Mission Fulfillment Committee

September 2020

September 10, 2020

2:00 p.m.

Boardroom, McNamara Alumni Center

MIS - SEP 2020

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **September 10, 2020**

AGENDA ITEM: 2020-21 Committee Work Plan

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Regent Tom Anderson
Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss the committee's 2020-21 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
2020-21 Work Plan

Date	Topics
2020	
September 10-11	• **2020-21 Committee Work Plan** The committee will discuss the work plan agenda items for the 2020-21 meetings. • **Report on Academic Program Changes** The committee will hear an update on academic program changes approved by the Board in 2019-20, including an explanation of faculty and administrative review and approval process with descriptions from leaders from a variety of academic programs. **Systemwide Strategic Plan Commitment 1, Goal 3c* • **COVID-19 Pandemic Update and Future Planning** The item will include a fall 2020 status update (including enrollment numbers) and necessary responses including faculty training that supports successful online learning. The discussion will also include a discussion of triggers for an early pivot, and early planning for Spring semester.
October 8-9	• **Academic & Research Planning Workgroup Update** The committee will hear an update from the Workgroup as well as review their process and final report. • **Systemwide Enrollment Management** The item will include reports of each campus' Board-endorsed five-year enrollment plan, future considerations for international students, analysis of current test-optional admission practices, work of the Minnesota P-20 Council, the Minnesota Transfer Curriculum and articulations, and Inter-University transfer students. Twin Cities and Duluth campus leadership will also provide an overview of their graduate and professional enrollment. **Systemwide Strategic Plan Commitment 1, Goals 1a, 1b, 1c*
December 10-11	• **Annual Report on the Status of University Research & Commercialization of Technology** As required by Board Policy, the committee will receive an update on the status of the University's research and technology commercialization enterprise. **Systemwide Strategic Plan Commitment 2, Goals 1, 2, 3* • **Strengthening Career Readiness and Outcomes for All Students** The committee will discuss systemwide career preparation and employer relations strategies and initiatives, employment statistics for recent graduates, success of programming in select Twin Cities colleges, support for career preparation and development for undergraduate students systemwide, and results from recent analysis of PhD alumni. **Systemwide Strategic Plan Commitment 1, Goal 2b* • **Holistic Approach to Student Wellness** The item will include an overview of the results of the college student health survey as well as an update on systemwide student mental health initiatives. **Systemwide Strategic Plan Commitment 1, Goals 2a and 2c*

2021	
February 11-12	• **Diversity in Systemwide Admissions & Recruitment** The item will include an overview of strategies for recruitment of historically underrepresented students across the system, priorities, and efforts in Graduate School. The discussion will include an update on the recruitment efforts outlined in the February 2018 Resolution Related to Diversity in Twin Cities Undergraduate Enrollment. **Systemwide Strategic Plan Commitment 1, Goals 1a, 1b, 1c; Commitment 4, Goal 1a* • **Diversity & Inclusion: Student Success** The item will include a discussion of student success programming that supports historically underrepresented students across the system. **Systemwide Strategic Plan Commitment 4, Goals 1b and 1c* • **Campus Climate: Strengthening Community and Belonging** The committee will discuss campus climate across the system. **Systemwide Strategic Plan Commitment 4, Goal 2*
May 13-14	• **Promotion and Tenure, and Annual Continuous Appointments** The committee will review and take action on recommendations for promotion and tenure and annual continuous appointments. • **Faculty Development** The item will include a discussion of faculty evaluation beyond promotion and tenure, recruitment and retention, development and training, retirement and faculty emeriti, and an overview of systemwide faculty composition*. *Systemwide Strategic Plan Commitment 4, Goals 1 and 2* • **Faculty Engagement** Faculty engagement will be discussed through the lens of the response to the University's most recent employee engagement survey and related to working environments shaped by the COVID-19 pandemic. **Systemwide Strategic Plan Commitment 4, Goal 2*
June10-11	• **System Undergraduate Enrollment Management Update** The item will include an update on the System Enrollment Council's work, progress, and future initiatives on systemwide recruitment, as well as current and potential PK-12 and collegiate pathways. **Systemwide Strategic Plan Commitment 1, Goals 1a, 1b, 1c* • **Online Distance Education Strategy** The committee will discuss Spring, Summer, and Fall 2020 online and distance education efforts as well long-term plans for the University. **Systemwide Strategic Plan Commitment 1, Goal 3a* • **Engaged Scholarship** The committee will review ways in which reciprocal, public engagement is used as a strategy to fulfill the University's research and teaching missions. Extension will also be addressed as a vital component of the University's' outreach mission. **Systemwide Strategic Plan Commitment 3*

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **September 10, 2020**

AGENDA ITEM: Report on New and Changed Academic Programs

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☒ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Phil Miller, Assistant Dean, MBA & MS Programs, Carlson School of Management
Becky Yust, Professor, Department of Design, Housing, and Apparel, College of Design

PURPOSE & KEY POINTS

The purpose of this item is to discuss 2019-20 academic program changes, the components of degree programs, and the ways in which courses are utilized. The item will include:

- A report of 2019-20 approvals.
- Discussion of the approval process.
- Examples from two academic programs.

The committee will be asked to consider whether the process for new, changed, and discontinued academic programs ensures that academic proposals come 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.

This report is submitted annually in conformance with Board of Regents Policy: *Board Operations and Agenda Guidelines*.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
September 10, 2020

Annual Report on Academic Program Approval

Introduction

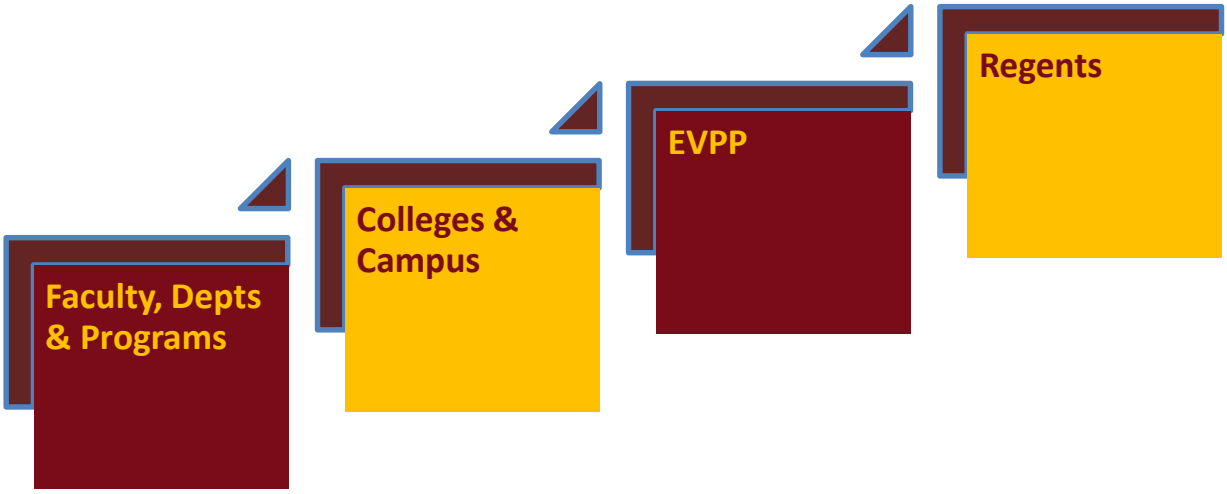
As part of its on-going agenda, the Mission Fulfillment Committee reviews the new academic program approval and academic program changes recommended by the Executive Vice President and Provost. These recommendations are presented to the Committee on the consent agenda at each meeting. This report provides: (1) a summary of the process for approving new or changed academic programs, (2) an account of the changes approved by the Board in 2019–2020, and (3) a listing of five-year academic degree program trends by major, degree type, level, and campus.

Part I. The Academic Program Approval Process

The University of Minnesota's set of academic programs is among the most comprehensive of any institution in the world. The University offers over 300 undergraduate majors on its five campuses; more than 200 master's degree programs; over 100 doctoral degree programs; and professional programs including those in law, dentistry, medicine, pharmacy, nursing, and veterinary medicine. The University is one of only four campuses in the U.S. with agricultural programs as well as an academic health center with a major medical school. Given this breadth of programs and depth of faculty expertise, it is crucial for the University to engage in a comprehensive process of academic program review focused on the strength of our faculty expertise and responds to emerging societal needs.

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

Program Approval 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. These processes originate at the programmatic and departmental level, progress through the colleges, to the Office of the Provost and, if necessary, the Board of Regents.



The stages of development and approval are additive, with various points of emphasis at each stage in the process. Early consultation within the college, among other colleges, with institutional units, and across campus is a key component of the process, as each unit focuses on different aspects of the proposal. For example, the Office of Undergraduate Education and the Graduate School focus their review on admission and degree requirements, University policy compliance, other factors specifically related to the academic success of students. Review by the Office of the Provost focuses on things like need and demand, efficiency and effectiveness, support and resources, mission, collaboration, and program duplication. New degree undergraduate program proposals on the Twin Cities campus are also reviewed by the Campus Curriculum Committee.

The public review period, which occurs in the weeks leading to the Board of Regents meeting, encourages open communication across colleges and campuses concerning the creation, discontinuation, and change of academic programs; fosters collaboration and productive exchanges across and between departments and disciplines; and prevents inadvertent encroachment upon and duplication of academic programs.

Principles
The principles that guide academic plan review and approval include the following:

- **Alignment**
  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.

- **Common Criteria**
  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.)

- **Communication and Consultation**
  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.

- **Timely Review**
  The process ensures 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 of academic program proposals should be carried out by the Board of Regents as guided by University Policy 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.

Approval-Level Requirements
The type of requested action determines the required approval level. Changes requiring Board of Regents and Executive Vice President and Provost review and approval include the following:

- Adding a new degree, minor, or program track (subplan)
- Adding a new integrated degree program (e.g. 4+1 Bachelor to Masters program)
- Changing a new degree or minor, including: adding a subplan, changing a plan or subplan name, changing a degree designation (e.g. B.S. to B.A., M.S. to M.A.), changing the academic home of a plan, merging two or more degrees or minors
- Discontinuing a degree, plan, or subplan
- Offering distance delivery of all or substantially all coursework for an existing plan
- Adding or changing academic plan related partnerships/collaborations with an external entity

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 2019–20 New and Changed Programs

NEW PROGRAMS 2019-2020

Twin Cities Campus

College/Unit	Degree/Program	Approval
Academic Health Sciences	M.S. degree in Biomedical Laboratory Sciences	Sept 2019
Carlson School of Management	Undergraduate minor in Strategic Management	Sept 2019
	Master of Applied Business Analytics degree	Dec 2019
	Business of Healthcare undergraduate minor	Feb 2020
	Post-baccalaureate Certificate in Closely-Held Business Taxation Post-baccalaureate Certificate in High Net-Worth Ind. Taxation Post-baccalaureate Certificate in International Taxation Post-baccalaureate Certificate in Tax Executive Post-baccalaureate Certificate in Taxation	May 2020
	Post-Baccalaureate Certificate in Asset Management Post-Baccalaureate Certificate in Business Analytics Post-Baccalaureate Certificate in Corporate Financial Management Post-Baccalaureate Certificate in Leadership for Manager. Post-Baccalaureate Certificate in Strategic Management Post-Baccalaureate Certificate in Strategic Marketing	May 2020
	Master of Marketing degree	June 2020
	Post-Baccalaureate Certificate in Medical Industry Post-Baccalaureate Certificate in Supply Chain Management for the Medical and Health Sector	June 2020
College of Biological Sciences	Undergraduate minor in Cell Biology	May 2020
	Undergraduate minor in Genetics	May 2020
College of Continuing and Professional Studies	M.P.S. in Applied Sciences Leadership	May 2020
	Post-Baccalaureate Certificate in Leadership for Science Professionals	May 2020
College of Design	Bachelor of Landscape Architecture (B.L.A.) degree	May 2020
	Undergraduate minor in User Experience	June 2020
College of Food, Agriculture and Natural Resource Sciences	M.P.S. in Nutritional Sciences	May 2020
College of Liberal Arts	Certificate in Editing and Publishing	Dec 2019
	Undergraduate minor in World Music	Feb 2020
	Undergraduate minor in Econometrics	June 2020
College of Science and Engineering	M.S. degree and graduate minor in Robotics	Dec 2019
	B.S. degree in Data Sciences	Dec 2019
	Graduate minor in Data Science in Astrophysics	Feb 2020
Medical School	Fellowship in Glomerular Disease and Vasculitis	Feb 2020
School of Public Health	Post-Baccalaureate Certificate in American Indian Public Health and Wellness	Sept 2019

Duluth Campus

College/Unit	Degree/Program	Approval
College of Education and Human Services Professions	Undergraduate minor in Physical Education-Outdoor Education	Feb 2020
College of Liberal Arts	B.A. degree and undergraduate minor in Spanish Studies	Feb 2020
Labovitz School of Business and Economics	B.B.A. degree and undergraduate minor in Business Analytics	Feb 2020
	B.B.A. degree and undergraduate minor Consumer Insights and Analytics	Feb 2020
School of Fine Arts	B.A. degree in Arts Administration	

Crookston Campus

College/Unit	Degree/Program	Approval
Crookston Campus	B.S. degree in Equine Business Management	May 2020
	B.S. degree in Applied Health	May 2020

PROGRAM CHANGES 2019-2020

Twin Cities Campus

College/Unit	Degree/Program	Approval
Carlson School of Management	Create a joint graduate degree option in the M.S. Business Analytics and M.S. Finance degree programs	June 2020
	Create an integrated undergraduate/graduate option between the B.S.B. and M.H.R.I.R. degrees	June 2020
College of Continuing and Professional Studies	Create sub-plan in Environmental Health and Safety within the B.A.Sc. degree in Construction Management	Oct 2019
	Discontinue the Health and Wellness subplan in the B.S. degree in Inter-College Program	May 2020
College of Education and Human Development	Deliver the Teaching English as a Foreign Language undergraduate certificate primarily online.	Feb 2020
	Discontinue the Emotional and Behavioral Disabilities subplan in the M.Ed. degree in Special Education Initial License	May 2020
	Create a Counselor Education subplan in the Educational Psychology M.A. degree	June 2020
College of Food, Agriculture and Natural Resource Sciences	Create an integrated undergraduate/graduate option between the Sustainable Systems Management B.S. degree and the Biosystems Science, Engineering and Management M.S. degree	June 2020
	Create an integrated undergraduate/graduate option between the B.S. in Bioproducts and Biosystems Engineering degree and M.S. in Biosystems Science, Engineering and Management degree	June 2020
	Change the name of the undergraduate minor in Entomology to Insect Science	May 2020

College/Unit	Degree/Program	Approval
College of Liberal Arts	Change name of B.A. degree and undergraduate minor in Asian Languages and Literature to Asian and Middle Eastern Studies, and change the joint Hindi/Urdu subplan into two separate subplans.	Dec 2019
	Deliver the Scientific and Technical Communication minor online.	Dec 2019
	Discontinue the School Psychology subplan in the Psychology Ph.D.	Dec 2019
	Discontinue Music Education subplan in the Music M.A. degree.	Dec 2019
	Discontinue sub-plans in the Political Science B.A. degree	Feb 2020
	Discontinue Integrated Degree B.A./M.S. in Biostatistics sub-plan in the Statistical Practice B.A. degree	Feb 2020
	Discontinue Integrated Degree B.S./M.S. in Biostatistics sub-plan in the Statistical Science B.S. degree	Feb 2020
	Create 7 subplans for the PhD degree in Psychology	May 2020
	Discontinue the South Asia subplan in the B.A. degree in Global Studies	May 2020
	Discontinue the B.A./M.A. Integrated Degree Program subplan in the Strategic Communications: Advertising and Public Relations B.A. degree and Health Communication M.A. degree	May 2020
	Discontinue all subplans in the undergraduate Economics Minor	
College of Science and Engineering	Change name of the M.S. degree in Electrical Engineering to Electrical and Computer Engineering	Sept 2019
	Create a Digital Health subplan in the Biomedical Engineering B.Bm.E. degree	May 2020
	Create a Secondary Education subplan in the B.S.Astrop. degree	
	Create an integrated undergraduate/graduate option between the B.S. in Bioproducts and Biosystems Engineering degree and M.S. in Biosystems Science, Engineering and Management degree	June 2020
College of Veterinary Medicine	Establish formal transfer agreement with South Dakota State University	Sept 2019
Humphrey School of Public Affairs	Deliver the Post-Baccalaureate Certificate in Human Services Leadership partially online	May 2020
Medical School	Change name of the Hematology fellowship to the Hematopathology fellowship	May 2020
School of Nursing	Discontinue the Minnesota Bridge Program subplan in the Master of Nursing degree	June 2020
	Change the name of Women's Health Care Nurse Practitioner Postgraduate Certificate	June 2020
School of Public Health	Deliver the Healthcare Administration M.H.A. degree partially online and discontinue Saudi Partnership	Sept 2019
	Deliver the Public Health Administration and Policy M.P.H. degree online	Sept 2019

Duluth Campus

College/Unit	Degree/Program	Approval
College of Education and Human Service Professions	Discontinue the Outdoor Education subplan in the Physical Education B.A.Sc. degree	May 2020
	Change the name of the Exercise Science B.A.Sc to Exercise and Rehabilitation Sciences B.A.Sc and Discontinue all subplans.	May 2020
	Deliver the undergraduate certificate in Teaching English as a Foreign Language primarily online	May 2020
Swenson College of Science and Engineering	Change the name of the M.S. degree in Geological Sciences to an M.S. degree in Earth Sciences	Feb 2020
	Create new subplans in Computational Physics and Business Administration in the B.A. degree in Physics	May 2020

Crookston Campus

College/Unit	Degree/Program	Approval
Crookston Campus	Discontinue the Writing subplan and create Social Media subplan in the B.S. degree in Communications	May 2020
	Create an online subplan in the Humanities undergraduate minor	May 2020
	Create an online subplan in the Criminal Justice B.S. degree	June 2020

PROGRAM DISCONTINUATIONS 2019-2020

Twin Cities Campus

College/Unit	Degree/Program	Approval
Academic Health Sciences	Discontinue the Master of Occupational Therapy degree	June 2020
College of Continuing and Professional Studies	Discontinue the Manufacturing Operations Management undergraduate minor and certification	May 2020
	Discontinue the Manufacturing Operations Management B.A.Sc. degree	June 2020
	Discontinue the undergraduate Accounting Certificate	June 2020
College of Design	Discontinue the B.S. degree in Housing Studies	May 2020
College of Liberal Arts	Discontinue French Studies Post-Baccalaureate Bertificate	Dec 2019
	Discontinue the Public Art undergraduate minor	Dec 2019
	Discontinue the Classical and Near Eastern Archaeology undergraduate minor	May 2020
College of Science and Engineering	Discontinue the Industrial Systems Management and Engineering degree (M.S.I.M.S.E)	May 2020

Duluth Campus

College/Unit	Degree/Program	Approval
College of Education and Human Service Professions	Discontinue Education Administration Specialist (Ed.S.) degree	Sept 2019
	Discontinue Educational Computing and Technology undergraduate and Post-Baccalaureate Certificates	Feb 2020
College of Liberal Arts	Discontinue B.A. degree and undergraduate minor in Hispanic Studies	Feb 2020
	Discontinue B.A. degree and undergraduate minor in Latin American Studies	Feb 2020
	Discontinue the Liberal Studies graduate minor	May 2020
	Discontinue the Music graduate minor	May 2020

Crookston Campus

College/Unit	Degree/Program	Approval
Crookston Campus	Discontinue the Bachelor of Applied Health degree	May 2020
	Discontinue the B.S. degree and undergraduate minor in Entrepreneur-ship	May 2020

Part III. Academic Degree Program Trends

Five-Year Comparison

Listed below are the number of degree programs by general degree type. The numbers in parenthesis represent the number of degree programs in September of 2016 and the numbers to the left of the parenthesis represent the current count as of September 2020.

	UNDERGRADUATE	MASTER'S	DOCTOAL/PROFESSIONAL	POST-BACC CERT
TWIN CITIES	**155 (153)**	**186 (185)**	**106 (108)**	**92 (76)**
DULUTH	**97 (92)**	**26 (25)**	**2 (1)**	**3 (5)**
MORRIS	**34 (34)**			
CROOKSTON	**36 (34)**			
ROCHESTER	**2 (2)**	**1* (1)**	**1* (1)**	

Undergraduate, Graduate, and Professional Degrees Conferred

Listed below are the largest degree programs by degree type and campus.

Twin Cities Undergraduate

Major	2015	2016	2017	2018	2019	TOTAL
Psychology B A	298	307	286	270	283	1444
Journalism B A	239	277	267	238	289	1310
Communication Studies B A	290	251	240	197	192	1170
Computer Science B S Comp Sc	154	231	227	254	295	1161
Mechanical Engr B M E	219	190	194	209	203	1015
Political Science B A	188	229	171	176	194	958
Finance B S B	149	174	168	215	248	954
Economics B A	177	225	191	184	171	948
Biology B S	168	158	187	204	176	893
Psychology B S	165	165	179	185	194	888
ALL OTHER DEGREES	5506	5480	5697	5679	5785	28147
Grand Total	7553	7687	7807	7811	8030	38888

Twin Cities - Graduate Masters

Major	2015	2016	2017	2018	2019	TOTAL
Business Admin M B A	539	515	479	454	469	2456
Teaching M Ed	301	282	276	263	254	1376
Electrical Engineering M S E E	124	118	139	133	106	620
Social Work M S W	94	123	131	137	126	611
Public Policy M P P	79	76	83	78	88	404
Human Rsrc/Indus Rel M A	81	69	61	83	73	367
Hlth Care Administration M H A	71	61	76	87	60	355
Business Analytics M S	23	40	80	99	101	343
Computer Science M S	61	76	79	50	77	343
Master of Nursing	63	64	63	63	63	316
ALL OTHER DEGREES	1872	1754	2018	1904	1971	9519
Grand Total	3308	3178	3485	3351	3388	16710

Twin Cities - Doctoral / Professional

Major	2015	2016	2017	2018	2019	TOTAL
Medicine M D	240	232	220	216	229	1137
Law J D	242	248	208	194	159	1051
Pharmacy Pharm D	174	153	160	173	160	820
Dentistry D D S	107	109	107	114	122	559
Doctor of Nursing Practice	100	96	121	109	102	528
Veterinary Medicine D V M	99	97	98	102	99	495
Physical Therapy D P T	47	51	47	43	55	243
Electrical Engineering Ph D	35	31	29	34	36	165
Chemistry Ph D	28	33	33	34	37	165
Org Lead Pol and Dev Ph D	29	37	22	25	34	147
ALL OTHER DEGREES	660	735	641	622	715	3373
Grand Total	1761	1822	1686	1666	1748	8683

Duluth - Undergraduate

Major	2015	2016	2017	2018	2019	TOTAL
Psychology B A Sc	167	123	121	134	142	687
Marketing B B A	102	89	123	109	118	541
Mechanical Engineering B S M E	76	92	89	123	122	502
Biology B S	96	91	90	72	91	440
Communication B A	102	74	86	95	82	439
Accounting B Acc	86	91	79	94	74	424
Finance B B A	60	63	60	79	99	361
Management B B A	72	73	70	75	63	353
Criminology B A	72	47	64	61	56	300
Exercise Science B A Sc	60	59	57	61	49	286
ALL OTHER DEGREES	1114	1073	1063	1193	1130	5573
Grand Total	2007	1875	1902	2096	2026	9906

Duluth - Graduate Masters

Major	2015	2016	2017	2018	2019	TOTAL
Social Work M S W	41	27	31	24	43	166
Education M Ed	18	20	16	19	25	98
Communication Sci/Disord M A	17	16	19	18	17	87
Envmntl Hlth/Safety MEnvHltSaf	7	7	16	27	18	75
Trib Admin & Govern M T A G	15	14	11	15	9	64
Applied/Computational Math M S	16	9	12	15	8	60
Computer Science M S	7	10	13	9	16	55
Chemistry M S	8	14	12	7	6	47
Business Admin M B A	9	9	14	10	4	46
Master of Advocacy & Pol. Ldrs	38	5				43
ALL OTHER DEGREES	56	52	52	66	84	310
Grand Total	232	183	196	210	230	1051

Duluth Doctorate

Major	2015	2016	2017	2018	2019	TOTAL
Teaching and Learning Ed D	4	1	5	9	0	19
Grand Total	4	1	5	9	0	19

Morris - Undergraduate

Major	2015	2016	2017	2018	2019	TOTAL
Biology B A	41	50	32	51	47	221
Psychology B A	38	36	49	36	33	192
Management B A	29	27	29	22	27	134
Computer Science B A	20	28	20	20	23	111
English B A	28	16	35	16	6	101
Chemistry B A	21	21	21	21	17	101
Elementary Education B A	23	15	21	16	21	96
Economics B A	19	33	13	5	10	80
Sport Management B A	9	8	16	11	12	56
Political Science B A	10	12	9	12	10	53
ALL OTHER DEGREES	136	107	122	128	119	612
Grand Total	374	353	367	338	325	1757

Crookston - Undergraduate

Major	2015	2016	2017	2018	2019	TOTAL
Management B S	56	59	51	43	42	251
Accounting B S	33	46	46	46	45	216
Natural Resources B S	50	35	31	31	18	165
Health Management B S	24	31	42	28	31	156
Applied Studies B S	25	27	20	19	29	120
Manufacturing Management B M M	18	19	24	20	20	101
Animal Science B S	26	24	19	17	15	101
Communication B S	12	18	18	26	23	97
Agronomy B S	13	25	17	18	16	89
Sport & Recreation Mgmt B S	11	12	9	21	14	67
ALL OTHER DEGREES	133	130	143	137	154	697
Grand Total	401	426	420	406	407	2060

Rochester Undergraduate

Major	2015	2016	2017	2018	2019	TOTAL
Health Sciences B S	72	68	88	58	56	342
Health Professions B S	37	37	29	27	28	158
Grand Total	109	105	117	85	84	500

Report on New and Changed Academic Programs

Board of Regents | Mission Fulfillment Committee | September 10, 2020

Rachel Croson
Executive Vice President and Provost

Becky Yust
Professor, College of Design
Twin Cities Campus

Philip Miller
Assistant Dean, Carlson School of Management
Twin Cities Campus

Presentation Overview

1. 2019-2020 Summary of New and Changed Programs
2. Academic Program Approval Process
3. Examples

2019-2020 Program Additions and Discontinuations

Level	Type of Program	# added	# discontinued
Baccalaureate	Undergraduate Programs	8	6
	Minors	11	6
	Certificates	1	3
Post-baccalaureate	Graduate Programs	2	1
	Grad/Professional Programs	4	2
	Certificates	15	2
	Minors	1	2
	Medical School Fellowships	1	0

2019-2020 Program Changes Summary

PROGRAM CHANGES	#
Add Subplan/Program Track	16
Discontinue Subplan/Program Track	21
Program or Subplan Track Name Change	6
Add Integrated or Joint Degree Program/Partnership	6
Discontinue Integrated or Joint Degree Program/Partnership	3
Change to Partial or Fully Online Delivery	6

Academic Degree Programs: (5-Year Comparison)

	Undergrad	Master's	Doctoral/ Professional	Post-Bacc Certificate
Twin Cities	154 (153)	184 (185)	107 (108)	92 (76)
Duluth	95 (92)	27 (25)		3 (5)
Morris	34 (34)			
Crookston	36 (34)			
Rochester	2 (2)	1* (1)	1* (1)	

* Twin Cities programs delivered on Rochester Campus

University Policy

Departments, *colleges, and campuses have the authority to* ***establish, change, and discontinue academic plans*** *and sub-plans that may appear on official University transcripts, subject to appropriate consultation with other units and subject to the* ***final authority of the Board of Regents****.*

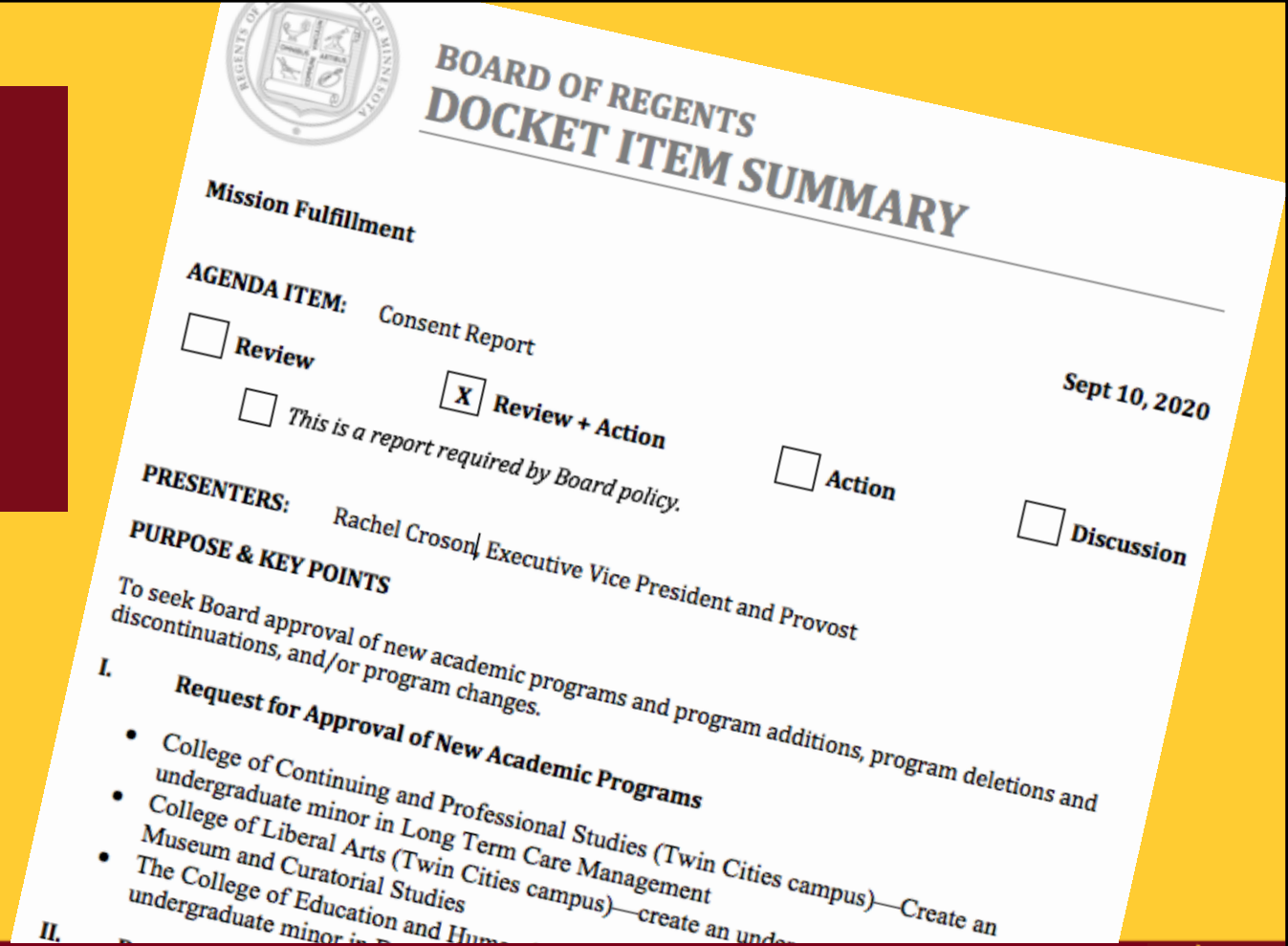
Scope of Approval

Adding: New degrees or majors, credit certificate programs, minors

Changing: Adding program track; changing program name; offering distance delivery; adding delivery site; subplan discontinuation

Discontinuing: Eliminating degrees, minors, certificates, and fellowships

Regents Consent Agenda



BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

AGENDA ITEM: Consent Report

☐ **Review** ☐ *This is a report required by Board policy.* ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

Sept 10, 2020

PRESENTERS: Rachel Croson, 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.

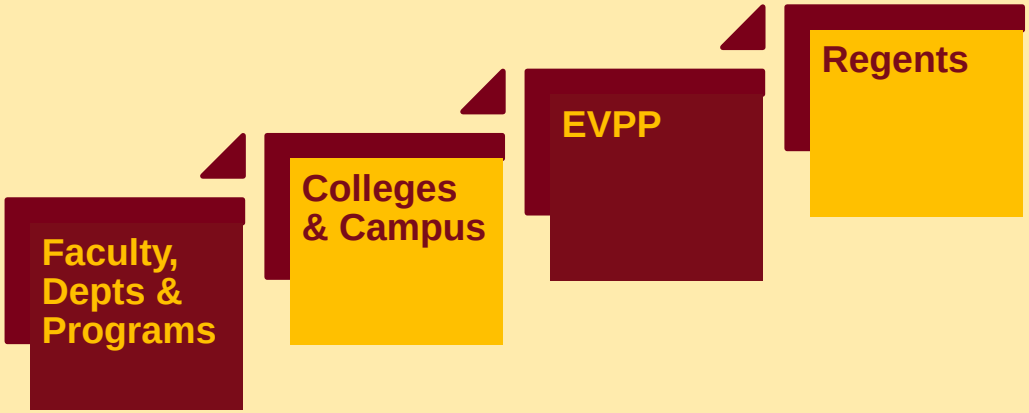
I. Request for Approval of New Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Create an undergraduate minor in Long Term Care Management
- College of Liberal Arts (Twin Cities campus)—create an under
- Museum and Curatorial Studies
- The College of Education and Hum
undergraduate minor in

II.

Approval Levels

Proposals are fully vetted at the local levels (department, campus, college) before advancing to the EVPP and Board of Regents for approval.



Approval Process Principles

1. Alignment
2. Common Criteria
3. Consultation
4. Timely Review

Twin Cities Campus Curriculum Committee (CCC)

Curriculum and new undergraduate program consultation (Twin Cities)

- Faculty-led, cross-collegiate representation
- Fosters cross-college consultation to avoid duplication
- Work with colleges in mediating conflicts that arise over curriculum issues such as course duplication (perceived or real), or the creation of new degree programs.

Example: College of Design

Masters of Heritage Studies and Public History

- Faculty-initiated proposal based on community engagement
- Partnership between the College of Design and the College of Liberal Arts with the Minnesota Historical Society
- Recognized need to increase diversity of professional staff and interpretation of history
- Received Andrew W. Mellon Foundation grant of $500,000 in June to support students working with community partners

Example: Carlson School of Management

Market Based Design: Master of Marketing

- **CSOM takes a thoughtful, market based approach to new programs**
- **Launching a new Master of Marketing degree in Fall ‘21, targeting largely “pre-professional” students from the region**
- **How did we approach program exploration, design and approval?**
  - Strong faculty leadership
    - Dept chair, departmental engagement and governance, academic director
  - Cross functional team
    - Department, Academic Program Office, Career Center
  - Diverse market inputs
    - Industry consultation, Employment market data (Burning Glass)
  - Consider variety of options & commit to best aligned solution

Example: Carlson School of Management

Resourcefully Leveraging Assets: Certificates

- CSOM launching a slate Post-Baccalaureate Certificates (i.e.: Graduate Certificates) this Fall
  - 12 credit, focused set of courses (e.g., Medical Industry, Corporate Finance, Business Analytics etc.)
- Response to both market competition and shift in learner demand to more focused and skinnier credentials
  - Competition: Online platforms (Coursera etc.), peer schools online (Indiana, ASU etc.), area schools (UST)
  - Credential “ladder” example: “Badge” > non-credit “certificate” > for credit “micro-masters” > graduate certificate > graduate degree
- Each certificate was tailored to a functional or market need
- **No New Courses** were built, making cost of launch essentially $0
  - Entirely constructed from existing courses. (Think: airline seats)

Example: Business Analytics

- Mathematics Essentials for Business Analytics - MABA 6490
- Programming for Business Analytics - MABA 6311
- AI for Competitive Advantage - MABA 6251
- Practical Statistics for Business Applications - MABA 6121
- Data Management and Big Data- MABA 6321
- Data Visualization - MABA 6341

UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **September 10, 2020**

AGENDA ITEM: COVID-19 Pandemic Update and Future Planning

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
John Hoffman, Vice Chancellor for Academic and Student Affairs, Crookston campus
Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to provide a Fall 2020 status update on enrollment and semester planning. The discussion will include interpretations of early student patterns as well as necessary University responses.

In addition, the item will include:

- An overview of faculty development and training that supports successful delivery modes for fall 2020.
- Identification of triggers that may signal shifts in the University approach to the Fall 2020 semester.
- Considerations for the Spring 2021 semester.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
September 10, 2020

Fall 2020 Instructor Preparation and Development

Faculty, instructional staff, and graduate student instructors at the University of Minnesota engage in professional learning in a variety of ways -- on their own using online tutorials and resources, informally with colleagues, through department meetings, by joining collegiate or centrally offered courses and workshops, or by taking advantage of one-to-one help sessions. From mid-March to the present, faculty and instructors from the five campuses of the University of Minnesota system have taken advantage of the many opportunities to learn how to become more adept at teaching in online, remote, blended, and in-person modalities.

Professional staff who support the University's teaching mission centrally and in academic units -- those with expertise in accessibility, online pedagogy and course design, Canvas and academic technology tools, student mental health and well-being, and digital course content -- have collaborated to provide numerous opportunities for instructors to improve their knowledge, skills, and confidence for whatever instructional modalities they have selected for fall.

Course design and pedagogical support

Faculty preparation for teaching this fall has addressed the numerous principles and practices of quality online course design and teaching which include rigorously connecting content to core concepts and learning outcomes, designing for regular and substantive interaction (i.e., instructor-students, student-student, and student-content), and creating an inclusive, respectful and accessible learning environment. In the multi-week courses offered both centrally and in some academic units, instructors experienced Canvas from a learners' perspective, engaging with disciplinary colleagues in discussion forums and assignment swaps. Course topics include: Accessibility and Inclusion, Teacher Presence and Course Atmosphere, Interaction and Engagement (e.g. online discussions and group activities), Assessment, and Curating Content and Learning Materials. Teaching during the pandemic has called into sharper focus the faculty role in addressing student needs for access, flexibility, community, and clear communication about all aspects of the course.

Central and academic units report high levels of faculty participation in these opportunities. The many instructors who have invested in their teaching and course design over the past several months have learned how to apply these practices in online, remote, and blended modalities. Indeed, faculty confidence in their ability to perform sixteen instructional tasks that are crucial to quality online teaching significantly increased on every measure of a pre/post survey after completing the Center for Educational Innovation's 5-week Online Course Design Seminar.

Canvas and academic technology support

An important aspect of fall preparation has been for faculty and instructors to deepen their knowledge of Canvas and to further integrate academic technology in ways that support learning outcomes with the support of academic technology professionals in academic units and centrally.

Faculty have engaged in multiple Canvas webinars that cover many topics, including: Canvas course design, how to build a welcoming homepage in Canvas, building a clear and consistent course site, improving ease of course navigation, and incorporating more videos and recordings in your Canvas site. One session was titled: "10 Things Students Want Their Instructors to Know About Canvas".

Other opportunities for learning about Canvas have included UMD's four-week-long Canvas Jumpstart Course and include the Virtual Canvas Clinics (a partnership across the University system). Canvas support has been provided at the college level as well; for example, The College of Veterinary Medicine held Canvas Camp each Thursday to help answer questions about teaching with Canvas.

Faculty have also learned more about other academic technology tools that are media rich, increase connection and engagement, and support learning outcomes. For example, faculty have engaged in workshops on how tools such as Flipgrid, VoiceThread, VideoAnt, and Kaltura can help students learn. Zoom training has been extensive, including 15 Zoom Tutorial videos that were produced at the end of March by OIT. These videos have had a total of 28,135 views.

Support for in-person and blended instruction

IT and Classroom Support professionals have provided faculty with training in groups and individually about how new classroom technologies and upgrades can support in-person and hybrid instruction. Guides have been created for using Zoom video conferencing, hands-free boundary microphones, and document cameras, for example. In many parts of the University, IT staff or hired students will be available to demo classroom upgrades prior to the start of the semester as well as to offer tech support during the first few class meetings. In addition, staff from across the system have worked together to develop guides on hyflex and blended teaching.

Ongoing support

In the fall semester, faculty will have the opportunity to invite feedback from students between the 3rd and 8th week of the semester via a student survey in Canvas. Faculty will also have the option to discuss how to act on their feedback with educational consultants and academic technologists.

During the fall semester, extensive professional learning opportunities will continue to be available systemwide in the form of webinars, courses, one-to-one help sessions and self-paced resources.

COVID-19 Pandemic Update and Future Planning

Board of Regents | Mission Fulfillment Committee | September 10, 2020

Rachel Croson
Executive Vice President and Provost

John Hoffman
Vice Chancellor for Academic and Student Affairs
Crookston Campus

Robert McMaster
Vice Provost and Dean of Undergraduate Education
Twin Cities Campus

Fall 2019 and Fall 2020 Freshmen & Transfers Enrolled to Date, Systemwide

New Freshmen

Campus	Fall 2019	Fall 2020	Difference	% Difference
Crookston	211	200	-11	-5.2%
Duluth	2,045	1,810	-235	-11.5%
Morris	320	273	-47	-14.7%
Rochester	166	224	58	34.9%
Twin Cities	6,289	6,007	-282	-4.5%
System Total	**9,031**	**8,514**	**-517**	**-5.7%**

New Transfers

Campus	Fall 2019	Fall 2020	Difference	% Difference
Crookston	211	222	11	5.2%
Duluth	385	354	-31	-8.1%
Morris	84	56	-28	-33.3%
Rochester	34	28	-6	-17.6%
Twin Cities	1,931	1,802	-129	-6.7%
System Total	**2,645**	**2,462**	**-183**	**-6.9%**

First day of class, active degree-seeking undergraduate headcount, September 9 of each year

Fall 2019 and Fall 2020 New Freshmen & Transfers Enrolled to Date, Twin Cities

New Freshmen

Home Location	Fall 2019	Fall 2020	Difference	% Difference
Minnesota	4,159	4,251	92	2.2%
Reciprocity	912	897	-15	-1.6%
Other US States	767	571	-196	-25.6%
International	451	287	-164	-36.4%
Total	**6,289**	**6,006**	**-283**	**-4.5%**

New Transfers

Home Location	Fall 2019	Fall 2020	Difference	% Difference
Minnesota	1,355	1,406	51	3.8%
Reciprocity	171	129	-42	-24.6%
Other US States	116	98	-16	-14.0%
International	291	169	-122	-41.9%
Total	**1,931**	**1,802**	**-129**	**-6.7%**

First day of class, active degree-seeking undergraduate headcount, September 9 of each year

Fall 2019 and Fall 2020 Undergraduate Enrollment to Date, Systemwide

Campus	Fall 2019	Fall 2020	Difference	% Difference
Crookston	1,837	1,744	-93	-5.1%
Duluth	8,832	8,387	-445	-5.0%
Morris	1,399	1,243	-156	-11.2%
Rochester	555	620	65	11.7%
Twin Cities	31,372	30,977	-395	-1.3%
System Total	**43,995**	**42,971**	**-1,024**	**-2.3%**

Degree-seeking undergraduate headcount enrollments as of September 9 of each year

Summer Twin Cities Campus Antimelt Efforts

- Weekly communication with confirmed students
  - — Topics: Curriculum, safety, housing, student life, student support
- June Town Hall to provide updates
- August Weeks of Welcome
  - — Weekly, live Welcome Week Leader meetings
    Topics: Live college meetings, Weekly asynchronous content, Integration with Multicultural Center for Academic Excellence Kick-Off content and Global, Gopher Events for International students, Weekly live Parent webinars with Q & A, Weekly mailings to students (i.e. t-shirts, tassels, Weeks of Welcome next steps)
- Collegiate Outreach all summer

Class Formats: All Campuses

Campus	% of students with one or more in-person or blended class	% of course (sections) offered in-person	% of course (sections) offered blended	% of course (sections) offered remote (synchronous)	% of course (sections) offered online (asynchronous)
Crookston *	93.7%	73.2%	8.9%	5.2%	12.6%
Duluth	70.9%	7.0%	40.2%	32.0%	20.9%
Morris	87.8%	35.9%	28%	29.7%	6.4%
Rochester	81.2%	8.8%	35.8%	53.3%	2.2%
Twin Cities	54.9%	17.6%	9.5%	56.6%	16.4%

*For Crookston, courses that were traditionally offered online have been removed. If those were included, 36.5% of students would have one or more in-person or blended class.
**Data as of September 8, 2020

Twin Cities Class Formats

Total Classes	In-Person 1,625 (17.6%)	Blended 875 (9.5%)	Remote 5,225 (56.6%)	Online 1,514 (16.4%)
Undergraduate Open Seats	In-Person and Blended 4,254			
Graduate/Professional Open Seats	In-Person and Blended 4,223			
Instructors Teaching	In-Person and Blended 42.7%			
Students Enrolled	In-Person and Blended 54.9%			
Centrally Controlled Classroom Spaces Utilized	In-Person and Blended 90%			

As of September 8, 2020

Faculty and Instructor Development for Fall 2020

Systemwide trainings, webinars, and consultations since March 2020

Center for Educational Innovation and Academic Technology Support Services

- **Webinars, workshops, discussions:** Nearly 5,000 attendees
- **5 & 9-week trainings in online teaching and course design:** Nearly 850 attendees
- **Individual consultations:** Over 1,000
- **Zoom tutorials:** 15 Zoom tutorial videos with over 28,000 views

Colleges and campuses support and training

Local cohort programs, sharing groups, new instructor web or Canvas sites

Note: Numbers do not represent unique participants

Fall 2020 Implementation

UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **September 10, 2020**

AGENDA ITEM: Consent Report

☐ **Review** ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, 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

- College of Continuing and Professional Studies (Twin Cities campus)—Create an undergraduate minor in Long Term Care Management
- College of Liberal Arts (Twin Cities campus)—create an undergraduate minor in Museum and Curatorial Studies
- The College of Education and Human Service Professions (Duluth Campus)—Create an undergraduate minor in Developmental/Adapted Physical Education

II. Request for Approval of Changed Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Deliver the Bachelor of Applied Science (B.A.Sc.) in Construction Management degree partially online
- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the University Honors Program subplan option in the Inter-College Program B.S. degree.
- College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Discontinue the Rochester subplan in the Master of Science in Nutrition degree.
- College of Liberal Arts (Twin Cities campus)—change the name of the Hindi, Urdu and Arabic subplans in the Asian and Middle Eastern Studies B.A. degree and undergraduate minor.
- The College of Science and Engineering (Twin Cities Campus)—Create three new subplans in the Bachelor of Computer Engineering (B.Comp.E.) degree.
- The College of Science and Engineering (Twin Cities Campus)—Create three new subplans in the Bachelor of Electrical Engineering (B.E.E) degree.
- School of Nursing (Twin Cities campus)—Create a partially online option in the Nursing PhD degree.

III. Request for Approval of Discontinued Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate Interpreting Certificate
- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate minor in Translation.
- The Labovitz School of Business and Economics (Duluth Campus)—Discontinue the Bachelor of Business Analytics (B.B.A.) degree and undergraduate minor in Marketing Analytics

IV. Request for Conferral of Tenure for Outside Hires

- Yibin Deng, professor with tenure (internal), Department of Urology, Medical School
- Laura Stone, professor with tenure, Department of Anesthesiology, 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.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
September 10, 2020

Consent Report: Academic Program Additions, Changes, and Discontinuations

I. Request for Approval of New Academic Programs

College of Continuing and Professional Studies (Twin Cities campus)—Create an undergraduate minor in Long Term Care Management

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create an undergraduate minor in Long Term Care Management, effective spring 2021.The minor will prepare students to lead in the growing field of long-term care services and supports. Students will gain skills to lead and manage nursing homes, assisted living facilities, independent senior housing, home care, hospice, or other nonprofits that serve older adults. Through this minor, students will be eligible to obtain Licensed Nursing Home Administrator and Licensed Assisted Living Director credentials in Minnesota. The minor will be open to undergraduate students across the University. The proposed minor utilizes existing courses in the Health Services Management program.

College of Liberal Arts (Twin Cities campus)—create an undergraduate minor in Museum and Curatorial Studies

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate minor in Museum and Curatorial Studies, effective spring 2021. The minor invites students from diverse majors to engage in the study of museum history and practices including curating, managing collections, and designing exhibitions. The program will prepare students for graduate school and/or entry level positions in museums, galleries, and archives. Internships and electives will provide students with opportunities to learn skills such as the collection of object-based data, digital documentation, cataloging objects, and the use of digital tools for spatial planning as well as how to conduct scholarly research and to write for a range of audiences. Skills learned through the minor's curriculum also contribute to career readiness for related fields including design, digital communication, writing and journalism, collection management, intellectual property, education, and administration. The proposed minor makes use of existing coursework and resources.

The College of Education and Human Service Professions (Duluth Campus)—Create an undergraduate minor in Developmental/Adapted Physical Education

The College of Education and Human Services Professions on the Duluth Campus requests approval to create an undergraduate minor in Developmental/Adapted Physical Education (D/APE), effective spring 2021. The minor prepares Physical Education majors to teach students with disabilities in public school settings. The Developmental/Adapted Physical Education license is an add-on Special Education license for individuals holding a current K-12 Physical Education license. Successful completion of the program qualifies graduates to take the Minnesota Professional Educator Licensing & Standards Board (PELSB) examination for this

licensure area. The minor draws on current faculty expertise and makes use of existing resources.

II. Request for Approval of Changed Academic Programs

College of Continuing and Professional Studies (Twin Cities campus)—Deliver the Bachelor of Applied Science (B.A.Sc.) in Construction Management degree partially online
The College of Continuing and Professional Studies on the Twin Cities campus requests approval to deliver the Construction Management B.A.Sc. degree partially online, effective spring 2021. The College plans for and allocates resources for distance learning delivery options to provide broader alternatives to current and prospective students.

College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the University Honors Program subplan option in the Inter-College Program B.S. degree.
The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the University Honors Program (UHP) subplan option in the Inter-College Program B.S. degree, effective spring 2021. A separate UHP subplan is no longer required in order for students to participate in the University Honors Program.

College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Discontinue the Rochester subplan in the Master of Science in Nutrition degree.
The College of Food, Agriculture and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the Rochester subplan in the Nutrition M.S. degree, effective spring 2021. The optional subplan is not active and there are no students enrolled.

College of Liberal Arts (Twin Cities campus)—change the name of the Hindi, Urdu and Arabic subplans in the Asian and Middle Eastern Studies B.A. degree and undergraduate minor.
The College of Liberal Arts on the Twin Cities Campus requests approval to change the names of the Hindi, Urdu, and Arabic subplans in the Asian and Middle Eastern Studies B.A. degree and undergraduate minor, effective spring 2021. The Hindi and Urdu subplans have been incorporated into one subplan titled South Asian Studies. The Arabic subplan has been renamed Middle Eastern Studies. The requirements will remain the same. The changes are a result of programmatic name changes and curricular updates.

The College of Science and Engineering (Twin Cities Campus)—Create three new subplans in the Bachelor of Computer Engineering (B.Comp.E.) degree.
The College of Science and Engineering on the Twin Cities Campus requests approval to create three new subplans in the Bachelor of Computer Engineering (B.Comp.E.) degree, effective fall 2020. The new subplans: Business and Management Emphasis, Product Design Emphasis, and Interdisciplinary Design Emphasis, reflect changes in the field and curriculum.

The College of Science and Engineering (Twin Cities Campus)—Create three new subplans in the Bachelor of Electrical Engineering (B.E.E) degree.
The College of Science and Engineering on the Twin Cities Campus requests approval to create three new subplans in the Bachelor of Electrical Engineering (B.E.E.) degree, effective fall

2020.The new subplans: Business and Management Emphasis, Product Design Emphasis, and Interdisciplinary Design Emphasis, reflect changes in the field and curriculum.

School of Nursing (Twin Cities campus)—Create a partially online option in the Nursing PhD degree

The School of Nursing on the Twin Cities campus requests approval to create a partially online option in the Nursing PhD degree program, effective spring 2021. The Nursing PhD courses will be delivered with blended instruction offering students the flexibility to attend class in-person or connect in a synchronous remote format with some asynchronous activities. The School of Nursing plans for and allocates resources for distance learning delivery options to provide broader alternatives to current and prospective students.

III. Request for Approval of Discontinued Academic Programs

College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate Interpreting Certificate

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the undergraduate Interpreting Certificate, effective summer 2021. A recent market analysis of the field indicates that jobs with interpreting or translation skills required do not require post-secondary credentials or specific certification. The program director is working with each student to develop a plan to complete the certificate, if they opt to do so, by the end of spring 2021.

College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate minor in Translation.

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the undergraduate minor in Translation, effective summer 2021. A recent market analysis of the field indicates that jobs with interpreting or translation skills required do not require post-secondary credentials or specific certification. The program director is working with each student to develop a plan to complete the certificate, if they opt to do so, by the end of spring 2021.

The Labovitz School of Business and Economics (Duluth Campus)—Discontinue the Bachelor of Business Analytics (B.B.A.) degree and undergraduate minor in Marketing Analytics

The Labovitz School of Business and Economics on the Duluth Campus requests approval to discontinue the B.B.A. degree and undergraduate minor in Marketing Analytics, effective spring 2021. The Marketing Analytics B.B.A. has been reconfigured into the newly created Business Analytics B.B.A. and Consumer Insights and Analytics B.B.A.(approved by the Board of Regents in February 2020). The reconfiguration makes use of existing resources.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
September 10, 2020

Consent Report: Request to Grant Tenure to External and Internal Hires

The Executive Vice President and Provost recommends two Medical School faculty for tenure and faculty rank as outlined below: Yibin Deng and Laura Stone. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Laura Stone, professor with tenure, Department of Anesthesiology

Dr. Stone is an internationally-recognized academic leader in pain neurobiology and neuropharmacology research. The focus of her research program is to enhance the quality of life for chronic pain patients by improving pain diagnosis and treatment trough increased understanding of the underlying causes. She earned her Ph.D. in neuroscience from the University of Minnesota in 1999. Previously, Dr. Stone was an associate professor at McGill University.

Tenured Internal Hire

Yibin Deng, professor with tenure, Department of Urology

Professor Deng is an established investigator with expertise in prostate cancer. His research focuses on addressing two fundamental questions of cancer biology: how normal cells become cancer cells, and how to selectively kill cancer cells. He earned his Ph.D. from Norman Bethune University of Medical Sciences in 1997. Prior to joining the Department of Urology, Dr. Deng was a faculty member and program leader for over 10 years at the University of Minnesota's Hormel Institute.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **September 10, 2020**

AGENDA ITEM: Information Items

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Executive Vice President and Provost Rachel Croson

PURPOSE & KEY POINTS

University, Student, Faculty, and Staff Activities and Awards

This report highlights select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

Accreditation Activities Update

This update includes descriptions of recent accreditation activities on the Morris campus and the Twin Cities campus.

BACKGROUND INFORMATION

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

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
September 10, 2020

Information Report: University, Student, Faculty, and Staff Activities and Awards

University Highlights

The University of Minnesota Institute for Engineering in Medicine and Surgery and collaborator, Massachusetts General Hospital's Center for Engineering in Medicine and Surgery, were awarded $26 million over five years by the National Science Foundation to create the Engineering Research Center (ERC) for Advanced Technologies for the Preservation of Biological Systems (ATP-Bio). ATP-Bio aims to develop and deploy breakthrough bioengineering technology to preserve a wide range of biological systems: cells, tissues, organs and whole organisms.

The University of Minnesota Ranks 17th in the World among Universities Granted U.S. Patents in 2019, coming from 50th in 2014.

The University has received a $1 million donation from Otto Bremer Trust to establish mobile health care services in North Minneapolis and the Phillips neighborhood of South Minneapolis.

The Morris campus has achieved a net zero carbon footprint. This means the campus produces the same amount of energy that it uses.

The University was awarded a $9.9 million grant from the National Institutes on Drug Abuse to study how addiction affects the brain.

University of Minnesota Crookston business department received accreditation by the ACBSP (Accreditation Council for Business Schools and Programs). This accreditation process is based on the Baldrige Education Criteria for Performance Excellence. By evaluating aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support, the ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement.

The Law School established the George Floyd Memorial Scholarship in Law. This endowed scholarship will provide critical financial support to underrepresented students–Black or African-American students in particular–to pursue careers in law.

Faculty and Staff Awards & Activities

David Redish, professor of neuroscience, and Sophia Vinogradov, departmental head of psychiatry, will lead a $15 million National Institute of Mental Health grant researching how to better treat psychosis.

Timothy O'Connell, associate professor of Integrative Biology and Physiology in the Medical School, was awarded a five-year National Institutes of Health grant to study the mechanisms by which omega-3 fatty acids benefit heart health.

Assistant Professor of Exercise Physiology, Sarah Greising, is part of a $1.5 million multi-PI grant to evaluate novel regenerative rehabilitation solutions.

Mark Osborn, assistant professor in the Department of Pediatrics, and colleagues are working to develop a faster diagnostic test for COVID-19 that does not require specialized reagents or infrastructure and may help detect different strains of COVID-19.

Stephanie Terezakis, a Department of Radiation Oncology professor, was selected as a 2020-21 fellow for the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women.

Mechanical engineering professor and senior researcher, Michael McApline, created, with the help of his team, "groundbreaking" UMN Research that allows 3D printing of sensors directly on organs that are expanding and contracting. The new 3D printing technique could have future applications in diagnosing and monitoring the lungs of patients with COVID-19.

Jeff Wozniak, professor of Psychiatry and Behavioral Sciences in the Medical School, is leading research that shows the positive effects of choline in children affected by Fetal Alcohol Spectrum Disorders.

Viktor Zhdankin, professor of chemistry and biochemistry on the Duluth campus, received a National Science Foundation Creative Extension Award grant.

School of Nursing Dean Connie White Delaney and Professor Karen Monsen will be inducted into the International Nurse Researcher Hall of Fame.

Mary Benbenek, clinical professor in the School of Nursing, was selected to become a Fellow of the American Association of Nurse Practitioners.

Forum Kamdar, assistant professor in the department of medicine, earned the 2020 Clinical Scientist Development Award.

Medical School faculty, Susan Everson-Rose and Harry Orr, received the 2020 Carole J. Bland Outstanding Faculty Mentors Award.

Alison Aune, professor of art education on the Duluth campus, received the Arrowhead Regional Arts Council 2020 George Morrison Artist Award.

Student Awards & Activities

Michelle Boone, a Ph.D. student in the Entomology Department on the Twin Cities campus, received the Mary A. McEvoy Award for Public Service and Leadership and the President's Student Leadership and Service Award.

Carlson School of Management (Twin Cities campus) student, Kevin Bubolz, has been named a 2020 Tillman Scholar.

University of Minnesota Duluth alumnus, Jordan Moses, and Assistant Professor Terresa Moses are recipients of the Arrowhead Regional Arts Council's inaugural Award for Transformative Art.

Gunnar Frahm, a chemistry student on the Duluth campus, created a new carbon-carbon bond compound.

Brenna Connelly, a student in the College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus, has been named the 67th Princess Kay of the Milky Way, which is a goodwill ambassador for approximately 3,000 Minnesota dairy farm families represented by the Midwest Dairy Association.

Twin Cities campus students in the College of Food, Agricultural and Natural Resource Sciences—Eric Nazareno, Xin Chen, Ian Lane, Anh Tran, Margaret McEachran, Ellen Candler, Jamie Mosel, Jesus David Castano Uruena, and Mathia Colwell—received the 2020-2021 Doctoral Dissertation Fellowship.

Laura Sloan, a fourth-year resident in the Department of Psychiatry and Behavioral Sciences on the Twin Cities campus, has received the Rappeport Fellowship by the American Academy of Psychiatry and the Law. This is the highest award in forensic psychiatry and it is the first time a resident from Minnesota has earned it.

Ramla Kasozi, a third-year family medicine resident, was elected to the Minnesota Academy of Family Physicians Board.

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Information Report: Accreditation Updates

Institutional accreditation is a comprehensive review by a private, nongovernmental organization specifically created to review higher education institutions and programs for quality. All campuses of the University of Minnesota operate with the accreditation of the Higher Learning Commission. The Twin Cities campus has been accredited continuously since 1913. The Duluth campus has been accredited since 1968, while the Morris and Crookston campuses were first accredited in 1970 and 1971. The Rochester and Twin Cities campuses are accredited jointly. Each campus is accredited to offer the bachelor's degree; the Twin Cities and Duluth campuses are accredited to offer the master's degree; and the Twin Cities campus is accredited to grant doctoral and professional degrees.

Twin Cities Campus Assurance Review

The Higher Learning Commission conducts an Assurance Review of member institutions to determine whether an institution continues to meet the Criteria for Accreditation. This review of materials prepared by the institution occurs in the fourth year of a ten-year accreditation cycle. In June 2020, a team of peer reviewers determined that the Twin Cities campus met all 21 core components of the Higher Learning Commission accreditation criteria with no recommendations for interim monitoring. Specifically, the review team noted that "The University uses well-thought-out processes to plan and to allocate resources" and that "the University has been through a tough period of declining resources and has managed to keep the focus on improving the faculty and delivering for the students." They add that "This aspect of its performance improvement process is worthy of our praise."

Morris Campus Assurance Review

The Higher Learning Commission conducts comprehensive evaluations of member institutions to confirm that the institution continues to meet the Criteria for Accreditation, is pursuing institutional improvement and complies with requirements sets by the U.S. Department of Education. Evaluations are conducted by teams of peer reviewers in the last year of the ten-year accreditation cycle; the Morris campus's on-site visit was in October 2019.

In February 2020, the campus received official notification from the Higher Learning Commission that their accreditation has been reaffirmed for ten years, with the next campus comprehensive visit scheduled for the 2029-30 academic year. The Review Team praised the Morris campus for its commitment to exceptional undergraduate education: "UMN Morris is dedicated to a high-quality, undergraduate, liberal arts education as a part of the

University of Minnesota system. Faculty are dedicated to teaching, scholarship and service and work closely with qualified staff to provide academic advising." The HLC determined that the campus must include in its fourth-year Assurance Review an embedded report that documents "a systemic approach to link assessment findings with evaluation of operations, institutional planning, budgeting, and decision-making." The campus has already started reviewing current processes related to the explicit integration of assessment processes and findings with campus-wide planning and decision-making, and is on track to show a record of doing so.