Mission Fulfillment Committee

September 2018

September 13, 2018
7:45 a.m. - 10:45 a.m.

Boardroom, McNamara Alumni Center
MIS - SEP 2018

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2. Report on Academic Program Changes
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3. Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota
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AGENDA ITEM: 2018-19 Committee Work Plan

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Abdul Omari
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss the committee's 2018-19 work plan.

BACKGROUND INFORMATION

Board of Regents Policy: Board Operations and Agenda Guidelines describes the role of the Mission Fulfillment Committee as follows:

The Mission Fulfillment Committee oversees and makes recommendations to the Board related to the University's mission, as articulated in Board of Regents Policy: Mission Statement and carried out on five campuses and across the state, the nation, and the world. The committee oversees and advises the administration on academic priorities, activities, programs, and initiatives central to the threefold mission of research and discovery, teaching and learning, and outreach and public service.
Mission Fulfillment Committee
2018-19 Work Plan

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| **September 13-14** | • **2018-19 Committee Work Plan**  
The committee will discuss the work plan agenda items for the 2018-19 meetings.  
• **Report on Academic Program Changes**  
The committee will hear an update on academic program changes approved by the Board in 2017-18, including an explanation of faculty and administrative review and approval process with descriptions from leaders from a variety of academic programs.  
• **Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota**  
The item will include an overview of the graduate and professional degree offerings at the University and the key differences between the two. This is the introduction to a year-long series of conversations about graduate and professional education.  
• **Faculty and the Outreach Mission**  
The item will include presentations by faculty members about their work that supports the University’s outreach mission. |
| **October 11-12**   | • **Board of Regents Policy: Research Involving Human Subjects – Review**  
The committee will review proposed changes to Board of Regents Policy: Research Involving Human Subjects.  
• **Student Education Records, Directory, and Data Privacy**  
The committee will review and discuss the procedures for releasing student directory data as governed by Board of Regents Policy: Student Education Records.  
• **Disability Support Services Systemwide**  
The committee will receive an overview of discuss disability services across the system and discuss the unique needs of each campus population. The presentation will also address current usage and trends.  
• **Graduate and Professional Education, Part II: Key Aspects and Challenges**  
The item will address enrollment management, tuition and financial aid, and trends and challenges in graduate and professional education.  
• **Information Item: Bias Response and Referral Network Report** |
| **December 13-14**  | • **Board of Regents Policy: Research Involving Human Subjects – Action**  
• **Diversity in Twin Cities Campus Undergraduate Enrollment**  
The committee will receive an update on diversity efforts outlined in the February 2018 resolution.  
• **Systemwide Enrollment Planning: Duluth Campus**  
The committee will review current enrollment management principles and goals and provide input to shape future strategies for the Duluth campus.  
• **Twin Cities Campus Liberal Education Requirements**  
The item will include an update on changes to the liberal education requirements for undergraduate students at the Twin Cities campus. |
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| February 7-8 | • **Graduate and Professional Education, Part III: Impact and Outcomes of Graduate Education**  
The item will focus on the role of graduate students in advancing knowledge and research that impacts the state, the nation, and the world.  

• **Systemwide Enrollment Planning: Rochester Campus**  
The committee will review current enrollment management principles and goals and provide input to shape future strategies for the Rochester campus.  

• **Update on Twin Cities 5-Year Enrollment Plan**  
The committee will receive an update on the progress of the Twin Cities 5-Year Enrollment Plan.  

• **Graduate and Professional Education, Part IV: Impact and Outcomes of Professional Education**  
The item will include an overview of professional student career placement with particular attention to Minnesota companies. The item will also address licensing and board exam success rates.  

• **Holistic View of Student Financial Burden**  
The item will address the student financial burden, beyond federal student loan debt.  

[**Twin Cities Campus Neighborhood Engagement**](#)  
The committee will discuss Twin Cities campus neighborhood engagement and the University's land-grant mission. |

| May 9-10 | • **Promotion and Tenure, and Annual Continuous Appointments**  
The committee will review and take action on recommendations for promotion and tenure and annual continuous appointments.  

• **Credit Transfer Between Campuses**  
The committee will discuss the process for undergraduate credit transfer between campuses and possible barriers to transfer.  

• **Institute for Advanced Study**  
The item will include an overview of the Institute for Advanced Study and its role as a University-wide center for interdisciplinary research. |

| June 13-14 | • **Update from the Systemwide Enrollment Planning Council**  
The Systemwide Enrollment Planning Planning Council will provide an update on their work.  

• **Risk Mitigation Plans**  
The committee will re-visit the University's Institutional Risk Profile and discuss select risk mitigation plans. |
Mission Fulfillment  September 13, 2018

AGENDA ITEM:  Report on Academic Program Changes

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS:  Karen Hanson, Executive Vice President and Provost
              Michael White, Associate Dean, College of Food, Agricultural and Natural Resource Sciences

PURPOSE & KEY POINTS

The purpose of this item is to discuss 2017–18 academic program changes, the components of degree programs, and the ways in which courses are utilized. The item will include:

- Summary and analysis of program changes over the past five years.
- Discussion of the approval process.
- Discussion of degrees and courses.

Regents will be asked to consider if the process for new, changed, and discontinued academic programs ensures that academic proposals coming before the committee having undergone a rigorous, thorough review at appropriate levels.

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.
Introduction

As part of its regular agenda, the Mission Fulfillment Committee will review and consider whether to approve the academic program changes recommended by the Provost. The Committee will review the Provost’s recommendations through regular consent reports. To provide a fuller picture of curricular change, the Office of the Executive Vice President and Provost will also continue to provide an annual summary of new and changed programs approved by the Board of Regents in the previous year. The following report summarizes the changes approved during the past academic year and explains the process the University uses to review program change requests.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers over 300 undergraduate majors on its five campuses; more than 200 master’s degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, nursing, and veterinary medicine.

The University has one of only four campuses in the U.S. with agricultural programs as well as an academic health center with a major medical school. This breadth enables the University to undertake interdisciplinary research and to create interdisciplinary academic programs that few of its peers can match.

Given this breadth and the depth of expertise of the faculty, it is crucial for the University to engage in continuous monitoring and evaluation of academic programs and to reviews proposals for new programs that reflect new knowledge and respond to emerging societal needs.
Part I. The Academic Program Change Process

This section describes the program proposal review process, the policy principles and purposes that guide the review, the criteria used to assess proposals for new and changed programs, and the process’s intersection with delegation of authority policies.

Program Review Process

The process for establishing new academic programs, or making changes to current programs offered by any college or campus of the University of Minnesota, involves a series of steps designed to provide careful review and oversight.

Procedures for program development, review, and approval are established within departments, colleges, and the Academic Health Center, and by Chancellors, the Executive Vice President and Provost, and the Board of Regents. Prior to Provostal approval and submission to the Board of Regents, all proposals are available to members of the University community for public comment.

Principles

The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University’s broad institutional goals and strategic directions.

- Proposals for academic programs should reflect consideration of common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See “Criteria for New Program Proposals” section below.)

- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.

- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.

- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

Purposes

These principles inform the University’s policy governing the creation, change, and discontinuation of academic programs. The policy is intended to:

- Enhance quality, productivity, and efficiency in academic program development and implementation.

- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.

- Foster shared consultation and, where appropriate, joint planning across academic units.

- Foster early consultation with the Office of the Executive Vice President and Provost.
- Enhance the availability, coordination, and consistency of information about the University’s academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.

- Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, Executive Vice President and Provost, system campus Vice Chancellor, or collegiate dean.

**Approval-Level Requirements**
The type of action requested dictates the approval level required.

**Board of Regents** approval is required for:

- Adding new programs: new degree programs or majors, new baccalaureate or post-baccalaureate credit certificate programs, new minors.
- Changing current programs: adding a formal track to an existing major; changing a program or unit name or degree designation; discontinuing a program; offering new distance delivery of an existing degree program.
- Adding a new site for the delivery of an existing program.

**Executive Vice President and Provost** approval is required for:

- Formalizing a domestic or international credit-bearing agreement with another institution.
- Changing or adding new course designators and program codes.

**Provost** approval (Twin Cities), or **Vice Chancellor** (Crookston, Duluth, Morris, or Rochester) approval is required for:

- Adding an honors option to an existing undergraduate degree program.
- Making other curricular changes, e.g., changing the number of credits or required courses in a major or minor, changing the definition of options in a major.
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit.

**Vice Chancellor** (Crookston, Duluth, Morris, or Rochester) or **collegiate dean** (Twin Cities) approval is required for:

- Changing curricular details—e.g., course substitutions (one course is dropped and another replaces it), revision of the list of electives approved for a program, and changes that result from realignment or adjustment of course content.

All changes approved by a Vice Chancellor or collegiate dean must be reported to the Executive Vice President and Provost.

**Criteria for New Program Proposals**
The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria parallel ones used in the University’s periodic review of collegiate and departmental academic and administrative units.
Mission, Priorities, and Interrelatedness
- In what specific ways is the proposed program consistent with the University’s and the unit’s mission?
- How does the program support the unit’s strategic direction and compact?
- How will the program contribute to the priorities of the University, the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications for other units, colleges, or campuses, including the impact on other units of prerequisites and related courses?

Demand, Development, and Leveraging of Resources
- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. Provide the following kinds of evidence, as appropriate:
  - Evidence that the program meets societal needs and expectations
  - Evidence of consultation with employers or professional organizations, if appropriate
  - Employment data, if appropriate (e.g., current and projected availability of jobs for graduates)
  - Enrollment data for similar programs
  - Data indicating student interest or demand, both short- and long-term
  - Projected number of applicants for the program
  - Projected number of degrees to be conferred per year at full operation
- What is the intended geographic service area and what is the prospective student market?
- How will students benefit from the program?

Uniqueness and Comparative Advantage
- What are the characteristics of the program that make it particularly appropriate for the University of Minnesota?
- Are there comparable academic programs in Minnesota or elsewhere?
- What planning and development expertise shaped the proposal?
- When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors’ offices, etc.)?

Efficiency and Effectiveness
- Is the program within the capacity of the unit’s resources?
- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
- What steps will be taken to ensure the program is operated economically and effectively?

Quality, Productivity, and Impact
- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University’s diversity goals, e.g., student and faculty recruitment, curriculum, etc.?
Part II. Summary of 2017–18 Program Changes

NEW PROGRAMS

Twin Cities
- Academic Health Center—Create Master of Medical Laboratory Sciences degree and deliver the degree partially online
- Carlson School of Management—Create graduate minor in Business Management
- College of Biological Sciences—Create B.S. degree in Cellular and Organismal Physiology
- College of Continuing Education—Create post-baccalaureate certificate in Human Sexuality and deliver online
- College of Design—Create post-baccalaureate certificate in Advanced Wearable Products
- College of Education and Human Development—Create graduate minor in Infant and Early Childhood Mental Health and deliver online
- College of Education and Human Development—Create undergraduate minor in Learning Technologies
- College of Food, Agricultural, and Natural Resource Sciences, the College of Veterinary Medicine, and the School of Public Health—Create post-baccalaureate certificate in Integrated Food Systems Leadership
- College of Liberal Arts and the College of Science and Engineering—Create graduate minor in Translational Sensory Sciences
- College of Liberal Arts—Create M.A. degree in Asian Studies
- College of Liberal Arts—Create M.S. degree in Cognitive Science
- College of Liberal Arts—Create graduate minor in American Indian and Indigenous Studies
- College of Liberal Arts—Create undergraduate certificate in Career Readiness
- College of Liberal Arts—Create undergraduate minor in Population Studies
- College of Science and Engineering—Create graduate minor in Data Science
- Medical School—Create fellowship in Gastrointestinal Pathology
- Medical School—Create fellowship in Laboratory Genetics and Genomics
- Medical School—Create fellowship in Neuromodulation Medicine
- Medical School—Create fellowship in Orthopaedic Sports Medicine
- School of Public Health—Create graduate minor in Global Public Health and deliver online

Duluth
- College of Education and Human Service Professions—Create a B.A.Sc. degree in Early Childhood Studies
- College of Education and Human Service Professions—Create a Bachelor of Individualized Studies degree
- College of Liberal Arts—Create B.A. degree and undergraduate minor in Environment, Sustainability, and Geography
- College of Liberal Arts—Create Master of Tribal Resource and Environmental Stewardship degree and deliver online
- College of Liberal Arts—Create graduate minor in American Indian Studies
- Swenson College of Science and Engineering—Create M.S. degree in Applied Materials Science
- Swenson College of Science and Engineering—Create undergraduate certificate in Resilient Precast Concrete
- Swenson College of Science and Engineering—Create undergraduate minor in Statistics
Crookston
- Create a B.S. degree in Agricultural Communication
- Create undergraduate minor in Health Management and deliver online
- Create undergraduate minor in Writing and deliver online

CHANGES

Twin Cities
- Carlson School of Management—Deliver the Master of Business Administration degree online
- Carlson School of Management—Deliver the M.B.A. degree in partnership with Tongji University
- College of Biological Sciences—Create a sub-plan in Biology and Biology Education within the Ph.D. degree in Molecular, Cellular, Developmental Biology and Genetics
- College of Design—Discontinue sub-plans in Landscape Planning and Landscape Design within the B.E.D. degree in Landscape Design and Planning
- College of Education and Human Development—Change the name of the undergraduate certificate and minor in Coaching to Sports Coaching
- College of Education and Human Development—Create sub-plan in Foundations of Special Education for Schools and Society within the B.S. degree in Special Education
- College of Education and Human Development—Deliver the post-baccalaureate certificate in Infant and Early Childhood Mental Health online
- College of Education and Human Development—Discontinue the Adult Basic Education sub-plan in the Adult Education M.Ed. degree.
- College of Food, Agricultural and Natural Resource Sciences—Create integrated B.S./M.S. degree program in Plant Science and Applied Plant Sciences
- College of Food, Agricultural, and Natural Resource Sciences—Create sub-plan in Molecular Plant Pathology within the Ph.D. degree in Plant Pathology
- College of Food, Agricultural and Natural Resource Sciences—Create sub-plans in Agroecology, Agronomy Production, Horticultural Production, Nursery & Floriculture, Plant Breeding, Sustainable Plant Health, and Turfgrass Science within the B.S. degree in Plant Science
- College of Food, Agricultural, and Natural Resource Sciences—Discontinue sub-plan in Corporate Environmental Management within the B.S. degree in Environmental Sciences, Policy and Management
- College of Liberal Arts—Change the name of the B.A. degree in Physiology to Human Physiology
- College of Liberal Arts—Create sub-plans in Environmental Geography and Geographic Information Science within the B.S. degree in Geography
- College of Liberal Arts—Change the name of sub-plans in Global Culture and Analysis to Cultural Production and Everyday Practice, Global Political Economy to Political Economy and Environmental Change, and Population, Migration, Identity to Global Health and Mobile Populations within the Global Studies B.A. degree
- College of Liberal Arts and Humphrey School of Public Affairs—Discontinue the Political Engagement sub-plan in the Political Science B.A. and Master of Public Policy degrees
- College of Science and Engineering—Create sub-plan in Analytics within the M.S.I.S.Y.E. degree
- College of Science and Engineering and the Medical School—Create integrated B.Bm.E./M.S. degree program in Rehabilitation Science
- College of Science and Engineering—Discontinue the Rochester campus sub-plans in the Computer Science M.S. and Master of Computer Science degrees
- School of Public Health—Deliver the Global Health post-baccalaureate certificate online
Duluth
- College of Education and Human Service Professions—Change the name of the B.A.Sc. and undergraduate minor in Public Health Education and Promotion to Public Health, and change the name of the Community Health sub-plan to Community Health Education/Promotion
- College of Liberal Arts—Create sub-plans in American Indian Studies and Business Administration within the B.A. degree in Tribal Administration and Governance
- College of Liberal Arts—Create sub-plans in Business Administration and Organizational Leadership within the B.A. degree in Cultural Entrepreneurship
- College of Liberal Arts—Create sub-plan in Leadership Development within the B.A. degree in Cultural Entrepreneurship
- College of Liberal Arts—Change the B.A. degree in Geographic Information Science to a B.S. degree

Crookston
- Crookston Campus—Deliver the B.S. and undergraduate in English online

DISCONTINUATIONS

Twin Cities
- College of Biological Sciences—Discontinue graduate minor in Microbial Engineering
- College of Continuing and Professional Studies—Discontinue post-baccalaureate certificate in Transportation Studies
- College of Education and Human Development—Discontinue graduate minor in Education Sciences
- College of Education and Human Development—Discontinue the post-baccalaureate certificate in Applied Developmental Psychology
- College of Education and Human Development—Discontinue post-baccalaureate certificate in Specialist in Education and Special Education Administration
- College of Food, Agricultural, and Natural Resource Sciences—Discontinue undergraduate minor in Integrated Pest Management in Cropping Systems
- College of Science and Engineering—Discontinue the Ph.D., M.S., and graduate minor in Scientific Computation
- School of Dentistry—Discontinue Dental Therapy M.D.T. degree
- School of Pharmacy—Discontinue graduate minor in Medicinal Chemistry

Duluth
- College of Liberal Arts—Discontinue B.A. degree and undergraduate minor in Environment and Sustainability
- College of Liberal Arts—Discontinue B.A. degree and undergraduate minor in Geography
- College of Liberal Arts—Discontinue B.A. degree in Urban and Regional Studies
- College of Liberal Arts—Discontinue undergraduate minor in Russian Area Studies
- Swenson College of Science and Engineering—Discontinue Engineering Management M.S.E.M.
- Swenson College of Science and Engineering—Discontinue graduate minor in Engineering Management
Part III. Summary & Analysis of 2013–2018 Program Changes

This section lists the academic program changes approved by the Academic and Student Affairs Committee and the Board of Regents between the 2013–14 and 2017–18 academic years.

It is important to note that most program changes have relatively small financial impacts. Most new programs or changes to current programs involve the realignment of courses that have already been created, use faculty already working at the University, and increase the utilization rate of existing classrooms, labs, and other facilities. When programs are discontinued, some of their courses may be folded into new or existing programs. Thus, discontinuations typically do not result in a reduction in the number of faculty, but may result in a redirection of faculty effort.

On the following pages is a listing by collegiate unit and campus of all academic program additions and discontinuations approved by the Board of Regents during 2013–2018. These program changes include undergraduate degrees, majors, minors, and certificate programs; graduate degrees and post-baccalaureate certificate programs; and first-professional degrees and certificate programs.

Program changes are broadly categorized as substantive changes, involving the addition or discontinuation of resources (typically, course); or primarily repackaging, involving no new resources but rather the organization of programs.

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<td><strong>Substantive Changes</strong></td>
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<tr>
<td>Doctor of Business Administration (2016-17)</td>
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<td><strong>Primarily Repackaging</strong></td>
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<tr>
<td>M.S., Business Analytics (2013–14)</td>
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<td>M.S., Business Research (2014-15)</td>
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<td>M.S., Finance (2014–15)</td>
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<td>M.S., Supply Chain Management (2014–15)</td>
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<tr>
<td>Graduate Minor, Business Management (2015-16)</td>
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<td>Undergraduate Minor, Business Analytics (2016-17)</td>
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<td>Undergraduate Minor, Business Law (2015–16) with LAW</td>
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**2013–18 Program Discontinuations**

Ph.D. and minor, Human Resources and Industrial Relations (2013–14)

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<tr>
<td>B.S., Cellular and Organismal Physiology (2017-18)</td>
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<td><strong>Primarily Repackaging</strong></td>
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<td>Undergraduate Minor, Behavioral Biology (2014–15)</td>
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**2013–18 Program Discontinuations (CBS cont.)**

Graduate Minor, Microbial Engineering (2017-18)
### College of Continuing and Professional Studies

#### 2013–18 Program Additions

**Primarily Repackaging**
- Master of Professional Studies, Addictions Counseling (2015-16)
- B.A.Sc., Health Services Management (2013–14)
- Undergraduate Certificate and Undergraduate Minor, Health Services Management (2014–15)
- Undergraduate Minor, Information Technology Infrastructure (2016–17)
- Undergraduate Minor, Translation (2013–14)
- Post-baccalaureate Certificate, Human Sexuality (2017-18)

#### 2013–18 Program Discontinuations

- Master of Liberal Studies and Graduate Minor in Liberal Studies (2016-17)
- Post-baccalaureate and Undergraduate Certificate, Addiction Studies (2015–16)
- Post-baccalaureate Certificate, Innovation Studies (2016-17)
- Post-baccalaureate certificate, Transportation Studies (2017-18)

### College of Design

#### 2013–18 Program Additions

**Substantive Changes**
- Masters Degree in Heritage Studies and Public History (2016-17) with the College of Liberal Arts
- B.S., Product Design (2015–16)

**Primarily Repackaging**
- Graduate Minor, Ecological Restoration in Landscape Architecture (2014–15)
- Undergraduate Minor, Interior Environments (2013–14)
- Undergraduate Minor, Public Interest Design (2016-17)
- Post-baccalaureate Certificate, Advanced Wearable Products (2017-18)

None

#### 2013–18 Program Discontinuations

None

### College of Education and Human Development

#### 2013–18 Program Additions

**Substantive Changes**
- Post-baccalaureate certificate, Emerging Leaders in Private Colleges (2013–14)

**Primarily Repackaging**
- M.A. Applied Developmental Psychology (2016-17)
- M.Ed., Physical Activity and Health (2016-17)
- B.S., Special Education (2013–14)
- Graduate Minor, Infant and Early Childhood Mental Health (2017-18)
- Undergraduate Minor, Health and Wellness Promotion (2016-17)
- Undergraduate Minor, Family and Community Engagement (2016-17)
- Undergraduate Minor, Family Financial Studies (2016-17)
- Undergraduate Minor, Family Therapy (2016-17)
- Undergraduate Minor, Learning Technologies (2017-18)
- Undergraduate Minor, Racial Justice in Urban Schooling (2016-17)
2013–18 Program Discontinuations (CEHD cont.)

B.S., Career and Technical Education (2016-17)
Post-baccalaureate Certificate, Applied Developmental Psychology (2017-18)
Post-baccalaureate Certificate, Specialist in Education and Special Education Administration (2017-18)
Undergraduate Certificate, Disability Policy and Services (2015–16)
Graduate Minor, Education Sciences (2017-18)

College of Food, Agricultural, and Natural Resource Sciences

Substantive Changes
Post-baccalaureate certificate in Integrated Food Systems Leadership (2017-18) with the College of Veterinary Medicine and the School of Public Health

Primarily Repackaging
M.S. Bioproducts and Biosystems Engineering Management (2014-15)
Undergraduate Minor, Wildlife Care and Handling (2015-16)

2013–18 Program Discontinuations

M.S.B.B.S.E.M., Bioproducts and Biosystems Engineering and Management Master of Science (2014–15)
B.S., Horticulture (2013–14)
Undergraduate Minor, Integrated Pest Management in Cropping Systems (2017-18)

College of Liberal Arts

Substantive Changes
Masters Degree in Heritage Studies and Public History (2016-17) with the College of Design
Graduate Minor, American Indian and Indigenous Studies (2017-18)
Graduate Minor, Translational Sensory Sciences (2017-18) with the College of Science and Engineering
Undergraduate Certificate, Career Readiness (2017-18)

Primarily Repackaging
Master of Human Rights, (2015-16) with HHH
M.A., Asian Studies (2017-18)
M.A., Health Communication (2013-14)
M.S., Cognitive Science (2017-18)
B.S., Statistical Science (2015-16)
B.A./M.D. with MED (2015-16)
B.A. Biblical Studies (2013-14)
B.A. Classics (2013-14)
B.A., Ojibwe Language (2016-17)
B.A., Statistical Practice (2015-16)
Post-baccalaureate Certificate, Music Education (2015-16)
Create Graduate Minor, Translational Sensory Sciences (2017-18)
Undergraduate Certificate, Chinese Advanced Level Proficiency (2013-14)
Undergraduate Certificate, French Advanced Level Proficiency (2015-16)
Undergraduate Certificate, German Advanced Level Proficiency (2015-16)
Undergraduate Certificate, Spanish Advanced Level Proficiency (2013-14)
Undergraduate Certificate, Technical Communication (2013-14)
Undergraduate Minor, Creative Writing (2014-15)
Undergraduate Minor, Health Psychology (2015-16)
Undergraduate Minor, Population Studies (2017-18)

2013–18 Program Discontinuations (CLA cont.)
B.A., Classic Civilization (2013-14)
B.A., Greek (2013-14)
B.A., Latin (2013-14)
B.A., Statistics (2016-17)
Graduate Minor, English as a Second Language (2014-15)
Undergraduate Minor, Danish (2016-17)

Humphrey Institute of Public Affairs

2013–18 Program Additions

Substantive Changes
Post-baccalaureate and Undergraduate Certificate, Election Administration (2014-15 and 2016-17)
Post-baccalaureate Certificate, Human Services Leadership (2015-16)

Primarily Repackaging
Master of Human Rights, (2015-16) with CLA

2013–18 Program Discontinuations
Post-baccalaureate Certificate, Executive Leadership (2015-16)
Graduate minor, Public Affairs (2013-14)

College of Science and Engineering

2013–18 Program Additions

Substantive Changes
M.S., Data Science (2013-14)
M.S., Medical Device Innovation (2013-14)
Graduate Minor, Cyber Security (2015-16)

Primarily Repackaging
B.Env.E., Bachelor of Environmental Engineering (2013-14)
Graduate Minor, Data Science (2017-18)
Post-baccalaureate Certificate, Data Science (2016-17)

2013–18 Program Discontinuations (CSE cont.)
Ph.D., M.S., and Graduate Minor, Scientific Computation (2017-18)
Graduate Minor, Nanoparticle Science and Engineering (2015-16)
B.S., Statistics (2016-17)
### Law School

**2013–18 Program Additions**

**Primarily Repackaging**
- Undergraduate Minor, Business Law (2015-16) with CSOM

**2013–18 Program Discontinuations**

None

### ACADEMIC HEALTH CENTER

**2013–18 Program Additions**

- Master of Medical Laboratory Sciences (2017-18)
- M.A., Integrative Health and Wellbeing Coaching (2013-14)
- Post-baccalaureate Certificate, Clinical Ethics (2013-14)
- Undergraduate Certificate, Medical Laboratory Sciences (2015-16)

### College of Veterinary Medicine

**2013–18 Program Additions**

- Post-baccalaureate Certificate, Veterinary Medical Education (2016-17)

**2013–18 Program Discontinuations**

- Graduate Minor, Veterinary Medicine (2015-16)

### Medical School

**2013–18 Program Additions**

**Primarily Repackaging**
- B.A./M.D. with CLA (2015-16)
- Post-baccalaureate Certificate, Orthoptics (2013-14)

**2013–18 Program Discontinuations (MED cont.)**

- Ph.D., Surgery (2015-16)
- M.S., Graduate Minor, Experimental Surgery (2015-16)
- Graduate Minor, Human Genetics (2013-14)
School of Dentistry

2013–18 Program Additions
Post-baccalaureate Certificate, Advanced Dental Therapy (2013-14)

2013–18 Program Discontinuations
M.D.T., Dental Therapy (2017-18)
B.S., Dental Therapy (2014-15)

School of Nursing

2013–18 Program Additions
None

2013–18 Program Discontinuations
M.S., Nursing (2016-17)
Post-baccalaureate Certificate, Family Nurse Practitioner (2015-16)

School of Pharmacy

2013–18 Program Additions
None

2013–18 Program Discontinuations
Graduate Minor, Medicinal Chemistry (2017-18)

School of Public Health

2013–18 Program Additions
Substantive Changes
Ph.D., Molecular Systems and Toxicology (2014-15)

Primarily Repackaging
Graduate Minor, Global Public Health (2017-18)
Graduate Minor, Health Equity (2015-16)
Graduate Minor, Sexual Health (2016-17)

2013–18 Program Discontinuations (SPH cont.)
None
### University of Minnesota Crookston

**2013–18 Program Additions**

#### Substantive Changes
- B.S., Exercise Science and Wellness (2014-15)
- B.S., Medical Laboratory Science (2014-15)

#### Primarily Repackaging
- B.S., Agricultural Communication (2017-18)
- B.S., and certificate Agricultural Education (2014-15 and 2016-17)
- B.S., English (2014-15)
- Certificate and minor, Sport and Recreation Management (2016-17)
- Undergraduate Minor, Health Management (2017-18)
- Undergraduate Minor, Writing (2017-18)
- Honors Program (2016-17)

### University of Minnesota Duluth

**2013–18 Program Additions**

#### Substantive Changes
- Ed.S., Education Administration Specialist (2015-16)
- M.S., Applied Materials Science (2017-18)
- Master of Tribal Resource and Environmental Stewardship (2017-18)
- B.A, Tribal Administration and Governance (2014-15)

#### Primarily Repackaging
- M.S.M.E., Mechanical Engineering (2015-16)
- M.S., Chemical Engineering (2013-14)
- B.S., Engineering Physics (2016-17)
- Bachelor of Individualized Studies (2017-18)
- B.A. and Undergraduate Minor, Environment, Sustainability, and Geography (2017-18)
- B.A. and Undergraduate Minor, Women Gender and Sexuality Studies (2013-14)
- B.A., Education Studies (2016-17)
- B.A., Journalism, (2015-16)
- B.A.Sc., Early Childhood Studies (2017-18)
- B.B.A., Entrepreneurship (2013-14)
- Post-baccalaureate Certificate, Geographic Information Science (2015-16)
- Graduate minor, American Indian Studies (2017-18)
- Undergraduate Certificate, Resilient Precast Concrete (2017-18)
- Undergraduate Minor, Digital Writing, Literature and Design (2016-17)
- Undergraduate Minor, Early Childhood Services (2014-15)
- Undergraduate Minor, Electrical Engineering (2013-14)
- Undergraduate Minor, Entrepreneurship (2014-15)
- Undergraduate Minor, International Business (2015-16)
- Undergraduate Minor, Lesbian, Gay, Bisexual, Transgender, and Queer Studies (2014-15)
- Undergraduate Minor, Materials Science and Engineering (2015-16)
- Undergraduate Minor, Ojibwe Language (2014-15)
- Undergraduate Minor, Statistics (2017-18)
- Undergraduate Minor, Sustainable Business and Organization (2016-17)
2013–18 Program Discontinuations

M.A., Graduate Minor, Criminology (2016-17)
M.F.A., Art (2013-14)
M.S.E.M., Engineering Management (2017-18)
B.A. and Undergraduate Minor, Environment and Sustainability (2017-18)
B.A. and Undergraduate Minor, Geography (2017-18)
B.A., Urban and Regional Studies (2017-18)
B.A. and Undergraduate Minor, Women's Studies (2013-14)
B.A.Sc., Athletic Training (2014-15)
B.A.Sc., Ojibwe Elementary Education (2014-15)
B.F.A., Graphic Design and Marketing (2016-17)
B.S., Applied Physics (2016-17)
B.S., Cell and Molecular Biology (2016-17)
B.S., Computer Information Systems (2016-17)
Graduate Minor, Engineering Management (2017-18)
Undergraduate Certificate, Autism Spectrum Disorders (2016-17)
Undergraduate Minor, Art (2014-15)
Undergraduate Minor, Business Administration (2014-15)
Undergraduate Minor, Communication Sciences and Disorders (2014-15)
Undergraduate Minor, Computer Information Systems (2015-16)
Undergraduate Minor, Computer Science Applied (2015-16)
Undergraduate Minor, Cultural Studies (2014-15)
Undergraduate Minor, Information Design (2016-17)
Undergraduate Minor, Ojibwe Language (2016-17)
Undergraduate Minor, Russian Area Studies (2017-18)

University of Minnesota Morris

2013–18 Program Additions

Primarily Repackaging
B.A., Human Services (2014-15)
B.A. and Undergraduate Minor, Medieval Studies (2016-17)
Minor, Latin American Area Studies (2014-15)
Minor, Creative Writing (2014-15)

2013–18 Program Discontinuations

B.A. Liberal Arts for the Human Services (2014-15)

University of Minnesota Rochester

None

2013–18 Program Discontinuations

None
## Undergraduate, Graduate, and Professional Degrees Conferred

Listed below are the largest degree programs

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### Crookston

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<tr>
<th>Major</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
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<td>18</td>
<td>76</td>
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<td>Sport &amp; Recreation Mgmt BS</td>
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<td>15</td>
<td>11</td>
<td>12</td>
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<td>110</td>
<td>152</td>
<td>133</td>
<td>130</td>
<td>143</td>
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<td><strong>TOTAL</strong></td>
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<td>428</td>
<td>401</td>
<td>426</td>
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### Rochester

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<th>Major</th>
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<th>Total</th>
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<tr>
<td>Health Sciences BS</td>
<td>35</td>
<td>49</td>
<td>72</td>
<td>68</td>
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<td>Health Professions BS</td>
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<td><strong>TOTAL</strong></td>
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<td>73</td>
<td>109</td>
<td>105</td>
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Report on Academic Program Changes

Presentation to the Board of Regents
Mission Fulfillment Committee
September 13, 2018

Karen Hanson, Executive Vice President and Provost
Michael White, Associate Dean, College of Food, Agricultural and Natural Resource Sciences
# 2017-18 Additions and Discontinuations

<table>
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<tr>
<th>Level</th>
<th>Type of Program</th>
<th># added</th>
<th># discontinued</th>
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<td>Undergraduate Programs</td>
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<td>Certificates</td>
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<tr>
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<td>Minors</td>
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<td><strong>Post-baccalaureate</strong></td>
<td>Graduate Programs</td>
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<td></td>
<td>Professional Programs</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td>Certificates</td>
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<td>3</td>
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<tr>
<td></td>
<td>Minors</td>
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<tr>
<td></td>
<td>Medical School Fellowships</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>19</strong></td>
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### Academic Degree Programs (Current)

<table>
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<tr>
<th>Location</th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>Doctoral/Professional</th>
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</thead>
<tbody>
<tr>
<td>Twin Cities</td>
<td>151</td>
<td>185</td>
<td>108</td>
</tr>
<tr>
<td>Duluth</td>
<td>92</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester</td>
<td>2</td>
<td>1*</td>
<td>1*</td>
</tr>
</tbody>
</table>

* Graduate degrees granted by the Twin Cities campus, with the administrative home of the program on the Rochester campus.
## Academic Degree Programs (5-year comparison)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master’s</th>
<th>Doctoral/ Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin Cities</td>
<td>151 (149)</td>
<td>185 (171)</td>
<td>108 (106)</td>
</tr>
<tr>
<td>Duluth</td>
<td>92 (82)</td>
<td>26 (21)</td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>35 (34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td>35 (29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester</td>
<td>2 (2)</td>
<td>1* (1)</td>
<td>1* (1)</td>
</tr>
</tbody>
</table>

* Graduate degrees granted by the Twin Cities campus, with the administrative home of the program on the Rochester campus.
1. Mission, Priorities, and Interrelatedness
2. Demand, Development, and Leveraging of Resources
3. Uniqueness and Comparative Advantage
4. Efficiency and Effectiveness
5. Quality, Productivity, and Impact
Academic Program Approval Levels

Faculty
Academic Programs and Departments
Colleges
Campuses
(Academic Health Center, Office of Undergraduate Education, Graduate School)
Public Review Period
Executive Vice President and Provost
Board of Regents
Higher Learning Commission
BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

Agenda Item: Consent Report

☐ Review  X Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

Presenters: Karen Hanson, Executive Vice President and Provost

Purpose & Key Points

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

I. Request for Approval of New Academic Programs

- Academic Health Center (Twin Cities campus)—Create Doctor of Occupational Therapy degree
- College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. in Civic Engagement
- Medical School (Twin Cities campus)—Create graduate minor in Neuroscience
- School of Public Health (Twin Cities campus)—Create graduate minor in American Indian Public Health and Wellness
- Swenson College of Science and Engineering (Duluth campus)—Create M.S. degree in
What Makes Up A Degree Program?

- Collegiate Requirement Credits
- Elective Credits
- Liberal Education (LE) Credits
- Liberal Education (LE) credits overlapping with major
- Program Requirements
Types of Degree Program Credits

**COLLEGIATE REQUIREMENTS**
Credits that all students in a given college are required to take, regardless of major/degree program

**LIBERAL EDUCATION CREDITS**
Credits that are integrated into a degree program that fulfill disciplinary and thematic requirements.

**PROGRAM REQUIREMENTS**
Credits that make up a major

**LIBERAL EDUCATION CREDITS OVERLAPPING WITH MAJOR**
Credits that simultaneously satisfy both the major and the liberal education requirements

**ELECTIVE CREDITS**
Additional credits that supplement the major/degree program
Examples of Degree Programs

Collegiate Requirement Credits

Elective Credits

Liberal Education (LE) Credits

Liberal Education (LE) credits overlapping with major

Program Requirements
Mission Fulfillment

September 13, 2018

AGENDA ITEM: Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Scott Lanyon, Vice Provost and Dean of Graduate Education

PURPOSE & KEY POINTS

This is the first item of a four-part series discussing postbaccalaureate education at the University. It includes:

- An overview of the two types of postbaccalaureate degree programs – graduate and professional – and delineate the distinctions between them. Describing the salient characteristics of the two broad postbaccalaureate categories will provide the context for future presentations that will outline differences in program delivery, services, and management.
- A brief description of the nature and levels of administrative support appropriate for each of the types of postbaccalaureate degree programs.
- A more detailed discussion of the role of graduate education and its connection to the University’s mission.
- Discussion of basic data and a schedule of topics to be addressed throughout the series. The committee will be asked to indicate the aspects of the distinction between graduate and professional education they would like to see discussed further and to identify any topics they would like to see included or emphasized in this four-part series.
University of Minnesota Board of Regents
Mission Fulfillment Committee
September 13, 2018

Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota

The Mission Fulfillment Committee’s 2018-19 work plan includes a four-part series discussion on postbaccalaureate education at the University of Minnesota. Topics—including degree definitions and types, enrollment management, funding, key issues, and value and impact to the state—are planned for discussion according the following schedule:

September 2018 Presentation: Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota
- Core distinctions between graduate and professional education
- High-level data and context about the graduate and professional education environments
- University services and administrative support, including an explanation of differences
- Graduate education’s connection to the University’s mission

October 2018 Presentation: Graduate and Professional Education, Part II: Key Aspects and Challenges
- Academic planning including attentiveness to state needs, market, competition, advantage, or areas of expertise
- Enrollment management including trends, diversity, and international recruitment
- Financing of graduate and professional education including student tuition and debt
- Student employment and funding including fellowships, teaching assistantships, research assistantships
- Key issues facing graduate education including student diversity, advising and student success, student mental health, student debt, and rankings
- Key issues facing professional education including online education, student diversity, student mental health, and student debt

December 2018 Presentation: Graduate and Professional Education, Part III: Impact and Outcomes of Graduate Education
- Role of graduate students in advancing knowledge and research
- Direct and indirect impacts to the state, the nation, and the world that stem from graduate education
- Student success outcomes
- Student three-minute thesis presentations

February 2019 Presentation: Graduate and Professional Education, Part IV: Impact and Outcomes of Professional Education
- Role of professional education in addressing workforce needs of state (and beyond)
- State employment facts and data
- Student success measures including licensure and board exam pass rates
- Student examples
Distinction between Graduate and Professional Education

Since 2015, the University of Minnesota has organized institutional support for postbaccalaureate education in alignment with some salient distinctions in the nature of postbaccalaureate degree programs. On the one hand, there is traditional graduate education, where a major portion of the degree program involves research or creative activity; and on the other, there are the professional degree programs—programs whose graduates most often seek applied professional or practice-based employment, where there is often a requirement of licensure to practice, and where outside accreditation bodies play important roles in determining program requirements. While many professional programs involve some research activity, and many research-based degree programs are paying attention to preparing their students for occupations outside of academic or research settings, there is a general distinction that begins with the difference between the Ph.D. and what the U.S. Department of Education formerly referred to as "first professional degrees"—the M.D., D.D.S., J.D., D.V.M., Pharm. D., etc.

Characteristics of graduate degree programs include a preponderance of the following:

- A major portion of the degree program involves research or creative activity and original scholarship.
- Offering a Ph.D., D.M.A, S.J.D., M.S., M.A., and/or M.F.A. degree option.
- Requirement of a dissertation or thesis comprising original scholarship conducted by the student.
- Requirement of an examination committee comprising graduate education faculty to assess a student's readiness for degree completion.
- Requirement of the completion of a research paper or a report of a research project.

Characteristics of professional degree programs include a preponderance of the following:

- Attracting students whose primary objective upon completion is to acquire an applied professional or practice-based job outside the typical academic or research environment.
- Shaped by ethics or principles established by the respective industry or profession.
- Guided by quality standards enforced by a professional association or accreditation body.
- Requirement of professional licensure or passage of examination to practice.

The characteristics noted above shape aspects of the degree programs, such as curriculum requirements and appropriate administrative support. Several academic distinctions among undergraduate, graduate, and professional degree types are outlined further in Table 1.

Graduate and Professional Education Degree Programs and Students

The University of Minnesota reports its data using different methodologies, depending on the various purposes and contexts of the reporting activity and the reporting requirements and instructions. For most Federal and other external requests, the University—following Department of Education guidelines and methodologies—reports (for Fall, 2017) over 231 graduate degree programs and only 6 professional degree programs. The same methodology underlying those numbers yields 13,283 graduate students and 3,860 professional students (for 2017).

Since 2015, however, the University has used the distinction described above for its internal planning and administrative support purposes. Our internal division of the postbaccalaureate educational
landscape yields a much larger number of professional education programs and students. Again, this categorization groups degree programs according to their academic nature and the purposes of the degree programs.

Table 2 is grounded on our administrative delineation of postbaccalaureate education. It lists the University’s 144 graduate degree programs and 93 professional degree programs, while Table 3 shows that there are 7,242 graduate students and 9,901 professional students enrolled in postbaccalaureate degree programs.

Table 1: Academic Distinctions among Undergraduate, Graduate, and Professional Degree Types

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goals</strong></td>
<td>Determined by the campus and program faculty</td>
<td>Determined by the Graduate Program and the discipline</td>
<td>Determined by the external profession</td>
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<tr>
<td><strong>Primary Objective</strong></td>
<td>1. Expectation of completing the comprehensive liberal education curriculum, 2. Identification of a disciplinary focus (major area), and 3. Development of life skills to prepare for post-college life</td>
<td>1. Gain a deep knowledge of a discipline’s content and methodologies, 2. Produce new knowledge, and 3. Develop the skills to critically analyze existing knowledge</td>
<td>1. Master the knowledge and skills of a profession 2. Develop an ability to apply knowledge and skills to a profession</td>
</tr>
<tr>
<td><strong>Professional Pathway</strong></td>
<td>Varied and likely to change one or more times before graduation</td>
<td>Discipline is certain, but specific career path is variable and students within a single program are pursuing many different career paths</td>
<td>Professional identity is clear, and career path is usually well-defined</td>
</tr>
<tr>
<td><strong>Curriculum and Degree Requirements</strong></td>
<td>Shaped by University Liberal Education requirements and core major requirements</td>
<td>Typically more open and flexible; determined by discipline</td>
<td>Fairly closely prescribed</td>
</tr>
<tr>
<td><strong>Quality Oversight</strong></td>
<td>Set by program faculty with guidance from campus curriculum committee</td>
<td>Largely left to the University, graduate programs, and the expectations of the specific academic disciplines</td>
<td>Often shaped by industry standards, accreditations, or other external entities</td>
</tr>
<tr>
<td><strong>Program Milestones</strong></td>
<td>Declaring major, senior projects and capstones, internships</td>
<td>Written Preliminary Exam Oral Prelim Exam Dissertation or Thesis Defense</td>
<td>Professional Exams and Licensures</td>
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Table 2: Graduate Education Degree Programs

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<th>Academic Health Center (UMTC)</th>
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<tr>
<td>Bioethics</td>
<td>M.A.</td>
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<tr>
<td>Integrative Health &amp; Wellbeing Coaching</td>
<td>M.A.</td>
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<tr>
<td>Health Informatics</td>
<td>M.S., Ph.D.</td>
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<table>
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<tbody>
<tr>
<td>Biochemistry, Molecular Biology and Biophysics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Ecology, Evolution and Behavior</td>
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</tr>
<tr>
<td>Microbial Engineering</td>
<td>M.S.</td>
</tr>
<tr>
<td>Molecular, Cellular, Development Biology &amp; Genetics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Plant &amp; Microbial Biology</td>
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<tr>
<td>Business Administration</td>
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<td>Architecture</td>
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<td>Human Factors and Ergonomics</td>
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<td>Landscape Architecture</td>
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<tbody>
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<td>Dentistry</td>
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<tr>
<td>Oral Biology</td>
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<tr>
<td>Dental Hygiene</td>
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<td>Applied Child and Adolescent Development</td>
<td>M.A.</td>
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<td>Child Psychology</td>
<td>M.A., Ph.D.</td>
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<tr>
<td>Education, Curriculum and Instruction</td>
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<td>Educational Psychology</td>
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<td>Family Social Science</td>
<td>M.A., Ph.D.</td>
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<tr>
<td>Kinesiology</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Multicultural College Teaching and Learning</td>
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<table>
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<th>College of Education and Human Service Professions (UMD)</th>
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<tbody>
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<td>Communication Science and Disorders</td>
<td>M.A.</td>
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<tr>
<td>Psychological Science</td>
<td>M.A.</td>
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<thead>
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<th>College of Food, Agricultural and Natural Resource Sciences (UMTC)</th>
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<tbody>
<tr>
<td>Agricultural Education</td>
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<tr>
<td>Animal Sciences</td>
<td>M.S., Ph.D.</td>
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<td>Applied Economics</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Applied Plant Sciences</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Bioproducts &amp; Biosystems Science, Eng &amp; Mgmt</td>
<td>M.S., Ph.D.</td>
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<td>Conservation Sciences</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Entomology</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Food Science</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Land and Atmospheric Science</td>
<td>M.S., Ph.D.</td>
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<tr>
<td>Natural Resources Science and Management</td>
<td>M.S., Ph.D.</td>
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<td>Nutrition</td>
<td>M.S., Ph.D.</td>
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<td>Plant Pathology</td>
<td>M.S., Ph.D.</td>
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<td>Water Resources Science</td>
<td>M.S., Ph.D.</td>
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<td>Organizational Leadership, Policy, and Development</td>
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<td>Social Work</td>
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<td>Sport Management</td>
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<td>Science, Technology and Environmental Policy</td>
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<tr>
<td>Public Affairs</td>
<td>Ph.D.</td>
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<tbody>
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<tbody>
<tr>
<td>American Studies</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Anthropology</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Art History</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Art</td>
<td>M.F.A.</td>
</tr>
<tr>
<td>Asian Literatures, Cultures and Media</td>
<td>M.A., Ph.D.</td>
</tr>
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<table>
<thead>
<tr>
<th>College of Liberal Arts (UMTC) Continued</th>
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</thead>
<tbody>
<tr>
<td>Asian Studies</td>
<td>M.A.</td>
</tr>
<tr>
<td>Classical and Near Eastern Studies</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Comparative Studies in Discourse and Society</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>M.F.A.</td>
</tr>
<tr>
<td>Economics</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>English</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Feminist Studies</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>French</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Geography</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Germanic Studies</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Health Communication</td>
<td>M.A.</td>
</tr>
<tr>
<td>Health Journalism and Communication</td>
<td>M.A.</td>
</tr>
<tr>
<td>Hispanic &amp; Lusophone Lit, Cultures &amp; Linguistics</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>History</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Linguistics</td>
<td>M.A., Ph.D.</td>
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<tr>
<td>Mass Communication</td>
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<tr>
<td>Political Science</td>
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</tr>
<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Rhetoric, Scientific &amp; Technical Communication</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Scientific and Technical Communication</td>
<td>M.S.</td>
</tr>
<tr>
<td>Sociology</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Speech-Language-Hearing Sciences</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Statistics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>M.A., M.F.A., Ph.D.</td>
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<table>
<thead>
<tr>
<th>Medical School (UMC)</th>
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<tbody>
<tr>
<td>Biochemistry, Molecular Biology and Biophysics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Biophysical Sciences and Medical Physics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>History of Science, Technology and Medicine</td>
<td>M.A., Ph.D.</td>
</tr>
<tr>
<td>Integrated Biosciences</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Integrative Biology and Physiology</td>
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</tr>
<tr>
<td>Medical Physics</td>
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</tr>
<tr>
<td>Microbiology, Immunology and Cancer Biology</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Molecular, Cellular, Development Biology &amp; Genetics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Otolaryngology</td>
<td>Ph.D.Otol.</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Rehabilitation Science</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Stem Cell Biology</td>
<td>M.S.</td>
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<tr>
<td>Surgery</td>
<td>M.S.Surg.</td>
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</table>

<table>
<thead>
<tr>
<th>School of Nursing (UMTC)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Ph.D.</td>
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</table>

<table>
<thead>
<tr>
<th>College of Pharmacy (UMTC)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental and Clinical Pharmacology</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Health Journalism and Communication</td>
<td>M.A.</td>
</tr>
<tr>
<td>Medicinal Chemistry</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Pharmaceutics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Social and Administrative Pharmacy</td>
<td>M.S., Ph.D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Public Health (UMTC)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Clinical Research</td>
<td>M.S.</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Health Services Research, Policy &amp; Admin</td>
<td>M.S., Ph.D.</td>
</tr>
<tr>
<td>Molecular and Systems Toxicology</td>
<td>Ph.D.</td>
</tr>
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</table>
### Table 2: Graduate Education Degree Programs

<table>
<thead>
<tr>
<th>College Science and Engineering (UMTC)</th>
<th>Swenson College of Science and Engineering (UMD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering and Mechanics</td>
<td>M.S., Ph.D. Applied and Computational Mathematics</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>M.S., Ph.D. Applied Materials Science</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>M.S., Ph.D. Chemical Engineering</td>
</tr>
<tr>
<td>Biophysical Sciences and Medical Physics</td>
<td>M.S., Ph.D. Chemistry</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>M.S., Ph.D. Civil Engineering</td>
</tr>
<tr>
<td>Chemical Physics</td>
<td>Ph.D. Computer Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>M.S., Ph.D. Geological Sciences</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>M.S., Ph.D. Integrated Biosciences</td>
</tr>
<tr>
<td>Computer Science</td>
<td>M.S., Ph.D. Physics</td>
</tr>
<tr>
<td>Data Science</td>
<td>M.S. Chemical Engineering</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>M.S., Ph.D. Electrical Engineering</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MS.E.E., Ph.D. Engineering Management</td>
</tr>
<tr>
<td>Environmental Restoration Engineering &amp; Science</td>
<td>M.S. Mechanical Engineering</td>
</tr>
<tr>
<td>Geoenvironment</td>
<td>M.S. Geographic Scienes</td>
</tr>
<tr>
<td>History of Science, Technology and Medicine</td>
<td>Ph.D. Veterinary Medicine</td>
</tr>
<tr>
<td>Industrial and Systems Engineering</td>
<td>MS.I.S.Y.E., Ph.D. Veterinary Medicine</td>
</tr>
<tr>
<td>Materials Science and Engineering</td>
<td>MS.M.E., Ph.D. Veterinary Medicine</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M.S., Ph.D. Mechanical Engineering</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>M.S., Ph.D. Mechanical Engineering</td>
</tr>
<tr>
<td>Physics</td>
<td>M.S., Ph.D. Mechanical Engineering</td>
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### Table 3: Professional Education Degree Programs

<table>
<thead>
<tr>
<th>Academic Health Center (UMTC)</th>
<th>College of Education and Human Development (UMTC) Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Health Informatics</td>
<td>Special Education Initial License M.Ed.</td>
</tr>
<tr>
<td>Medical Laboratory Sciences</td>
<td>Special Education M.Ed.</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Sport and Exercise Science M.Ed.</td>
</tr>
<tr>
<td>Carlson School of Management (UMTC)</td>
<td>Sport Management M.Ed.</td>
</tr>
<tr>
<td>Doctor of Business Administration</td>
<td>Teaching M.Ed.</td>
</tr>
<tr>
<td>Accountancy</td>
<td>Work and Human Resource Education M.Ed.</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Youth Development Leadership M.Ed.</td>
</tr>
<tr>
<td>Business Taxation M.B.T.</td>
<td>Social Work MSW</td>
</tr>
<tr>
<td>Human Resources and Industrial Relations</td>
<td>School of Fine Arts Music M.M.</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>Hedge Fine School of Public Affairs (UMTC) Development Practice M.D.P.</td>
</tr>
<tr>
<td>Finance</td>
<td>Human Rights M.H.R.</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>Public Affairs M.P.A.</td>
</tr>
<tr>
<td>College of Continuing and Professional Studies</td>
<td>Public Policy M.P.P.</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Urban and Regional Planning M.U.R.P.</td>
</tr>
<tr>
<td>Addiction Counseling</td>
<td>Labovitz School of Business and Economics Business Administration M.B.A.</td>
</tr>
<tr>
<td>Arts and Cultural Leadership</td>
<td>Law School (UMTC) Law J.D., LL.M.</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Business Law LL.M.</td>
</tr>
<tr>
<td>Integrated Behavioral Health</td>
<td>Patent Law LL.M.</td>
</tr>
<tr>
<td>College of Dentistry (UMTC)</td>
<td>Master of Science Patent Law M.S.P.L.</td>
</tr>
<tr>
<td>Dentistry</td>
<td>College of Liberal Arts (UMTC) Audiology Au.D.</td>
</tr>
<tr>
<td>Dental Therapy</td>
<td>Geographic Information Science M.G.I.S.</td>
</tr>
<tr>
<td>School of Design (UMTC)</td>
<td>Human Rights M.H.R.</td>
</tr>
<tr>
<td>Architecture</td>
<td>Speech-Language-Hearing Science M.A.</td>
</tr>
<tr>
<td>Heritage Studies and Public History</td>
<td>Strategic Communication M.A.</td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>College of Education and Human Development (UMTC) Continued</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC)</td>
<td>Special Education Initial License M.Ed.</td>
</tr>
<tr>
<td>Organizational Leadership, Policy, &amp; Development</td>
<td>Special Education M.Ed.</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Sport and Exercise Science M.Ed.</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>Sport Management M.Ed.</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Teaching M.Ed.</td>
</tr>
<tr>
<td>Family Education</td>
<td>Work and Human Resource Education M.Ed.</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td>Youth Development Leadership M.Ed.</td>
</tr>
<tr>
<td>Leadership in Education</td>
<td>Social Work MSW</td>
</tr>
<tr>
<td>Literacy Education</td>
<td>Hedge Fine School of Public Affairs (UMTC) Development Practice M.D.P.</td>
</tr>
<tr>
<td>Physical Activity and Health</td>
<td>Human Rights M.H.R.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Speech-Language-Hearing Science M.A.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Strategic Communication M.A.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Hedge Fine School of Public Affairs (UMTC) Development Practice M.D.P.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Human Rights M.H.R.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Speech-Language-Hearing Science M.A.</td>
</tr>
<tr>
<td>College of Education and Human Development (UMTC) Continued</td>
<td>Strategic Communication M.A.</td>
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</table>
Table 3: Professional Education Degree Programs Continued

<table>
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<tr>
<th>College of Liberal Arts (UMD)</th>
<th>Degree Program</th>
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<tr>
<td>Liberal Studies</td>
<td>M.Lib.Stu.</td>
</tr>
<tr>
<td>Tribal Administration and Governance</td>
<td>M.T.A.G.</td>
</tr>
<tr>
<td>Tribal Resource &amp; Environmental Stewardship</td>
<td>M.T.R.E.S.</td>
</tr>
<tr>
<td><strong>Medical School (UMTC)</strong></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>M.D.</td>
</tr>
<tr>
<td><strong>Medical School (Duluth)</strong></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>M.D.</td>
</tr>
<tr>
<td><strong>School of Nursing (UMTC)</strong></td>
<td></td>
</tr>
<tr>
<td>Doctor of Nursing Practice D N P</td>
<td>D.N.P.</td>
</tr>
<tr>
<td>Master of Nursing M N</td>
<td>M.N.</td>
</tr>
<tr>
<td><strong>College of Pharmacy (UMTC)</strong></td>
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</tr>
<tr>
<td>Pharmacy</td>
<td>Pharm.D.</td>
</tr>
<tr>
<td><strong>School of Public Health (UMTC)</strong></td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>M.H.A.</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>M.P.H.</td>
</tr>
<tr>
<td>Community Health Promotion</td>
<td>M.P.H.</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>M.P.H.</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>M.P.H.</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td>M.P.H.</td>
</tr>
<tr>
<td>Public Health Administration and Policy</td>
<td>M.P.H.</td>
</tr>
<tr>
<td><strong>College Science and Engineering (UMTC)</strong></td>
<td></td>
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<tr>
<td>Civil Engineering</td>
<td>M.C.E.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>M.C.S.</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>M.Ch.E.</td>
</tr>
<tr>
<td>Geoengineering</td>
<td>M.Geo.E.</td>
</tr>
<tr>
<td>Materials Science and Engineering</td>
<td>M.Mat.S.E.</td>
</tr>
<tr>
<td>Financial Mathematics</td>
<td>M.F.M.</td>
</tr>
<tr>
<td>Medical Device Innovation</td>
<td>M.S.</td>
</tr>
<tr>
<td>Infrastructure Systems Management &amp; Engineering</td>
<td>M.S.I.S.M.E.</td>
</tr>
<tr>
<td>Management of Technology</td>
<td>M.S.M.O.T.</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>M.S.S.E.</td>
</tr>
<tr>
<td>Security Technologies</td>
<td>M.S.S.T.</td>
</tr>
<tr>
<td><strong>Swenson College of Science and Engineering (UMD)</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>M.Eng.</td>
</tr>
<tr>
<td>Environmental Health and Safety</td>
<td>M.Env.Hlth.Sa.</td>
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<tr>
<td><strong>College of Veterinary Medicine (UMTC)</strong></td>
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<tr>
<td>Veterinary Medicine</td>
<td>D.V.M.</td>
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</table>
Table 4: Graduate, and Professional Degree Students, Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Graduate Students</th>
<th>Professional Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duluth Campus</strong></td>
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<tr>
<td>College of Liberal Arts</td>
<td>13</td>
<td>44</td>
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<tr>
<td>College of Pharmacy</td>
<td></td>
<td>228</td>
</tr>
<tr>
<td>College of Education and Human Service Professions</td>
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<td>176</td>
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<tr>
<td>Graduate School</td>
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<tr>
<td>Labovitz School of Business and Economics</td>
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</tr>
<tr>
<td>School of Fine Arts</td>
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</tr>
<tr>
<td>School of Medicine, Duluth</td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Swenson College of Science and Engineering</td>
<td>197</td>
<td>45</td>
</tr>
<tr>
<td><strong>Twin Cities Campus</strong></td>
<td>6887</td>
<td>9235</td>
</tr>
<tr>
<td>Carlson School of Management</td>
<td>96</td>
<td>1613</td>
</tr>
<tr>
<td>Center for Allied Health</td>
<td>70</td>
<td>123</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>907</td>
<td>1347</td>
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<tr>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
<td>656</td>
<td></td>
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<tr>
<td>College of Continuing and Professional Studies</td>
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<td>253</td>
</tr>
<tr>
<td>College of Biological Sciences</td>
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<tr>
<td>College of Design</td>
<td>113</td>
<td>148</td>
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<td>College of Liberal Arts</td>
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<td>219</td>
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<tr>
<td>College of Pharmacy</td>
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<td>443</td>
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<tr>
<td>College of Science and Engineering</td>
<td>2467</td>
<td>278</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>75</td>
<td>426</td>
</tr>
<tr>
<td>Humphrey School of Public Affairs</td>
<td>61</td>
<td>412</td>
</tr>
<tr>
<td>Law School</td>
<td>5</td>
<td>624</td>
</tr>
<tr>
<td>Medical School</td>
<td>212</td>
<td>1685</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>83</td>
<td>501</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>39</td>
<td>480</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>280</td>
<td>683</td>
</tr>
<tr>
<td><strong>Total Postbaccalaureate Students</strong></td>
<td>7242</td>
<td>9901</td>
</tr>
</tbody>
</table>

*Table 4 uses University of Minnesota definitions of Graduate and Profession degrees that differs from definitions used for reporting to the Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education.*
Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota

Presentation to the Board of Regents Mission Fulfillment Committee
September 13, 2018

Karen Hanson
Executive Vice President and Provost

Scott Lanyon
Vice Provost and Dean of Graduate Education
### Postbaccalaureate Degrees:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
</table>
## Primary Objective:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain a deep knowledge of a discipline’s content and methodologies,</td>
<td>1. Master the knowledge and skills of a profession</td>
</tr>
<tr>
<td>2. Produce new knowledge, and</td>
<td>2. Be prepared to apply knowledge and skills in that domain, in</td>
</tr>
<tr>
<td>3. Develop the skills to critically analyze existing knowledge</td>
<td>alignment with its aims and ideals</td>
</tr>
</tbody>
</table>
## Learning Goals:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined by the graduate program and the Discipline</td>
<td>Determined by the external profession</td>
</tr>
</tbody>
</table>
## Curriculum and Degree Requirements:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>More latitude within requirements, more open and flexible</td>
<td>Often clearly delineated</td>
</tr>
</tbody>
</table>
## Program Milestones:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Prelim Exam, Oral Prelim Exam,</td>
<td>Professional Exams and Licensures</td>
</tr>
<tr>
<td>Dissertation or Thesis Defense</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>Professional</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Discipline is certain, but specific</td>
<td>Professional identity is clear, and career path</td>
</tr>
<tr>
<td>career path can be varied and</td>
<td>is often certain</td>
</tr>
<tr>
<td>students within a single program may be</td>
<td></td>
</tr>
<tr>
<td>pursuing many different career paths</td>
<td></td>
</tr>
</tbody>
</table>
## Quality Oversight:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Largely left to the University, graduate programs, the respective disciplines</td>
<td>Often shaped by industry standards, accreditors, or other external entities</td>
</tr>
</tbody>
</table>
# University Student Types Across System Campuses (Fall 2017):

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postbaccalaureate Students</td>
<td>17,143</td>
<td>(25%)</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>44,544</td>
<td>(66%)</td>
</tr>
<tr>
<td>Non-degree Students</td>
<td>6,262</td>
<td>(9%)</td>
</tr>
<tr>
<td>Total UM System</td>
<td>67,949</td>
<td></td>
</tr>
</tbody>
</table>
## Students and Programs:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,242 Students</td>
<td>9,901 Students</td>
</tr>
<tr>
<td>144 degree programs</td>
<td>93 degree programs</td>
</tr>
</tbody>
</table>
Administration and Support

2009  •  Graduate School restructured to shift resources and responsibilities to local control

2015  •  Clearer and academic-based logic for what is considered graduate and professional education

Today  •  Understand need for appropriately sized Graduate School
    •  Understand need for professional education community
## Administration and Support

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>Professional Education Council</td>
</tr>
<tr>
<td>Vice Provost and Dean for Graduate Education</td>
<td>Executive Vice President and Provost</td>
</tr>
<tr>
<td>Council of Graduate Students (COGS)</td>
<td>Professional Student Government (PSG)</td>
</tr>
</tbody>
</table>
GRADUATE EDUCATION
DEEP DIVE: PART 1

Scott Lanyon, Ph.D.
Vice Provost & Dean of Graduate Education
September 13, 2018
Full-time mastering existing knowledge

50% time spent in each activity

Full-time generating and communicating new knowledge
Professional Students

Graduate Students

1\textsuperscript{st} & 2\textsuperscript{nd} Year PhD Students

Research Masters Students
“Generalist”
Capable of Many Things, Expert in None

DEPTH OF KNOWLEDGE/EXPERIENCE

TRANSFERABLE SKILLS & INTERDISCIPLINARY KNOWLEDGE

BREADTH OF KNOWLEDGE/EXPERIENCE

shallow

deep
“I-Shaped”

Expert in One Discipline
CAPABLE OF MANY THINGS, EXPERT IN ONE DISCIPLINE

“T-Shaped”

DEPTH OF KNOWLEDGE/EXPERIENCE

TRANSFERABLE SKILLS & INTERDISCIPLINARY KNOWLEDGE

BREADTH OF KNOWLEDGE/EXPERIENCE

shallow

deep

DISCIPLINARY KNOWLEDGE & SKILLS
Research

**We seek new knowledge** that can change how we all work and live. At the University of Minnesota, **students do research** alongside top professors in all majors.

Education

**We prepare students** to meet the great challenges facing our state, our nation, and our world. As a U of M student you’ll engage with your professors and fellow students from the very beginning. And you’ll develop your strengths with beyond-the-classroom experiences.

Outreach

**We apply our expertise** to meet the needs of Minnesota, our nation, and the world. We **partner with communities** across Minnesota to **engage our students, faculty, and staff** in addressing society’s most pressing issues.

Graduate students are a significant component of the "We" in each of these three portions of our mission statement.
Strategic Objectives

DIVERSITY

Increase the diversity of students receiving graduate degrees & postdoctoral training
Strategic Objectives

ADVOCACY

Advocate for, recognize, support and reward excellence in graduate education & postdoctoral training
BEST PRACTICES

Increase innovation of best practices in graduate education & postdoctoral training
Strategic Objectives

SERVICE

Providing consistently exceptional service to graduate students, postdoctoral scholars, graduate programs, colleges and campuses
Login Required

Many sections of these data portals are password protected. Login with your U of M Internet ID (also known as x500, or university email login) in order to view the entire contents of the reports.

- Carlson School of Management
- College of Biological Sciences
- College of Design
- College of Education & Human Development
- College of Food, Agriculture & Natural Resource Sciences
- College of Liberal Arts
- College of Pharmacy
- College of Science & Engineering
- College of Veterinary Medicine
- Duluth Campus
- Humphrey School of Public Affairs
- Law School
- Medical School
- Rochester Campus
- School of Dentistry
- School of Nursing
- School of Public Health
### Presentation Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
</table>
| September 2018 | • Core distinctions between grad and prof education  
                   • Graduate education’s connection to the University’s mission |
| October 2018   | • Academic planning  
                   • Enrollment management – trends, diversity, and international recruitment  
                   • Financing of postbaccalaureate education – student tuition and debt  
                   • Student employment and funding – fellowships, TAs, RAs  
                   • Key issues facing graduate and professional education |
| December 2018  | • Role of graduate students in advancing knowledge and research  
                   • Impacts to the state, the nation, and the world  
                   • Student success outcomes  
                   • Student 3-minute thesis presentations |
| February 2019  | • Role of professional education in supplying workforce needs to state and beyond  
                   • State employment facts and data  
                   • Student success measures including licensure and board exam pass rates  
                   • Student examples |
Discussion Questions:

1. Are there aspects of the distinction between grad and prof education that need further explanation?

2. Does the presentation series schedule include the correct topics for discussion?
Mission Fulfillment

AGENDA ITEM: Faculty and the Outreach Mission

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Renee Crichlow, Assistant Professor, School of Medicine, Twin Cities campus
Laura Palombi, Assistant Professor, College of Pharmacy, Duluth campus
Thomas Fisher, Professor, College of Design, Twin Cities campus
Larissa Minicucci, Associate Professor, College of Veterinary Medicine, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss how the work of the faculty supports the University’s outreach mission. The discussion will connect to the previous year’s three-part series on the University’s outreach mission in the 21st century.

Four professors will provide examples of their outreach efforts with Minnesota communities to show how the outreach mission is realized in faculty work. The discussion will also include an overview of the role of graduate and professional students in this work.

BACKGROUND INFORMATION

The Board discussed the University’s outreach mission in the following recent items:

- February 2018: Outreach and Public Service Strategic Work Plan and Systemwide Communication Framework, Board of Regents
- February 2018: System-Wide Strategic Plan: Academic Investment Strategy Principles and Direction, Mission Fulfillment Committee
- December 2017: 21st Century Outreach Mission, Part II: Statewide Public Engagement, Mission Fulfillment Committee
- December 2017: 2017 University Plan, Performance, and Accountability Report, Board of Regents
- October 2017: 21st Century Outreach Mission, Part I: Extension and Research Outreach Centers, Mission Fulfillment Committee
Board of Regents Policy: *Mission Statement* defines the outreach and public service mission as follows:

To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.
University of Minnesota Board of Regents  
Mission Fulfillment Committee  
September 13, 2018

Faculty and the Outreach Mission

Four University professors will provide examples of their outreach efforts with Minnesota communities to show how the outreach mission is actualized in faculty work.

Renee Crichlow MD, FAAFP, Assistant Professor and Director of Advocacy and Policy  
Department of Family Medicine and Community Health, School of Medicine, Twin Cities Campus

Dr. Renee Crichlow is a full spectrum family physician at the University. Her experience in health policy includes completing a fellowship in primary care health policy with the U.S. Department of Health and Human Services. Dr. Crichlow attended medical school at University of California, Davis. Following residency, she completed her first fellowship in faculty development (clinical research focus) at the University of California, San Francisco. Dr. Crichlow then joined the faculty at UC Davis with a joint appointment in Family Medicine and OB/gynecology. Following UC Davis she worked and taught as a family physician in rural Montana while on faculty with the University of Washington in the Montana Family Medicine Residency Program. She joined the University of Minnesota Department of Family and Community Medicine 2009. Dr. Crichlow is the founder of a youth health career mentorship program in North Minneapolis called The Ladder which has been engaging learners and physicians at every level. She was the Minnesota Academy of Family Physicians Teacher of the year in 2017 and is currently the President-Elect for the Minnesota Academy of Family Physicians representing over 3000 Family Physicians across Minnesota.

Laura Palombi, Pharm.D., M.P.H., M.A.T., Assistant Professor  
College of Pharmacy, Duluth Campus

Laura Palombi is an assistant professor at the College of Pharmacy in Duluth. Her clinical, research and teaching focus is on substance use with a focus on the opioid crisis. She serves as a clinical consultant for the Carlton County Drug Court team and is an active member of numerous rural coalitions that strive to reduce and prevent substance use. With community partners across northeastern Minnesota, she has planned and implemented nearly a dozen Community Forums on Heroin and Opioid Abuse, bringing together community members to learn more about substance use prevention and intervention and to find community-specific solutions, as well as nearly a dozen focus groups with individuals in short and long term recovery to learn more about how rural communities can better support recovery.

In collaboration with health care and public health professionals across the state, she recently launched the University of Minnesota Naloxone Resource site (https://z.umn.edu/naloxone) which provides critical information on the opioid overdose reversal drug naloxone as well as an online Continuing Medical Education (CME)/Continuing Pharmaceutical Education (CPE) course that
healthcare professionals across the state can utilize free of charge. Dr. Palombi is the 2018 recipient of the American Public Health Association - Alcohol Tobacco and Other Drug (ATOD) Section's Community Leadership Award, was recently named one of Duluth's "20 under 40" award winners for 2018, and was the President's Civic Engagement Steward Award recipient in 2017.

**Thomas Fisher, Professor and Director, Minnesota Design Center, and Dayton Hudson Chair in Urban Design, College of Design, Twin Cities Campus**

Thomas Fisher is a Professor in the School of Architecture and the Director of the Minnesota Design Center at the University of Minnesota's College of Design. A graduate of Cornell University in architecture and Case Western Reserve University in intellectual history, he was previously the Dean of the College of Design. Recognized in 2005 as the fifth most published writer about architecture in the United States, he has written 10 books, over 60 book chapters or introductions, and over 450 articles in professional journals and major publications, and he has been named a top-25 design educator four times by Design Intelligence.

**Larissa Minicucci D.V.M., M.P.H., Dipl. ACVPM, Associate Professor, Veterinary Population Medicine, College of Veterinary Medicine, Twin Cities Campus**

Larissa Minicucci is currently an Associate Professor in the Department of Veterinary Population Medicine at the College of Veterinary Medicine. She also directs the DVM/MPH program in collaboration with the School of Public Health. Dr. Minicucci utilizes experiential learning as a core component of her teaching in the veterinary program. She partners with over 15 community organizations to bring students out of the classroom to engage in conversation with their future colleagues and clients. In 2009, she and several veterinary students founded the Campus Life Organization SIRVS (Student Initiative for Reservation Veterinary Services). This student-led organization delivers veterinary care in four Native American communities in Minnesota in partnership with volunteer veterinarians and technicians. Community members in turn provide cultural education on campus for veterinary students and community resources to conduct clinics. The collaboration now includes a youth education component to introduce children in the communities served to science and the health professions. The focus of this partnership highlights the knowledge exchange component of the University's outreach and service mission utilizing a culturally competent bilateral exchange of ideas for the improvement of both animal and human health.
Faculty and the Outreach Mission
Board of Regents
Mission Fulfillment Committee
September 13, 2018

Laura Palombi,
Assistant Professor, College of Pharmacy, Duluth Campus

Kelsey Melgaard,
PharmD/MPH Student, College of Pharmacy, Duluth Campus

Thomas Fisher,
Professor, College of Design, Twin Cities Campus

Renee Crichlow,
Assistant Professor, School of Medicine, Twin Cities Campus

Larissa Minicucci,
Associate Professor, College of Veterinary Medicine, Twin Cities Campus

Mikayla Dolan,
D.V.M. Student, College of Veterinary Medicine, Twin Cities Campus
Our Work to Address the Opioid Crisis

• Support rural, interprofessional community coalitions in mobilizing against opioid use disorder
• Clinical consultant on Carlton County Drug Court and programming support for northeastern Minnesota drug courts
• Engagement with health care systems and health care professionals to improve care for patients with opioid use disorder
Interprofessional Community Coalition Activities

• Community Forums
  – Panelist format
  – Conference-style

• Educational Events
  – Evening community educational events
  – Above the Influence weeks at local High Schools
  – Programming for parents

• Pursuit of Funding Opportunities
  – Drug Free Communities Grant
  – Department of Human Services Grants
  – University Grants
  – USDA/NIFA, SAMHSA grants
Interprofessional Community Coalition Activities

• Take it to the Box
• Public Service Announcements
• Prescription Drug Storage Recommendations
• Community Naloxone Training & Distribution
• Engaging Health Care Providers
Engaging with Health Care Professionals to Improve Care for Opioid Use Disorder

• Hospitals, Clinics, and Community Pharmacies
  – Naloxone protocols for high risk and overdose patients
  – Facilitating communication with other local resources: treatment facilities, mental health, needle exchange
  – Encouragement to provide medication assisted treatment (MAT)
  – Engaging staff with community coalitions
  – Continuing medical education (CME) focused on safe opioid prescribing and initiatives
Engaging with Health Care Providers & Systems

- Continuing Medical Education for Health Care Professionals
  - Supported by the Statewide Targeted Response to the Opioid Crisis
  - Included over 100 health care providers from St. Louis and Carlton Counties
Naloxone: A Critical Tool to Fight the Opioid Crisis

Overview

This presentation is provided for pharmacists and providers who wish to learn more about factors that increase an individual's risk of opioid overdose. Identify signs and symptoms of opioid overdose, and understand the pros and cons of different naloxone formulations. The presentation will review resources patients may use to access naloxone, describe legal considerations for prescribing and dispensing of naloxone in Minnesota, and discuss available naloxone and opioid resources for healthcare providers and patients.

Presentation Resources
One hour of free Continuing Education for Minnesota prescribers and pharmacists
Faculty and the Outreach Mission
Board of Regents
Mission Fulfillment Committee
September 13, 2018

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Larissa Minicucci,
Associate Professor, College of Veterinary Medicine, Twin Cities Campus

Mikayla Dolan,
D.V.M. Student, College of Veterinary Medicine, Twin Cities Campus
The Ladder

“Lift as you Climb, Build as you Grow”
Faculty and the Outreach Mission
Board of Regents
Mission Fulfillment Committee
September 13, 2018

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Mikayla Dolan,
D.V.M. Student, College of Veterinary Medicine, Twin Cities Campus
Mission Fulfillment

AGENDA ITEM: Consent Report

☐ Review  X  Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs

- Academic Health Center (Twin Cities campus)—Create Doctor of Occupational Therapy degree
- College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. in Civic Engagement
- Medical School (Twin Cities campus)—Create graduate minor in Neuroscience
- School of Public Health (Twin Cities campus)—Create graduate minor in American Indian Public Health and Wellness
- Swenson College of Science and Engineering (Duluth campus)—Create M.S. degree in Mathematical Sciences
- Crookston campus—Create Bachelor of English Education: Communication Arts and Literature and English Education undergraduate minor

II. Request for Approval of Changed Academic Programs

- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Developmental Science and Developmental Psychopathology and Clinical Science within the Ph.D. degree in Child Psychology
- College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate programs between the B.S. and M.S. degree in Computer Science and the B.Comp.E. degree and the M.S. degree in Computer Science
- School of Public Health (Twin Cities campus)—Deliver the Clinical Research M.S. degree partially online
III. Request for Approval of Discontinued Academic Programs

- College of Science and Engineering (Twin Cities campus)—Discontinue M.S. degree and graduate minor in Environmental Restoration Engineering and Science
- Swenson College of Science and Engineering (Duluth campus)—Discontinue M.S. degree in Applied and Computational Mathematics

IV. Request for Conferral of Tenure for Outside Hires

- Mike Christenson, Professor with tenure, School of Architecture, College of Design
- Peter Crawford, Professor with tenure, Medicine, Medical School
- Petrus (Piet) de Groen, Professor with tenure, Medicine, Medical School
- Benjamin Hayden, Associate professor with tenure, Neuroscience, Medical School
- Kristen Jacklin, Professor with tenure, Family Medicine & Biobehavioral Health, Medical School
- Prakash Kara, Associate professor with tenure, Neuroscience, Medical School
- Michael Schutz, Professor with tenure, Animal Science, College of Food, Agricultural, and Natural Resource Sciences
- Elizabeth Sumida Huaman, Associate professor with tenure, Organizational Leadership, Policy, and Development, College of Education and Human Development
- Wayne Warry, Professor with tenure, Family Medicine & Biobehavioral Health, Medical School
- Wendy Reed, Professor with tenure, Biology, Swenson College of Science and Engineering
- Jeffrey Ratliff-Crain, Professor with tenure, Center for Learning Innovation, University of Minnesota Rochester

V. Request for Conferral of Tenure for Internal Hire

- Amy Hewitt, Professor with tenure, Organizational Leadership, Policy, and Development, College of Education and Human Development

VI. Request for Promotion in Rank

- Marilyn “Susie” Nanney, Professor emerita with tenure, Family Medicine and Community Health, Medical School

BACKGROUND INFORMATION

This report appears as a regular item on the Mission Fulfillment 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.

Board of Regents Policy: Reservation and Delegation of Authority, calls for tenure and/or promotion recommendations to be brought before the Mission Fulfillment Committee for action.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the Consent Report.
I. Request for Approval of New Academic Programs

- **Academic Health Center (Twin Cities campus)—Create Doctor of Occupational Therapy degree**

  The Academic Health Center on the Twin Cities campus requests approval to create a new Doctor of Occupational Therapy (O.T.D.) degree, effective fall 2019. The proposed program is being created in response to new accreditation standards mandating that the entry-level degree requirement for occupational therapists will be at the doctoral level. The program will make use of many existing courses and resources, and the existing Master of Occupational Therapy (M.O.T.) will be discontinued once currently enrolled students complete the program.

- **College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. in Civic Engagement**

  The College Continuing and Professional Studies on the Twin Cities campus requests approval to create and Master of Professional Studies (M.P.S.) degree in Civic Engagement, effective spring 2019. The proposed program serves adult students looking to broaden their professional managerial skills in social and civic issues. Areas of concentration in the program include civic life and social justice, global citizenship, and election administration. The election administration track is administered in conjunction with the Humphrey School of Public Affairs. The proposed program makes use of existing resources.

- **Medical School (Twin Cities campus)—Create graduate minor in Neuroscience**

  The School of Public Health on the Twin Cities campus requests approval to create a graduate minor in Neuroscience, effective fall 2018. The proposed program provides experimental and analytical approaches to studying the interdisciplinary fields that make up the study of the brain and nervous system, including molecular and cell biology, behavioral biology, biochemistry, genetics, pharmacology, physiology, and psychology. The proposed program makes use of existing courses and resources.

- **School of Public Health (Twin Cities campus)—Create graduate minor in American Indian Public Health and Wellness**

  The School of Public Health on the Twin Cities campus requests approval to create a graduate minor in American Indian Public Health and Wellness, effective fall 2018. The proposed program is designed to help students understand how to work respectfully and effectively with Tribes and American Indian communities, to understand the basis of health services, and study the implications of specific tribal (local and federal) law to help improve the health issues currently experienced by American Indians. The proposed program makes use of existing courses resources.
- **Swenson College of Science and Engineering (Duluth campus)—Create M.S. degree in Mathematical Sciences**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Master of Science (M.S.) degree in Mathematical Sciences, effective fall 2018. The proposed program is for students wishing to pursue careers that use applied mathematics and statistics in science, industry, business, and teaching, and for those wishing to go on for doctoral degrees in mathematics or statistics. It emphasizes the use of modern modeling techniques and computational methods with areas of concentration available in continuous modeling, probability/statistics, and discrete mathematics. The proposed program makes use of existing courses and resources.

- **Crookston campus—Create Bachelor of English Education: Communication Arts and Literature and English Education undergraduate minor**

  The Crookston campus requests approval to create a bachelor of English Education: Communication Arts and Literature and an accompanying undergraduate minor in English Education, effective spring 2019. The proposed programs will enhance students’ understanding of education practices, while developing critical thinking, communication, and theoretical application skills. The programs complement and expand upon professional teaching licensure requirements and make use of existing courses and resources.

II. **Request for Changes to Academic Programs**

- **College of Education and Human Development (Twin Cities campus)—Create sub-plans in Developmental Science and Developmental Psychopathology and Clinical Science within the Ph.D. degree in Child Psychology**

  The College of Education and Human Development on the Twin Cities campus requests approval to create sub-plans in Developmental Science and Developmental Psychopathology and Clinical Science within the Doctor of Philosophy (Ph.D.) degree in Child Psychology, effective spring 2019. The proposed sub-plans better reflect current curricular alignment and student demand.

- **College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate programs between the B.S. and M.S. degree in Computer Science and the B.Comp.E. degree and the M.S. degree in Computer Science**

  The College of Science and Engineering on the Twin Cities campus requests approval to create integrated undergraduate/graduate programs between with Bachelor of Science (B.S.) and Master of Science (M.S.) degrees in Computer Science, as well as the Bachelor of Computer Engineering (B.Comp.E.) and the Master of Science (M.S.) degree in Computer Science, effective fall 2018. Integrated degree programs allow eligible students to have a more seamless academic transition from the undergraduate degree program to the graduate degree program.
School of Public Health (Twin Cities campus)—Deliver the Clinical Research M.S. degree partially online

The School of Public Health on the Twin Cities campus requests approval to deliver the Master of Science (M.S.) degree in Clinical Research partially online, effective fall 2018. The college has continually planned for and allocated resources to this means of program delivery. This better allows the college to serve current and prospective students.

III. Request for Approval of Discontinued Academic Programs

College of Science and Engineering (Twin Cities campus)—Discontinue M.S. degree and graduate minor in Environmental Restoration Engineering and Science

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Master of Science (M.S.) degree and graduate minor in Environmental Restoration Engineering and Science, effective fall 2018. There are no students currently enrolled in the program.

Swenson College of Science and Engineering (Duluth campus)—Discontinue M.S. degree in Applied and Computational Mathematics

The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue the Master of Science (M.S.) degree in Applied and Computational Mathematics, effective fall 2018. Faculty and staff will support currently enrolled students toward degree completion.
Tenured Outside Hires

The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member’s academic appointment at the University.

Tenured Hires for the September 2018 Board of Regents meeting – Twin Cities campus
Recommended by Executive Vice President and Provost Karen Hanson

Mike Christenson
Professor with tenure
School of Architecture
College of Design

Professor Christenson earned a Master of Architecture from the University of Minnesota in 1997. His research and creative activity resides within the field of architectural epistemology, the study of how knowledge about architecture is produced, structured, and disseminated. Previously, he was a Professor of Architecture at North Dakota State University.

Peter Crawford
Professor with tenure
Medicine
Medical School

Professor Crawford’s research program uses advanced technologies in mass spectrometry and magnetic resonance spectroscopy coupled with gene-targeting approaches in mice to unravel the metabolic origins of disease with a focus on heart failure and steatohepatitis. He earned his M.D. and Ph.D. from Washington University St. Louis in 1999. Dr. Crawford joins the University of Minnesota from the Sanford Burnham Prebys Medical Discovery Institute in Florida where he was an associate professor and Director of the Cardiovascular Metabolism Program.

Petrus (Piet) de Groen
Professor with tenure
Medicine
Medical School

Dr. de Groen is a gastroenterologist who has made substantive contributions in identifying causes for dysregulation throughout the digestive system, and means for treatment. He earned his M.D. in Medicine Study from the Catholic University Nijmegen in 1981. He joins the University of Minnesota from the Mayo Clinic.
Benjamin Hayden  
Associate professor with tenure  
Neuroscience  
Medical School  

Professor Hayden’s research is focused on the cognition of decision-making, specifically how different choices are weighed under various situations. He earned his Ph.D. in molecular and cell biology from the University of California Berkeley in 2005. Previously, he was an associate professor at the University of Rochester.

Kristen Jacklin  
Professor with tenure  
Family Medicine & Biobehavioral Health  
Medical School  

Professor Jacklin’s research focuses on chronic disease care for Indigenous peoples, including investigations concerning aging, cognitive health and dementia, diabetes, and Indigenous health/medical education. She earned her Ph.D. in Medical Anthropology from McMaster University in 2007. Prior to joining the University of Minnesota, Dr. Jacklin was an associate professor at the Northern Ontario School of Medicine.

Prakash Kara  
Associate professor with tenure  
Neuroscience  
Medical School  

Professor Kara is internationally recognized as one of the leading neuroscientists examining activity within the cerebral cortex. He earned his Ph.D. in neuroscience/physiology from the University of Alabama at Birmingham in 1998. He was recruited to the University of Minnesota from the Medical University of South Carolina (MUSC).

Michael Schutz  
Professor with tenure  
Animal Science  
College of Food, Agricultural, and Natural Resource Sciences  

Dr. Schutz’s extension program focuses on investigating genetics and management practices that enhance milk quality through improved herd health and well-being of dairy cattle. He earned a Ph.D. in animal breeding and genetics from Iowa State University in 1991. Most recently, Professor Schutz was a professor at Purdue University.

Elizabeth Sumida Huaman  
Associate professor with tenure  
Organizational Leadership, Policy, and Development  
College of Education and Human Development  

Dr. Sumida Huaman’s research surrounds Indigenous education in Latin America and the United States. She earned her Ed.D. in
international educational development from Columbia University in 2009. Most recently, Dr. Sumida Huaman was an associate professor at Arizona State University.

Wayne Warry  
Professor with tenure  
Family Medicine & Biobehavioral Health  
Medical School  

Dr. Warry’s research interests reside within rural and remote health, American Indian/Indigenous health, and dementia. He earned his Ph.D. from the Australian National University in 1983. Professor Warry served most recently as a professor at Laurentian University.

Tenured Hires for the September 2018 Board of Regents meeting – Duluth Campus  
Recommended by Chancellor Lendley Black  

Wendy Reed  
Professor with tenure  
Biology  
Swenson College of Science and Engineering  

Wendy Reed received her Ph.D. in Ecology and Evolutionary Biology from Iowa State University in 2000. She has served most recently as Professor of Biological Sciences at North Dakota State University and held administrative roles as department head, assistant dean, and associate dean. Her research has focused on physiological ecology and how environments impact parent and offspring fitness among bird varieties. Dr. Reed will serve as dean of Swenson College of Science and Engineering.

Tenured Hires for the September 2018 Board of Regents meeting – Rochester Campus  
Recommended by Executive Vice President and Provost Karen Hanson  

Jeffrey Ratliff-Crain  
Professor with tenure  
Center for Learning Innovation  
University of Minnesota Rochester  

Dr. Ratliff-Crain received his Ph.D. in Medical Psychology from Uniformed Services University of the Health Sciences in 1991. Prior to joining the University of Minnesota, he served as professor of psychology at Augustana College. Dr. Ratliff-Crain’s most recent research interests include improving teaching and learning with emphasis on student academic development over the full undergraduate experience. He will serve as vice chancellor on the Rochester campus.
Tenured Internal Hire

Amy Hewitt

Professor with tenure
Organizational Leadership, Policy, and Development
College of Education and Human Development

Professor Hewitt earned her Ph.D. in social work from the University of Minnesota in 1998. Previously, she served as Director of MN Leadership in Neurodevelopmental Disabilities (LEND) at the University of Minnesota. Dr. Hewitt’s research focuses on improving lives and opportunities for community inclusion for people with intellectual and developmental disabilities (IDD) and their families through the delivery of technical assistance, training, interdisciplinary education and research that improves policy and practice.

Promotion in Rank
Recommended by President Eric Kaler and Executive Vice President and Provost Karen Hanson

Marilyn “Susie” Nanney

Professor emerita with tenure
Family Medicine and Community Health
Medical School

Professor Nanney earned her Ph.D. in public health research and behavioral science and health education from Saint Louis University in 2004. Dr. Nanney died on June 15, 2018 and was in the process of applying for promotion to professor. She was an accomplished researcher who dedicated her career to improving the health and nutrition of underserved populations, particularly children. Dr. Nanney’s research focused on childhood and adolescent obesity, health disparities and school nutrition policies and practices.
AGENDA ITEM: Information Items

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to inform the Board of Regents of recent student, faculty, and staff activities and awards at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

BACKGROUND INFORMATION

This report appears as a regular item on the Mission Fulfillment Committee agenda.
This report highlights select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

University Highlights
The Carlson Family Foundation has made an investment of $10 million in the Carlson School of Management. With an additional $5 million in giving across the University since the launch of the Driven campaign in July 2011, the Carlson Family becomes one of the largest donors to the Driven campaign.

The Department of History announced a $300,000 grant from the Andrew W. Mellon Foundation to advance the research and training of graduate students in American history. In particular, the funding is dedicated to diversifying the next generation of scholars by providing resources to support students studying African American, Native American, and immigration history, and others with a commitment to diversity in the professoriate.

The Inorganometallic Catalyst Design Center (College of Science and Engineering) has received a $12 million grant over four years from the U.S. Department of Energy to continue leading the discovery of a new class of materials used in energy research.

The Masonic Cancer Center has received an overall rating of ‘Outstanding’ from the National Cancer Institute (NCI), as well as a renewal of its five-year Cancer Center Support Grant and reconfirmation of its comprehensive status.

A University of Minnesota team will receive $3.1 million over four years from the Defense Advanced Research Projects Agency (DARPA), an agency of the U.S. Department of Defense, to create new electronics capabilities that protect our country’s economic and national security interests.

*Mpls.St.Paul Magazine* released its annual “Top Doctors” list. This year, more than 150 University of Minnesota Health physicians were recognized for their exceptional care.

The National Association of College and University Business Officers (NACUBO) has recognized the University of Minnesota Morris with a 2018 NACUBO Award. This award honors excellence and innovation in sustainability leadership areas including finance, facilities, operations, environment, community, and climate. Morris was noted for "transforming its rural area with clean energy initiatives both on campus and in its community."
The University of Minnesota Twin Cities (UMTC) has been named among Forbes magazine’s 2018 “Top 25 Public Colleges.” UMTC was one of two newcomers to this year’s list, ranking 24th overall.

**Faculty and Staff Activities and Awards**

Alan Benson, work and organizations, won two major early career awards. He is the recipient of the 2018 Frank Giarratani Rising Star Award and the John T. Dunlop Scholar Award. The Rising Star Award recognizes the contributions of junior scholars through their industry-based research. The Dunlop Award recognizes outstanding contributions to research that address industrial relations/employment problems of national significance.

Lynne Borden, family social science, was honored with a 2018 College of Agricultural, Consumer & Environmental Sciences (ACES) Alumni Association Career Achievement Award from the University of Illinois, Urbana-Champaign. This award recognizes graduates from the College of ACES who have had exceptional professional achievement and/or made extraordinary humanitarian contributions.

Wei-Kuo Chen, mathematics; Lindsay Glesener, physics and astronomy; Lauren Linderman, civil, environmental, and geoengineering; Soheil Mohajer, electrical and computer engineering; and Cara Santelli, earth sciences, received CAREER awards from the National Science Foundation’s Faculty Early Career Development (CAREER) Program.

Yue Chen, biochemistry, molecular biology and development, received an early-career award from the National Science Foundation to study a specific cellular signaling pathway using quantitative chemical proteomics.

Heather Conrad, School of Dentistry, was elected Examiner-Elect of the American Board of Prosthodontics. She is the second woman to hold this position in the 70-plus year history of the board.

JP Dundore-Arias and Linda Kinkel were awarded a 3-year, $499,950 USDA-NIFA grant “Advancing Ecological, Evolutionary, and Mechanistic Understanding of Natural and Induced Suppressive Soil Microbiomes.”

Jayne Fulkerson and Diane Treat-Jacobson, School of Nursing, were named holders of a Cora Meidl Siehl Endowed Chair in Nursing Research, which is designed to foster the study and improvement of patient care delivered by nurses through the systematic development of models in acute care, long-term care and ambulatory care.

Russell Funk, strategic management and entrepreneurship, has received a $543,678 grant from the Science of Science and Innovation Policy, a division of the National Science Foundation, in order to develop new ways of identifying and fostering breakthroughs in scientific research.
Maria Gini, computer science and engineering, received the Harrold and Notkin Research and Graduate Mentoring Award from the National Center for Women & Information Technology (NCWIT). This award recognizes faculty members who combine outstanding research accomplishments with excellence in graduate mentoring, as well as those who advocate for recruiting, encouraging, and promoting women and minorities in computing fields at both a local and national level.

Brad Greenwood, information and decision sciences, received the Emerging Scholar Award from the Academy of Management (AOM). The award, presented by the Technology and Innovation Management (TIM) Division of the AOM, is given annually to an up-and-coming scholar who has achieved a notable publication record early in his or her academic career and whose scholarly contributions show exceptional quality and great promise of becoming influential in the area of technology and innovation management.

Megan Gunnar, Institute of Child Development, is the 2018 recipient of the Lifetime Achievement Award from the International Society of Psychoneuroendocrinology (ISPNE). The organization’s prestigious lifetime achievement award is given to outstanding scientists in recognition of their contributions to the field of psychoneuroendocrinology.

Mark Herzberg, School of Dentistry, was elected vice president of the American Association for Dental Research (AADR), a non-profit organization whose mission is to advance research and increase knowledge for the improvement of oral health, support and represent the oral health research community, and facilitate the communication and application of research findings.

Casey Hooke, School of Nursing, was selected as a fellow to the American Academy of Nursing (AAN). This achievement is considered one of the highest honors in the nursing profession.

Mike John, School of Dentistry, was appointed editor-in-chief for the Journal of Evidence-Based Dental Practice. This journal has two primary goals: to improve patients' outcomes and health and facilitate decision-making that results in better patient outcomes, enhanced research planning, better products and improved policy development.

Anup Kollanoor Johny, animal science, was selected for the Outstanding Service Award (Food Microbiology Division) from the Institute of Food Technologists (IFT). This award annually recognizes one of its active members who strive to advance the division specialty’s field of research or industry or has a long history of service to the Division.

Amy Kircher, Food Protection and Defense Institute, is featured in the Smithsonian exhibit Outbreak: Epidemics in a Connected World for her work on disaster supply chains.

Scott McClanahan was installed as the 2018-19 president of the American Board of Endodontics. Founded in 1956, the American Board of Endodontics is the only certifying board for the specialty of endodontics and is one of the nine specialty boards recognized by the American Dental Association.
Barb McMorris, School of Nursing, was awarded the Friend of Early Career Preventionist Network Award from the Society for Prevention Research. The award is presented to a mid-career or senior preventionist who has supported and encouraged early-career persons and been supportive of involvement in prevention efforts.

Michael Osterholm, School of Public Health, was named one of five Science Envoys by the U.S. Department of State. Osterholm will work with various nations on antimicrobial stewardship and infectious disease preparedness.

Barb Peterson, School of Nursing, received the 2018 International Society of Psychiatric Nurses Education Award. This award acknowledges exceptional creativity and effectiveness in curriculum development, teaching strategies, student recruitment and support, educational outreach, and/or other activities by a psychiatric-mental health nurse educator viewed as a mentor and role model by colleagues and students.

Stephen Shuman, Oral Health Services for Older Adults Program, has been named a fellow by The Gerontological Society of America (GSA). Shuman is only the eighth dental professional to be awarded this distinction in more than 70 years by the GSA.

Garrett Steede, agricultural communication & marketing incoming faculty member, received the North American Colleges and Teachers of Agriculture (NACTA) Graduate Student Teaching Award. The purpose of this award is to recognize and reward graduate students who excel as teachers in the agricultural disciplines.

Kathleen Vohs, marketing, has been named one of the top behavioral economists in the world by TheBestSchool.org. She was placed on the “25 Top Behavioral Economists” list, which features some of the most well-known academics around the globe.

The Minnesota Association of Agricultural Educators (MAAE) presented Lyle Westrom, University of Minnesota Crookston, with the MAAE Presidential Award of Merit. The award is given to honor someone with a lifetime of commitment and devoted support for Minnesota agriculture and agricultural education.

Diane Wiese-Bjornstal, kinesiology, was selected as a fellow in the National Academy of Kinesiology. To be inducted into membership, an individual must meet rigorous criteria for scientific research, professional scholarship, and service to the field.

Fang Yu, School of Nursing, was named the holder of a Long-Term Care Professorship, which is designed to facilitate research relating to the long-term care of the elderly.

Sri Zaheer, dean, Carlson School of Management, has been named the 2018 recipient of the PWC Strategy & Eminent Scholar Award. This is the most distinguished award in the International Management Division of the Academy of Management and recognizes lifetime achievement in international management scholarship.
Shaker Zahra, strategic management and entrepreneurship, has been elected a member the Fellows Group of the Academy of Management (AOM). The Fellows Group honors AOM members who have made significant contributions to the science and practice of management.

**Student Activities and Awards**

Andy Aldrich and Jennifer Enich, second year dental students, were awarded Dr. Michael Till – Northern Minnesota Dental Scholarships. These scholarships provide financial assistance to promising dental students from rural Minnesota in hopes of having them return to practice in outstate Minnesota.

*Poets & Quants* has named Carlson Executive MBA (CEMBA) students Raha Been and Carlos Demiranda to its Best and Brightest Executive MBA Students in the Class of 2018 list. The winners were chosen based on class contributions, academic performance, extracurricular involvement, professional achievement, personal intangibles, and unique personal stories.

Daniel Cooper and Eugene Hall, graduate students, family social science, have each been awarded an American Association for Marriage and Family Therapy (AAMFT) Minority Fellowship Program Dissertation Completion Fellowship. AAMFT created the program to expand the delivery of culturally competent mental health and substance abuse services to underserved minority populations.

Yi-Ju Lai, Ph.D candidate, curriculum and instruction, was selected as one of two graduate student board members of the prestigious, international journal *TESOL Quarterly*. The journal connects theory with practice and addresses the practical concerns in the fields of language acquisition and applied linguistics.

Courtney Olson, graduate student, chemistry, received the 2018 William G. Fateley Student Award by the Coblentz Society. This award recognizes outstanding contributions to vibrational spectroscopy during a current Ph.D. program.

CLA Alumnus of Notable Achievement and photographer Wing Young Huie ('79, journalism) has been named The McKnight Foundation's 2018 distinguished artist. The award is given each year to a Minnesotan who has made a significant contribution to the state's cultural life.