66
- Software Engineering (SE) = 216
- Infrastructure Syst Mgmt & Eng (ISMGE) = 119
- Security Technologies (ST) = 163
- Medical Device Innovation (MDI) = 58
- Total TLI MS Graduates: = 1,290
Other professional-education activities include:

- **Rochester Signature Series**: annual 4-day short course offering in partnership with UM-Rochester
- **Technically Speaking**: speaker series offered 6-8 times per year
- **Cyber Security Summit**: Founded & co-sponsor this industry conference with the Event Group; last year attendance was >500
- **MN National Guard – Croatia program**: 5 days of course offerings delivered in Croatia as part of MN National Guard partnership with Croatia defense ministry
- **Educational Partnerships**: past partnerships have included agreements to provide professional-education services on a contract basis in Saudi Arabia, Egypt, and Costa Rica
- **Short Courses & Consulting**: recently developed a portfolio of non-credit short courses to be offered in corporate settings
# The TLI Vision and Mission

## WHY?
Why do we exist?

We develop “glocal” innovation leaders who translate science and technology into solutions that drive sustainable business growth in technology-intensive enterprises.

## HOW?
How are we different?

- We apply complex systems science and best practices in opportunity and risk management to the multidisciplinary challenge of technology innovation management and leadership.
- We engage accomplished tech industry leaders as educators, consultants, and applied researchers.

## WHAT?
What products and services do we offer?

- MS programs in technology innovation management and leadership with emphasis on enhancing security, improving healthcare, and delivering sustainable energy.
- Custom short courses and consulting for industry
- Applied research and thought leadership

## WHO?
Who do we need to fulfill our mission?

- High potential students who remain engaged alumni
- Engaged/expert faculty who are outstanding practitioners of their craft.
- Engaged/talented staff who continuously improve the end-to-end customer experience.
TLI Admissions Process Management

Admissions decisions guided by three main considerations:

- Program’s impact on student’s career aspirations
- Student’s impact on cohort quality and learning experience
- Student’s impact on technology industry post graduation

Admissions decisions made through holistic review of:

- Relevant professional experience in a science or tech-related field
- Managerial/Leadership experience
- Undergraduate work and cumulative GPA of 3.0 or higher
- Alignment of long term goals with TLI program outcomes
- Strength of recommendations
Rolling admissions process year-round consists of:

- Proactive recruiting through targeted marketing efforts
- Individual appointments and monthly information sessions
- ApplyYourself Application review:
  - Resume
  - Unofficial transcripts from all previous institutions
  - Statement of Purpose essay
  - Recommendation letters
- Candidates with strong admissions credentials are invited to interview with program DGS. From there, DGS makes decision on admission within two weeks. Applicants may be placed on a waitlist due to cohort capacity
- Rolling process evaluates and admits each applicant until cohort of 30 students is reached
- All three MS programs launch once a year (ST and MDI in Summer, MOT in Fall)
Diversity & Demographics - M.S. Degree Programs*

**MOT - 669 alumni**
- 538 males - 80%
- 131 females = 20%
- Average age at the start of the program ~36-38 (10-14 years of professional experience, 3-4 with MS/MBA degrees and 2-3 with PhDs)

**MSST - 131 alumni**
- 110 males - 83%
- 21 females - 17%
- Average age at the start of the program ~34-35 (a bi-modal distribution, 6-7 DoD Veterans, 11-12 years of professional experience, 1-2 with MS/MBA degrees and 1-2 JDs)

**MDI - 32 alumni**
- 24 males - 75%
- 8 females - 25%
- Average age at the start of the program ~25-27 (7-8 years of professional experience, 1-2 with MS/MBA degrees and ~1 with PhD)
# Diversity & Demographics - M.S. Degree Programs

## By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>MOT (651)</th>
<th>MSST (131)</th>
<th>MDI (32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>502</td>
<td>99</td>
<td>21</td>
</tr>
<tr>
<td>Asian</td>
<td>67</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>28</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

## By Citizenship

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>MOT (651)</th>
<th>MSST (131)</th>
<th>MDI (32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International/Perm Res.</td>
<td>79</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Native Citizen</td>
<td>563</td>
<td>115</td>
<td>25</td>
</tr>
<tr>
<td>Naturalized Citizen</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No Answer</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Current Billboards

Features:
- Diverse mix of current, successful students who work at key businesses we want to target.
- Clear messaging leveraging U of M brand and current campaign
- Wide geographic reach
Website

Photo updates:
- Refreshed photos throughout the site with new photos of current students and classroom shots
- Replaced very large photos that could hinder the load speed of website

Currently:
- Building a photo library for future updates and marketing material
- Working with developer on user experience improvements
- Plan to refresh content
Social Media

April 2016-March 2017

● SOCIAL IMPRESSIONS: 1,071,067
● Record high impressions March 2017: 133,915

IN THE PAST YEAR:

● Rebranded assets with correct and consistent wordmark
● Focused on increasing engagement
● Shifted focus from quantity of posts to quality and strategic timing of posts
● Broadened the scope and variety of posts to balance promotional and informational/educational

UMN Driven campaign assets promoting student blogs
<table>
<thead>
<tr>
<th>FY</th>
<th>Cohort</th>
<th>Total Cost</th>
<th>% Incr</th>
<th>FY</th>
<th>Cohort</th>
<th>Total Cost</th>
<th>% Incr</th>
<th>FY</th>
<th>Cohort</th>
<th>Total Cost</th>
<th>% Incr</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>MOT14</td>
<td>$ 70,500</td>
<td></td>
<td>FY13</td>
<td>ST13</td>
<td>$ 33,920</td>
<td></td>
<td>FY15</td>
<td>MDI15</td>
<td>$ 37,502</td>
<td></td>
</tr>
<tr>
<td>FY14</td>
<td>MOT15</td>
<td>$ 70,500</td>
<td>0.0%</td>
<td>FY14</td>
<td>ST14</td>
<td>$ 33,920</td>
<td>0.0%</td>
<td>FY15</td>
<td>MDI16</td>
<td>$ 38,828</td>
<td>3.5%</td>
</tr>
<tr>
<td>FY15</td>
<td>MOT16</td>
<td>$ 70,496</td>
<td>0.0%</td>
<td>FY15</td>
<td>ST15</td>
<td>$ 33,920</td>
<td>0.0%</td>
<td>FY16</td>
<td>MDI16</td>
<td>$ 38,828</td>
<td>3.5%</td>
</tr>
<tr>
<td>FY16</td>
<td>MOT17</td>
<td>$ 72,856</td>
<td>3.3%</td>
<td>FY16</td>
<td>ST16</td>
<td>$ 35,104</td>
<td>3.5%</td>
<td>FY16</td>
<td>MDI17</td>
<td>$ 38,828</td>
<td>0.0%</td>
</tr>
<tr>
<td>FY17</td>
<td>MOT18</td>
<td>$ 72,856</td>
<td>0.0%</td>
<td>FY17</td>
<td>ST17</td>
<td>$ 35,104</td>
<td>0.0%</td>
<td>FY17</td>
<td>MDI17</td>
<td>$ 38,828</td>
<td>0.0%</td>
</tr>
<tr>
<td>FY18</td>
<td>MOT19</td>
<td>$ 75,200</td>
<td>3.2%</td>
<td>FY18</td>
<td>ST18</td>
<td>$ 36,544</td>
<td>4.1%</td>
<td>FY18</td>
<td>MDI18</td>
<td>$ 38,828</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

- Tuition & fees guaranteed to remain constant for 4 terms of enrollment
- MOT: Students receive smaller class sizes, 4-semester degree completion, all course materials, parking and lunches on class days, and attend a 2-week international residency (FY17: Singapore & China), and an individualized final capstone project experience
- MSST & MDI: Students receive smaller class sizes, 14-month degree completion, access to diverse network of academic and industry-based instructors and advisors, and an individualized final capstone project experience
TLI Program Challenges

- **Changing Market Conditions**
  - Decrease in employer funding and support of education
  - Changing perceptions of importance of traditional MS degrees vs. other non-degree professional training options
  - Increase in on-line competition

- **Operating Within UofM Systems**
  - Given the somewhat unique nature of TLI’s professional programs, it is challenging at times to work within larger university systems that are designed to meet the needs of traditional undergraduate and graduate programs. Examples of this include:
    - Getting the student financial system to accommodate TLI’s requirement of a non-refundable enrollment deposit and the locking of tuition rates for the two year’s of a cohort’s enrollment
    - Managing HR rules to allow for the hiring part-time faculty from across UofM departments and making extensive use of industry-based guest lecturers.
    - Working with tools such as SalesForce CRM that do not allow for much customization
TLI Program Challenges

• **UofM Retrenchments & Cost Pool**
  • TLI’s operates with a lean, self-supporting business model, relying solely upon program tuition and earnings from 5 endowed chair positions to fund its operations; TLI receives no state funds. As part of this arrangement, the College of Science and Engineering allows TLI to receive a pass-through of all tuition earned from its programs, less 20% to account for historical retrenchments and cost pool charges withheld from the college by the UofM. This level of withholding by the UofM on revenue flowing to CSE/TLI makes designing self-sustaining professional programs difficult.

• **Program capacity issues**
  • In order to maintain a highly-individualized learning environment, class enrollments in all programs are capped at 30 students per cohort. This caps the total revenue potential for each program. Expanding enrollment under the current model would require introducing new cohorts—which creates resource challenges in terms of available faculty and classroom space.
Humphrey School at a Glance...

Inspiring, educating, and supporting innovative leaders to advance the common good in a diverse world.

Board of Regents presentation, May 2017
6 Masters Degrees; 1 PhD (# enrolled as of 4/17/17: 195)

Master of Public Policy (81)
Master of Urban and Regional Policy (42)
Master of Science, Technology and Environmental Policy (15)
Master of Public Affairs (mid-career) (26)
Master of Development Practice (12)
Master of Human Rights (9)

PhD in Public Affairs (10)

- Ranked #8 among the country’s 270+ professional Public Affairs Schools
- Nonprofit Management program ranked #2 nationally
- MURP ranked #1 in percentage of graduates passing national exam for certified planners
Current Students

Master’s 393
50% receive financial aid

PhD 23
100% receive financial aid

Incoming master’s students 2015-16

- Domestic students of color 20%
- International students 11%

Financial Aid Allocated for Master’s Students FY16 $2.1 MILLION a near doubling over two years
Alumni

Employment by region

4,608 Total alumni

Employment by sector

Government 35%
Nonprofit 33%
Private sector 24%
Academic staff 8%
Garry Jenkins, Dean
Law School
Holistic Approach to J.D. Candidate Selection
Who Are We Looking For?

Next generation of lawyer-leaders

Demonstrated ability to be successful in law school and the legal profession

Diverse mix of cultures, races, talents, and experiences with multicultural engagement

CREATIVITY
CURIOITY
DRIVE

EMPATHY
Diligence
INTEGRITY

ANALYTICAL SKILLS
COMMUNICATION SKILLS
PRACTICAL JUDGMENT
How Do We Find Students?

- Connect with all UMN campuses
- Outreach to all Minnesota four-year colleges and universities
- Honors Mentor Program matching UMN-TC undergrads with law students

60+
Recruiting events across the U.S. and in Toronto

- State Visited
- Networking Events with Alumni
Top Feeder Schools

- Carleton College
- University of Michigan
- University of Minnesota-Twin Cities
- University of North Dakota
- University of St. Thomas
- University of Wisconsin-Madison

Competitor Institutions

- Boston University
- Emory University
- George Washington University
- Indiana University-Bloomington
- University of Iowa
- University of Notre Dame
- University of Wisconsin
- Vanderbilt University
- Washington University in St. Louis

Public: Brown
Private: Blue
J.D. Class of 2019 Profile

1960 Applications  →  873 Admitted  →  176 Enrolled

- 47% MN residents
- 53% Non-residents
- 14% U.S. minorities
- 10% International

- 54% Men
- 46% Women
- 164 Median LSAT
- 3.76 Median UGPA
# Financial Debt by Big 10 Peer Schools

<table>
<thead>
<tr>
<th></th>
<th>Indiana</th>
<th>Iowa</th>
<th>Minnesota</th>
<th>Wisconsin</th>
</tr>
</thead>
<tbody>
<tr>
<td>USNWR Rank</td>
<td>#30</td>
<td>#20</td>
<td>#23</td>
<td>#30</td>
</tr>
<tr>
<td>Tuition (in state)</td>
<td>$32,551</td>
<td>$24,930</td>
<td>$43,244</td>
<td>$21,450</td>
</tr>
<tr>
<td>Tuition (out of state)</td>
<td>$53,301</td>
<td>$43,214</td>
<td>$51,590</td>
<td>$40,147</td>
</tr>
<tr>
<td>Applications</td>
<td>1,633</td>
<td>1,214</td>
<td>1,960</td>
<td>1,406</td>
</tr>
<tr>
<td>Enrollment (1L)</td>
<td>178</td>
<td>135</td>
<td>176</td>
<td>149</td>
</tr>
<tr>
<td>Acceptance rate</td>
<td>42%</td>
<td>46%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>Yield rate</td>
<td>26%</td>
<td>24%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Average aid per year</td>
<td>$23,600</td>
<td>$22,348</td>
<td>$25,000</td>
<td>$15,679</td>
</tr>
<tr>
<td>Average LS debt at graduation</td>
<td>$99,895</td>
<td>$74,128</td>
<td>$106,436</td>
<td>$77,555</td>
</tr>
</tbody>
</table>

National mean LS debt is $107,608
Multi-faceted Communication Strategy

Broad
- Law School website
- Viewbook
- Email
- Blog
- Social media

Customization
- Direct mail and emails based on specialty interest
- Handwritten personalized notecards

One-on-One
- On-campus events
- Meetings with faculty, staff, students, and alumni
- Law School tours
- Networking events
- Phone calls
School of Dentistry
Holistic Perspective of Applicants

Experiences:
• the “road traveled”
• educational background
• employment
• research experience
• dentistry-related experiences

Attributes:
• skills & abilities
• personal and professional characteristics
• demographic factors

Metrics:
• grade point averages
• DAT scores

Source: AAMC Roadmap to Diversity
Plans After Graduation

- Private Practice, 59
- D.D.S. Class of 2016
- Advanced Education, 28
- Unknown, 3
- Mixed, 4
- Public Health/Non-Profit, 2
- Military Clinical Service, 2
Christine Mueller
Associate Dean for Academic Programs
School of Nursing
Pathways to Becoming a Registered Nurse at the University of Minnesota

High School Degree

Bachelor of Science in Nursing Degree (BSN) 4 years

Bachelor’s degree in a non-nursing field 4 years

Master of Nursing Degree 16 months

Registered Nurse with 4-year degree
# Pathways to becoming a Registered Nurse

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Location</th>
<th>Cohort Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Nursing Guarantee-Twin Cities:</strong></td>
<td>Twin Cities</td>
<td>104</td>
</tr>
<tr>
<td>Apply as high school student with no college credit. Complete a Bachelor of Science in Nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Guarantee-Rochester:</strong></td>
<td>Rochester</td>
<td>Up to 32</td>
</tr>
<tr>
<td>Apply as high school student with no college credit to UMR. Transfer in sophomore year and complete a Bachelor of Science in Nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transfer into nursing:</strong></td>
<td>Rochester</td>
<td>Up to 32</td>
</tr>
<tr>
<td>Apply with some college credit from any college including U of M. Complete a Bachelor of Science in Nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Nursing:</strong></td>
<td>Twin Cities</td>
<td>64</td>
</tr>
<tr>
<td>Apply after completing a bachelor's (master's or PhD) degree in a non-nursing field and pre-requisites, complete an accelerated program. Collaborate with system campuses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Pre-licensure Enrollment 2016-17

### BSN-Freshman Nursing Guarantee

<table>
<thead>
<tr>
<th></th>
<th>BSN-Transfer</th>
<th>BSNT Total</th>
<th>Students of Color</th>
<th>Male Students</th>
<th>MN Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td><strong>Applied</strong></td>
<td>2,495</td>
<td>203</td>
<td>2,698</td>
<td>1,231</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Offered</strong></td>
<td>238</td>
<td>66</td>
<td>304</td>
<td>76</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Enrolled</strong></td>
<td>93</td>
<td>49</td>
<td>142</td>
<td>28</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Master of Nursing

<table>
<thead>
<tr>
<th></th>
<th>Students of Color</th>
<th>Male Students</th>
<th>MN Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td><strong>Applied</strong></td>
<td>278</td>
<td>69</td>
<td>37</td>
</tr>
<tr>
<td><strong>Offered</strong></td>
<td>86</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td><strong>Enrolled</strong></td>
<td>64</td>
<td>19</td>
<td>12</td>
</tr>
</tbody>
</table>
# Pathways to Graduate Degrees in Nursing

<table>
<thead>
<tr>
<th>Doctoral Programs</th>
<th>Cohort Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctor of Nursing Practice - post-baccalaureate</strong></td>
<td>125</td>
</tr>
<tr>
<td>3-year full-time program.</td>
<td></td>
</tr>
<tr>
<td>• Nurse Practitioner (5 specialties)</td>
<td></td>
</tr>
<tr>
<td>• Clinical Nurse Specialist (2 specialties)</td>
<td></td>
</tr>
<tr>
<td>• Nurse Anesthesia</td>
<td></td>
</tr>
<tr>
<td>• Nurse-Midwifery</td>
<td></td>
</tr>
<tr>
<td>• Health Innovation and Leadership</td>
<td></td>
</tr>
<tr>
<td>• Nursing Informatics</td>
<td></td>
</tr>
<tr>
<td>• Integrative Health and Healing</td>
<td></td>
</tr>
<tr>
<td><strong>Doctor of Nursing Practice - post-masters</strong></td>
<td>50+</td>
</tr>
<tr>
<td>1-2 year program.</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Nursing – Research doctorate</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Doctoral Enrollment 2016-17

<table>
<thead>
<tr>
<th>Doctor of Nursing Practice Program</th>
<th>Students of Color</th>
<th>Male Students</th>
<th>MN Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Applied</td>
<td>216</td>
<td>51</td>
<td>24%</td>
</tr>
<tr>
<td>Offered</td>
<td>149</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>108</td>
<td>10</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PhD in Nursing</th>
<th>Students of Color</th>
<th>Male Students</th>
<th>MN Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Applied</td>
<td>9</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Offered</td>
<td>5</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>4</td>
<td>1</td>
<td>25%</td>
</tr>
</tbody>
</table>
National Law School Trends: Applicants

National Applicants

Minnesota Law Applicants


National Applicants

Minnesota Law Applicants
National Law School Trends: Enrollment

National 1L Enrollment

Minnesota Law 1L Enrollment
AGENDA ITEM: Consent Report

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President & 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

- Medical School (Twin Cities campus)—Create residency in Interventional Radiology Independent
- College of Education and Human Development (Twin Cities campus)—Create a M.Ed. degree in Physical Activity and Health and deliver the degree partially online
- College of Veterinary Medicine (Twin Cities campus)—Create post-baccalaureate certificate in Veterinary Medical Education and deliver the program online
- Humphrey School of Public Affairs (Twin Cities campus)—Create undergraduate certificate in Election Administration and deliver online
- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family and Community Engagement
- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family Financial Studies
- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family Therapy
- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Racial Justice in Urban Schooling
- College of Education and Human Service Professions (Duluth campus)—Create B.A. degree in Education Studies
- The Crookston campus—Create an undergraduate certificate in Agricultural Business and deliver online

II. Request for Approval of Changed Academic Programs

- Academic Health Center (Twin Cities campus)—Create sub-plans in Clinical Informatics, Data Science and Informatics for Learning Health Systems, Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the Ph.D. degree in Health Informatics
• College of Education and Human Development (Twin Cities campus)—Create sub-plans in Foundations of Education and Individualized Studies within the B.S. degree in Early Childhood
• College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Move the academic home of the Wildlife Ecology and Management sub-plan to the Conservation Sciences program
• Office of Undergraduate Education (Twin Cities campus)—Move the academic home of the undergraduate minor in Leadership from The College of Education and Human Development and the Humphrey School of Public Affairs to Undergraduate Education
• College of Education and Human Development (Twin Cities campus)—Change the name of the M.A. degree in Applied Developmental Psychology to Applied Child and Adolescent Development
• College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the sub-plan in Fisheries to Fisheries and Aquatic Sciences within the Fisheries, Wildlife, and Conservation Biology B.S.
• School of Nursing (Twin Cities campus)—Change the name of the post-baccalaureate certificate in Pediatric Nurse Practitioner to Pediatric Primary Care Nurse Practitioner
• School of Nursing (Twin Cities campus)—Change the name of the post-baccalaureate certificate in Adult Health/Gerontological Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner
• School of Nursing (Twin Cities campus)—Change the name of the sub-plans in Adult Health/Gerontological Nurse Practitioner and Pediatric Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner and Pediatric Primary Care Nurse Practitioner within the Doctor of Nursing Practice degree
• College of Liberal Arts (Duluth campus)—Create sub-plans in Medical Arts and Science and Individualized Plan within the B.A. degree in Interdisciplinary Studies

III. Request for Approval of Discontinued Academic Programs
• College of Liberal Arts (Twin Cities campus)—Discontinue the undergraduate minor in Danish
• College of Liberal Arts (Duluth campus)—Discontinue the graduate minor in Criminology

BACKGROUND INFORMATION

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 consent report.
I. Request for Approval of New Academic Programs

- **Medical School (Twin Cities campus)—Create residency in Interventional Radiology**  
  Independent

  The Medical School on the Twin Cities campus requests approval to create a residency in Interventional Radiology, effective summer 2017. This ACGME-accredited program can be completed in two years. The proposed program develops skills in image interpretation, image-guided interventions, radiation safety, and peri-procedural care. Training will take place primarily at the University of Minnesota Health clinics and hospital. The program will include clinical experience, as well as didactic, research, and teaching components.

- **College of Education and Human Development (Twin Cities campus)—Create a M.Ed. degree in Physical Activity and Health and deliver the degree partially online**

  The College of Education and Human Development on the Twin Cities campus requests approval to create a Master of Education (M.Ed.) degree in Physical Activity and Health and deliver the degree partially online, effective fall 2017. The proposed program will prepare professionals trained in the science of physical activity and its promotion. Graduates will play an integral role as a physical activity specialist on interdisciplinary teams aimed at the promotion of healthy lifestyles and the prevention and control of chronic diseases at the population levels. The proposed program is the first of its kind in the state of Minnesota and makes use of existing courses and resources.

- **College of Veterinary Medicine (Twin Cities campus)—Create post-baccalaureate certificate in Veterinary Medical Education and deliver the program online**

  The College of Veterinary Medicine on the Twin Cities campus requests approval to create an post-baccalaureate certificate in Veterinary Medical Education and deliver the program online, effective fall 2017. The proposed program will provide students with the essential knowledge and skills related to education in veterinary medicine, such as curricular development, assessment, educational research, learning theory, and teaching basics. The proposed program makes use of existing courses and resources.

- **Humphrey School of Public Affairs (Twin Cities campus)—Create undergraduate certificate in Election Administration and deliver online**

  The Humphrey School of Public Affairs on the Twin Cities campus requests approval to create an undergraduate certificate in Election Administration and deliver this program online, effective fall 2017. The proposed program is directed at professional election officials across the country who are preparing for advanced careers in election operations and procedures. This certificate is partnered with the post-baccalaureate certificate already offered by the Humphrey School and makes use of existing courses and resources.
• **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family and Community Engagement**

The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Family and Community Engagement, effective fall 2017. The proposed program will prepare students for nonprofit management, community development, program development and evaluation while supporting families navigating systems such as schools and hospitals. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

• **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family Financial Studies**

The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Family Financial Studies, effective fall 2017. The proposed program will prepare students to work with families on financial issues as a financial coach, specifically within the context of family therapy and family and community engagement. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

• **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Family Therapy**

The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Family Therapy, effective fall 2017. The proposed program will prepare students for clinical work supporting family needs and structures at the baccalaureate level or for application to graduate certification programs. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

• **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Racial Justice in Urban Schooling**

The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Racial Justice in Urban Schooling, effective fall 2017. The proposed program will develop expertise in recognizing educational practices that marginalize students from non-dominant social groups and will provide alternative curricula and pedagogies to encourage student success. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

• **College of Education and Human Service Professions (Duluth campus)—Create B.A. degree in Education Studies**

The College of Education and Human Service Professions the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Education Studies, effective fall 2017. The proposed program gives students the knowledge and skills to work in positions that do not require state licensure or certification. The proposed program will provide a strong foundation for students interested in non-profit work, youth/after-school programs, and other areas related to learning theory, child development, and education best-practices. The proposed program makes use of existing courses and resources.
The Crookston Campus—Create an undergraduate certificate in Agricultural Business and deliver online

The Crookston campus requests approval to create a new undergraduate certificate in Agricultural Business and deliver the certificate online, effective fall 2018. The proposed certificate prepares students with a broad understanding of marketing techniques, livestock and grain commodities, financing, and economics of agriculture. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- Academic Health Center (Twin Cities campus)—Create sub-plans in Clinical Informatics, Data Science and Informatics for Learning Health Systems, Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the Ph.D. degree in Health Informatics

The Academic Health Center on the Twin Cities campus requests approval to create new sub-plans in Clinical Informatics, Data Science and Informatics for Learning Health Systems, Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the Doctor of Philosophy (Ph.D.) degree in Health Informatics, effective fall 2017. The proposed changes better reflect current curricular alignment and student demand.

- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Foundations of Education and Individualized Studies within the B.S. degree in Early Childhood

The College of Education and Human Development on the Twin Cities campus requests approval to create new sub-plans in Foundations of Education and Individualized Studies within the Bachelor of Science (B.S.) degree in Early Childhood, effective fall 2017. The proposed changes better reflect current curricular alignment and student demand.

- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Move the academic home of the Wildlife Ecology and Management sub-plan to the Conservation Sciences program

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to move the academic home of the Wildlife Ecology and Management sub-plan to the Conservation Sciences program, effective fall 2017. The proposed changes better reflect current curricular alignment and student demand.

- Office of Undergraduate Education (Twin Cities campus)—Move the academic home of the undergraduate minor in Leadership from The College of Education and Human Development and the Humphrey School of Public Affairs to Undergraduate Education

The Office of Undergraduate Education on the Twin Cities campus requests approval to move the academic home of the undergraduate minor in Leadership from the College of Education and Human Development and the Humphrey School of Public Affairs to the Office of Undergraduate Education, effective fall 2017. This academic home will better accommodate the needs and interests of students pursuing this degree.
• College of Education and Human Development (Twin Cities campus) — Change the name of the M.A. degree in Applied Developmental Psychology to Applied Child and Adolescent Development

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the Master of Arts (M.A.) degree in Applied Developmental Psychology to Applied Child and Adolescent Development, effective fall 2017. The proposed name change better reflects curricular content and new directions in the field.

• College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus) — Change the name of sub-plan in Fisheries to Fisheries and Aquatic Sciences within the Fisheries, Wildlife, and Conservation Biology B.S.

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of sub-plan in Fisheries to Fisheries and Aquatic Sciences within the Fisheries, Wildlife, and Conservation Biology Bachelor of Science (B.S.) degree, effective fall 2017. The proposed name change better reflects curricular content and new directions in the field.

• School of Nursing (Twin Cities campus) — Change the name of the post-baccalaureate certificate in Pediatric Nurse Practitioner to Pediatric Primary Care Nurse Practitioner

The School of Nursing on the Twin Cities campus requests approval to change the name of the post-baccalaureate certificate in Pediatric Nurse Practitioner to Pediatric Primary Care Nurse Practitioner, effective fall 2017. The proposed name change reflects new accreditation requirements.

• School of Nursing (Twin Cities campus) — Change the name of the post-baccalaureate certificate in Adult Health/Gerontological Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner

The School of Nursing on the Twin Cities campus requests approval to change the name of the post-baccalaureate certificate in Adult Health/Gerontological Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner, effective fall 2017. The proposed name change reflects new accreditation requirements.

• School of Nursing (Twin Cities campus) — Change the name of sub-plans in Adult Health/Gerontological Nurse Practitioner and Pediatric Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner and Pediatric Primary Care Nurse Practitioner within the Doctor of Nursing Practice degree

The School of Nursing on the Twin Cities campus requests approval to change the name of sub-plans in Adult Health/Gerontological Nurse Practitioner and Pediatric Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner and Pediatric Primary Care Nurse Practitioner within the Doctor of Nursing Practice (DNP) degree, effective fall 2017. The proposed name change reflects new accreditation requirements.
• **College of Liberal Arts (Duluth campus)—Create sub-plans in Medical Arts and Science and Individualized Plan within the B.A. degree in Interdisciplinary Studies**

The College of Liberal Arts on the Duluth campus requests approval to create new sub-plans in Medical Arts and Science and Individualized Plan within the Bachelor of Arts (B.A.) degree in Interdisciplinary Studies, effective fall 2017. The proposed changes better reflect current curricular alignment and student demand.

### III. Request for Approval of Discontinued Academic Programs

• **College of Liberal Arts (Twin Cities campus)—Discontinue the undergraduate minor in Danish**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the undergraduate minor in Danish, effective summer 2017. Enrollments declined over time and Danish has not been offered in many years. Students wishing to pursue the study of Danish language and culture may do so by participating in Big Ten Alliance Courseshare opportunities.

• **College of Liberal Arts (Duluth campus)—Discontinue the graduate minor in Criminology**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the graduate minor in Criminology, effective summer 2017. Enrollments have declined, as the field is no longer focused on narrow disciplinary approaches regarding programs such as this. Faculty and staff will support currently enrolled students toward degree completion.