



Academic & Student Affairs Committee

February 2015

February 12, 2015

2:00 p.m.-4:00 p.m.

East Committee Room, McNamara Alumni Center

ASA - FEB 2015

1. Balancing UMTC Strategies Around Enrollment and Financial Aid

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 12, 2015

Agenda Item: Balancing UMTC Strategies Around Enrollment and Financial Aid

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

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

Purpose & Key Points

Purpose

To articulate key strategies regarding enrollment management and financial aid, and discuss the relationship between them.

Key Points

The Office of the Undergraduate Education (within the Office of the Provost) has developed a series of both enrollment management principles and financial aid principles to help guide policy decisions, strategies, and practices.

Background Information

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

- December 11, 2014, *Twin Cities Undergraduate Education Update*, Academic and Student Affairs Committee
- October 10, 2014, *Demographic Trends & System-wide Enrollment Management*, Board of Regents
- December 12, 2013, *Twin Cities Undergraduate Education Update & Future Goals*, Academic and Student Affairs Committee
- December 13, 2012, *Undergraduate Education Update & Goals for the Future*, Educational Planning and Policy Committee
- December 13, 2012, *Undergraduate Education Enrollment Trends and Tuition Philosophy*, Educational Planning and Policy Committee

- December 8, 2011, *The Student Experience: Financial Aid and Financial Literacy*, Faculty, Staff and Student Affairs Committee
- February 10, 2011, *Financial and Advising Support for Undergraduate Students*, Educational Planning and Policy Committee
- December 9, 2010, *Interim Report on Enrollment Management Strategies*, Educational Planning and Policy Committee

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 12, 2015**

Balancing UMTC Strategies around Enrollment and Financial Aid

The **enrollment management principles** for undergraduate students include:

Admit for success. The University should admit to colleges and programs those students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To do so, Admissions should conduct a holistic review of student records, using primary and secondary factors.

Support student success. The University should direct resources to help ensure that students who are admitted to its colleges and programs are adequately supported to be able to complete the programs and graduate in a timely way.

Incorporate ethnic, social, economic, and geographic diversity. As a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The educational experience of all students is enhanced when they can interact with students from a variety of other states and countries. The University serves as a magnet for bringing talent into the state.

Provide a high quality education and student experience. The University needs to adjust enrollments to its fiscal, intellectual, and physical resource capacity. Enrollments should be adjusted according to our ability to provide a high quality education to our students.

Emphasize signature strengths. The University needs to give highest priority to its strongest and most distinctive programs while at the same time striking a balance between existing and emergent disciplines. It needs to continually nurture new and promising programs.

Maintain adequate tuition revenues. The University should adjust enrollments, programs, and tuition to maintain revenue to adequately support student needs, academic priorities, and program quality.

Give highest priority to degree-seeking students. While the University serves many different types of students, those pursuing undergraduate, graduate, and professional degrees are our highest priority. Enrollment of other students needs to be managed as an important, but secondary, priority.

Consider state, national, and global workforce needs. University enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world.

Similarly, principles to guide financial aid policy and practice have been developed. The **financial aid principles include:**

Connect financial aid strategies to University and State goals and priorities

Align financial aid strategies and tuition strategies

Support access for qualified students

Attract high-achieving students

Focus aid on Minnesota residents

Support timely graduation

Support the University's strengths and increase enrollments in priority areas

Enrollment Management

The meaning of the term “enrollment management” has shifted over the past decade and now is used to describe a set of related activities including admissions (freshman, transfer, and international), financial aid, student academic success (retention and graduation), housing, and quality of the incoming class. Universities have shifted to administratively linking these activities to ensure their harmonization. On the Twin Cities campus, as an example, it is both the Office of Admissions and the Office of Student Finance (a unit within Academic Support Resources--ASR) that allocate financial aid, necessitating a close working relationship between the two.

Some of the most urgent priorities for UMTC enrollment management include:

- Maintaining a stable undergraduate NHS (freshman) enrollment.
- Stabilizing the NAS (transfer) enrollment
- Identifying NAS pipelines
- Facilitating Inter-university transfers (transfers among U of M campuses)
- Increasing STEM enrollments
- Ensuring a diverse student body
- Enhancing national-level recruitment

Given the relatively high percentage of transfer students at the U of M compared to our peer institutions, the Office of Undergraduate Education (OUE) has developed several new programs designed to better support these students with OUE playing a stronger coordinating role.

The unit within OUE most strongly aligned with enrollment management is the Office of Admissions, whose director carries the title *Associate Vice Provost for Enrollment Management and Director of Admissions*. The Office of Admissions is responsible for all aspects of undergraduate admissions, including the identification of pools of students to recruit, developing recruitment plans and materials, conducting outreach to myriad K-12 communities, and matriculating the very best students. The admissions process is both an art and a science, and the U of M admissions office has developed a reputation as one of the very best in the country. The strategies for attracting and admitting students include close contact with high schools; maintaining a deep knowledge of geo-demographics at the local, regional, and national levels; identifying national target areas, and providing the very best customer service to students and their parents.

On the Twin Cities campus, undergraduate admissions is managed at the central level, but with close, frequent interaction with the undergraduate colleges. Freshmen are admitted to one of seven colleges (CLA, CSE, CFANS, CDes, CSOM, CEHD, and CBS). Transfer students may be admitted to those seven colleges and to CCE and the Academic Health Center undergraduate programs

(Nursing, Dental Hygiene, Medical Laboratory Sciences, and Mortuary Science). OUE works closely with colleges in identifying collegiate and campus-wide enrollment targets and in shaping the incoming class.

Financial Aid

A strong relationship between enrollment management and financial aid is essential for success in recruiting, enrolling, retaining, and graduating the very best students. The U of M maintains a balanced approach with emphases on need-based aid, merit-based aid, and special attention to the growing need for aid for middle-income students. These are, of course, not mutually-exclusive categories, and many students receive both need-based and merit-based aid.

Each of the types of financial aid is necessary to maintain a balanced strategy to support the many needs of a diverse group of undergraduates. The U of M's need-based program for Minnesota undergraduate students builds off the Federal Pell program and Minnesota State Grant Program by providing low-and middle-income students a U of M Promise Scholarship. These Promise Scholarships are scaled with the Expected Family Contribution (EFC), and eligibility extends up to a family income of \$100,000. Those students with a zero EFC receive a maximum Pell, maximum State Grant, and maximum Promise Scholarship, which together total over \$14,000 per year, thus covering tuition, fees, and books.

The numerous merit-based programs are designed to attract the very best Minnesota (and other) students with the goal of providing support to these students for four years. These high-achieving students often have multiple offers from other institutions, and the Office of Admissions, working with the Office of Student Finance, must provide increasingly competitive offers to attract them to our campus. Our National Merit Scholarship Program is an example of merit-based funding.

A third category that has been growing includes our middle-income scholarship programs, where several donors have made this a high priority in their philanthropy. The David Larson Scholarship and the middle-income scholarships provided by the U of M Promise are examples.

Each year, the Office of Student Finance "packages" thousands of students with scholarship funds, loans, work-study funds, and other forms of financial aid based on family income (need-based aid), quality of academic record (merit-based aid), and other aspects of the student's background.

Recently, the U of M completed a comprehensive "Financial Behavior" survey, sent to all Twin Cities campus undergraduate students. The results of this survey, which collected data on student spending habits, knowledge of indebtedness, and knowledge of financial health, will be presented and discussed.

Discussion Items

- Results of recent student Financial Behavior survey
- Continued focus on student academic success and timely graduation
- Enrollment management planning strategies to support student success
- Financial aid strategies to support student success

Balancing UMTC Strategies around Enrollment and Financial Aid

Board of Regents

Academic and Student Affairs Committee

February 12, 2015

Karen Hanson

Senior Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education



Tuition

- Tuition model
- Resident rate structure
- Non-resident rate structure
- Incentives (and disincentives)

*Student
Success*

Financial Aid

- Need-based and merit-based strategies
- Need for middle-income resources
- Federal and state programs
- U of M packaging
- Attentiveness to indebtedness

Enrollment Management

- Total undergraduate size
- Size of freshman class
- Size of transfer class
- Undergraduate priorities
- Role of reciprocity

Key Policy Questions

- What would be the impacts of modest enrollment increases over the next 5-10 years?
- What is the appropriate balance of resident, reciprocity, non-resident, and international students?
- What are the priorities for undergraduate enrollments on the Twin Cities campus?
- What areas are the highest priorities for financial aid? (e.g., additional PES funds, middle-income, merit-based)

Enrollment Management Principles

1. Maintain affordability.
2. Admit for success.
3. Support student success.
4. Incorporate ethnic, social, economic, and geographic diversity.
5. Provide a high-quality education and student experience.
6. Emphasize signature strengths.
7. Maintain adequate tuition revenues.
8. Give highest priority to degree-seeking students.
9. Consider state, national, and global workforce needs.
10. Maintain opportunities for transfer students.
11. Partner with other state systems retaining U of M mission.

Principles to Guide Financial Aid for UMTC Undergraduate Students



- Connect financial aid strategies to University and state goals and priorities
- Align financial aid strategies and tuition strategies
- Support access for qualified students
- Attract high-achieving students
- Focus aid on Minnesota residents
- Support timely graduation
- Support the University's strengths and increase enrollments in priority areas

A photograph of a bridge with a white railing and a yellow line. Several cyclists are riding across the bridge. A solar panel is mounted on the bridge, and a yellow beam of light is projected from it. In the background, there are trees and buildings.

ENROLLMENT MANAGEMENT AND OFFICE OF ADMISSIONS

Enrollment Management

The meaning of the term “enrollment management” has shifted over the past decade and now is used to describe a related set of enrollment/success activities:

- Admissions (freshman, transfer, and international)
- Financial aid strategies
- Student success (retention and graduation)
- Housing strategies
- Educational quality of the class



Outcomes for Admissions

- **Meet the University of Minnesota's undergraduate new student enrollment targets.**
 - new freshman enrollment targets
 - new transfer student enrollment targets
- **Bring to campus a diverse and academically prepared student body.**

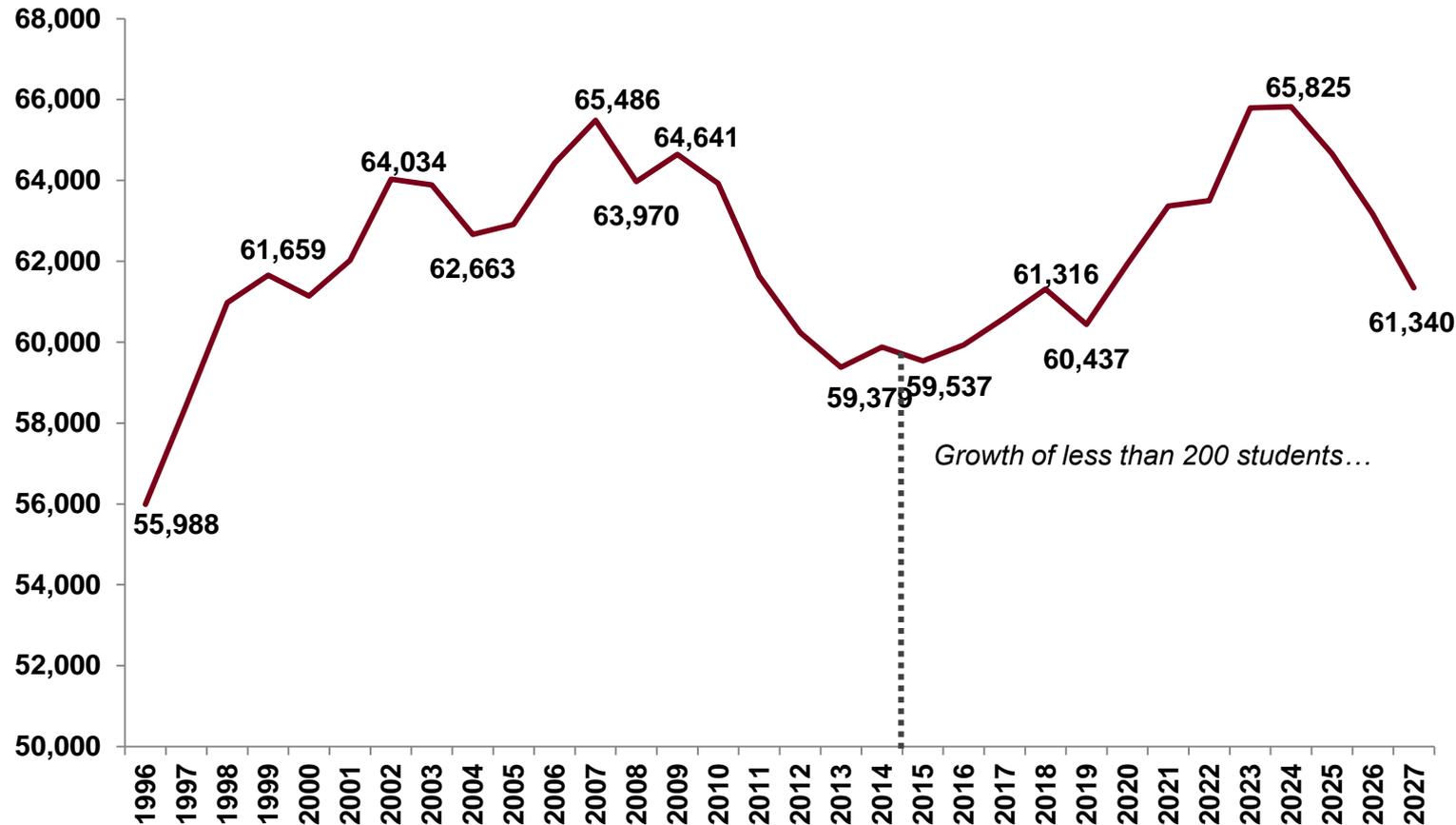
Despite a challenging environment, the University of Minnesota consistently achieves its enrollment targets.

UMTC Undergraduate Admissions:

A Partnership with the Provost's Office and Undergraduate Colleges

- Central sets targets/metrics in discussion with colleges (Summer 2014 for Fall 2015).
- August enrollment planning meetings with colleges.
- Monthly meetings with Office of Admissions, Vice Provost and Dean, and collegiate associate deans.
- Regular updates to the Provost, especially during spring.
- Associate Vice Provost for Enrollment Management meets with colleges as incoming class is shaped.
- Associate deans get weekly updates.

History and Projections: MINNESOTA High School Graduates

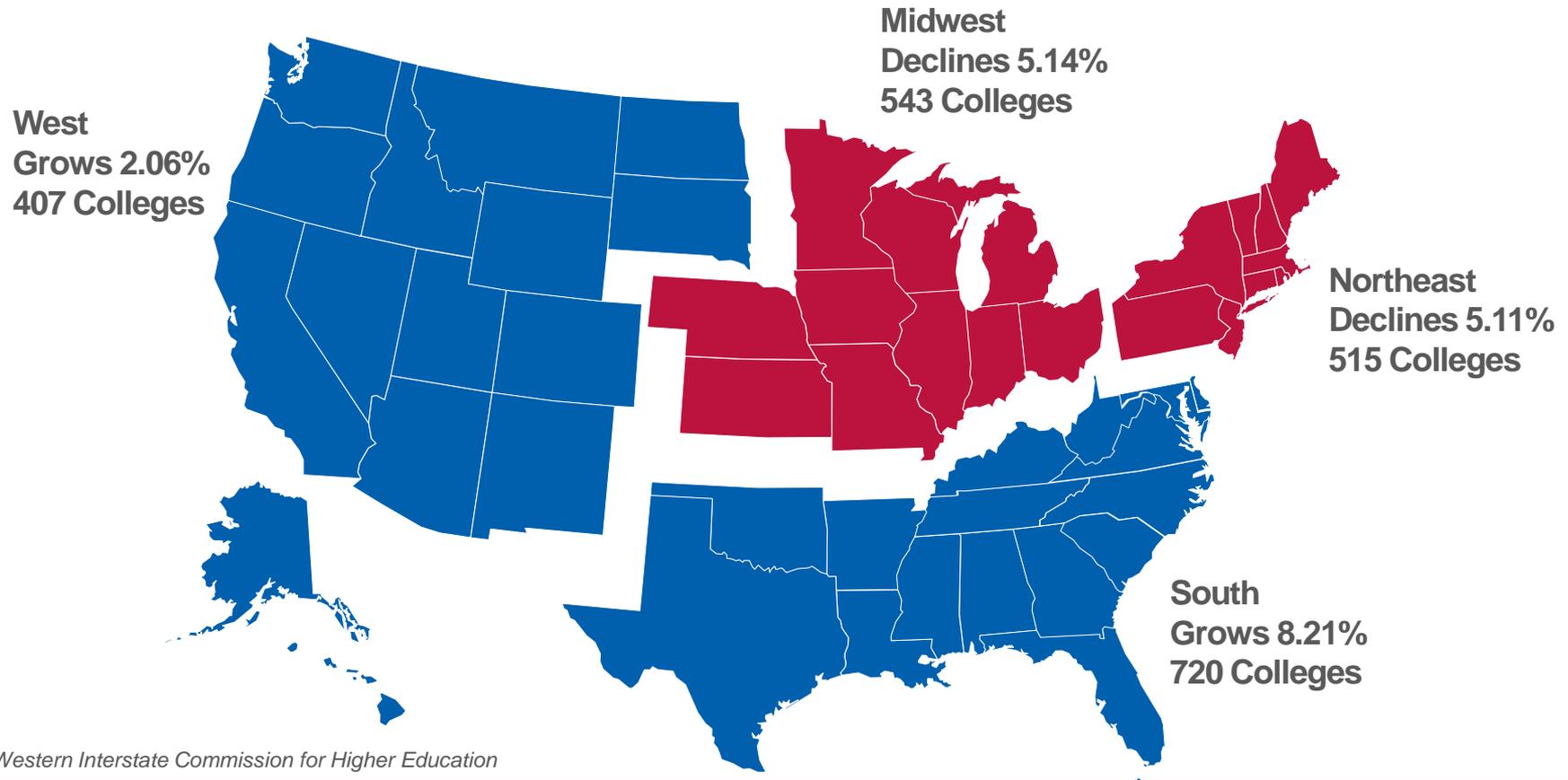


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2012*



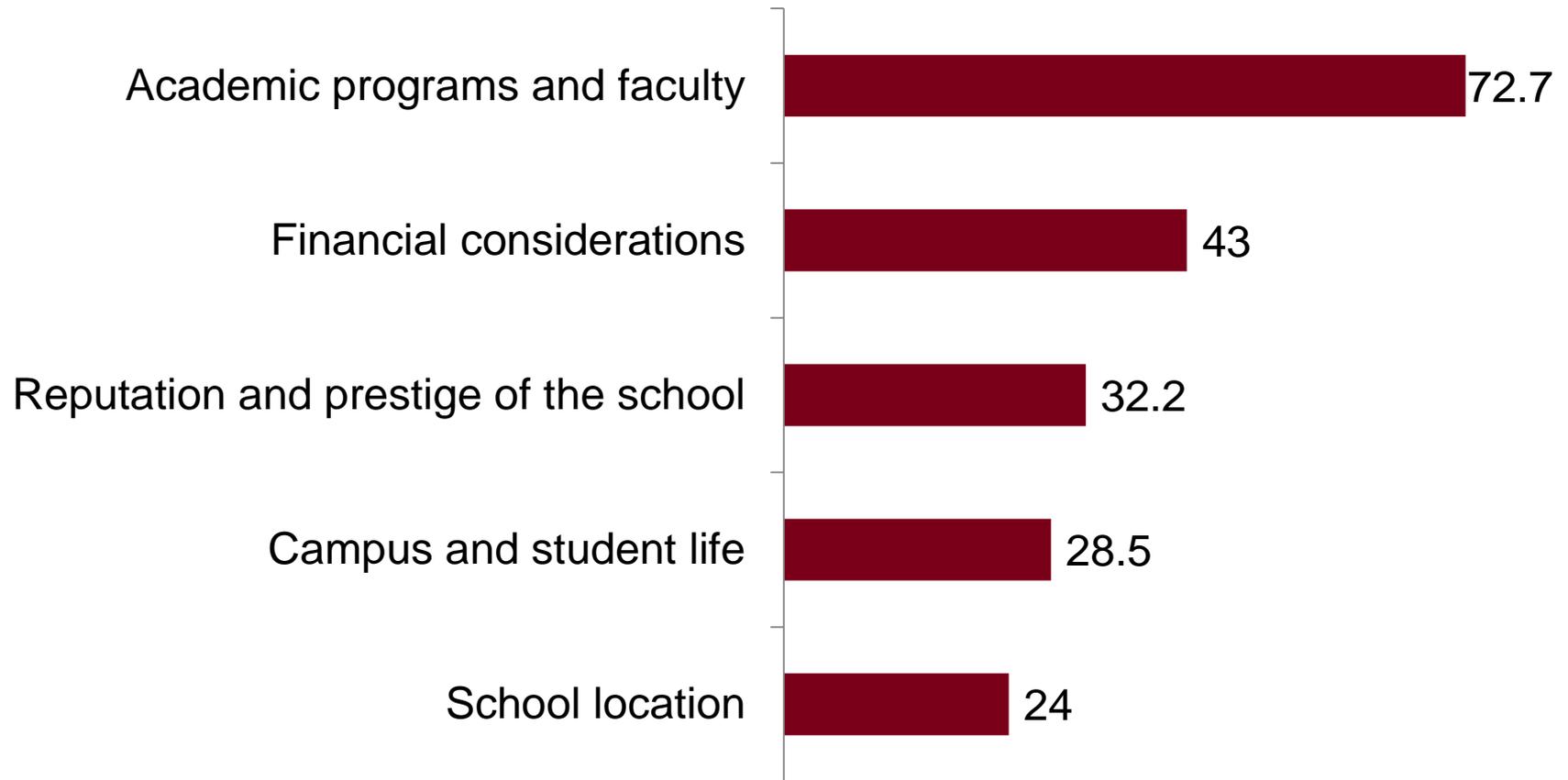
Shifting Populations of High School Graduates

Regional Changes in High School Graduates 2013-2022



Choice Factors

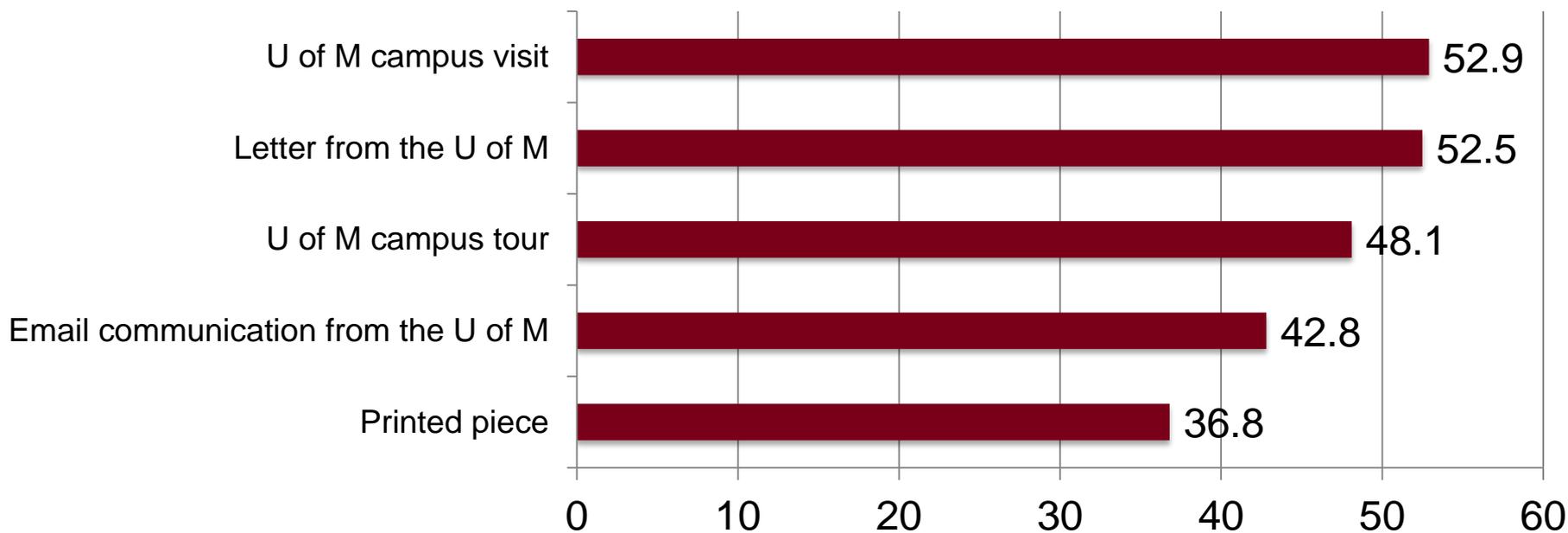
Percentage of students who indicated this factor was a first or second priority:



Source: University of Minnesota Twin Cities 2014 Admitted Student Survey by University Research Partners

TOP Sources of Information Used by Prospective Students

Percentage of students who used this source of information



UNIVERSITY OF MINNESOTA

Driven to Discover

International NHS Applications: Admits and Enrollees 2011-2014

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Applications	5,860	7,022	7,590	6,800
Admits	1,254	1,203	1,299	1,459
Enrolls	302	279	280	337



FINANCIAL AID



2014-15 Cost of Attendance

Twin Cities Campus

Minnesota Resident Undergraduate Living on Campus



Tuition & Fees	\$13,626
Room & Board	\$8,554
Books, Supplies, Transportation, Personal/Misc.	\$3,194
Total Cost of Attendance	\$25,374

Typical Need-Based Aid Packages at Various Income Levels: Twin Cities Campus, MN Resident Undergraduate, 2014-15

Cost of Attendance (COA)	\$25,374	\$25,374	\$25,374
Tuition and Fees	\$13,626	\$13,626	\$13,626
Adjusted Gross Income (AGI)	\$25,000	\$50,000	\$99,999
Expected Family Contribution (EFC)	\$0	\$4,750	\$14,778
<u>Typical Aid Package</u>			
Pell	\$5,730	\$980	\$0
State Grant	\$5,015	\$5,252	\$0
U Promise	\$4,000	\$2,464	\$570
Subtotal Gift Aid	\$14,745	\$8,696	\$570
Student Loan (amount offered)	\$5,500	\$5,500	\$5,500
Parent Loan (amount offered)	\$5,129	\$11,178	\$19,304
Total Aid Package (offered)	\$25,374	\$25,374	\$25,374

Twin Cities Degree-Seeking Undergraduates Financial Support (in \$ millions)

Financial Aid Year (fall, spring, summer)	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Gift Aid (e.g., grants, federal Pell, scholarships)	\$105.8	\$135.6	\$146.4	\$130.6	\$128.5	\$134.6
Waivers (i.e., U of M tuition waiver awards)	\$8.3	\$7.5	\$7.0	\$7.4	\$7.8	\$9.6
Employment (work-study and other U of M employment)	\$24.3	\$24.7	\$24.8	\$25.6	\$26.1	\$26.1
Loans (student and parent loans)	\$156.7	\$167.2	\$175.4	\$181.9	\$176.2	\$168.3
TOTAL	\$295.1	\$335.0	\$353.5	\$345.5	\$338.6	\$338.6
<i>Gift Aid + Waivers as % of Total</i>	38.7%	42.7%	43.4%	40.0%	40.3%	42.6%
<i>Loans as % of Total</i>	53.1%	49.9%	49.6%	52.6%	52.0%	49.8%

GIFT AID (in \$ millions)

Twin Cities Degree-Seeking Undergraduate Students

FINANCIAL AID YEAR	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
University Scholarships	\$42.9*	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9
Pell (Federal)	\$19.2	\$27.8	\$33.9	\$31.6	\$30.2	\$29.4
Other Federal	\$5.2	\$9.1	\$7.5	\$3.1	\$3.2	\$3.0
State/Local Government	\$22.2	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5
Private	\$7.3	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5
Athletic	\$8.1	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6
Regents Scholarship (employees)	\$0.9	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7
TOTAL GIFT AID	\$105.8	\$135.6	\$146.4	\$130.6	\$128.5	\$134.6

* 2008 and 2009 increase related to a special Minnesota Resident Scholarship that existed for only two years

** 2010 and 2011 increase related to Federal Stimulus Funding received from the state of Minnesota and used for student aid

PELL GRANTS

Twin Cities Degree-Seeking Undergraduate Students

<u>Financial Aid Year (fall, spring, summer)</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
% all enrolled students with Pell Grants	20%	23%	27%	26%	25%	24%
Average Pell Grant Amount Disbursed	\$3,197	\$3,948	\$3,963	\$3,740	\$3,793	\$3,876
Federal Pell Maximum Amount	\$4,731	\$5,350	\$5,550	\$5,550	\$5,550	\$5,645



Loan Debt (for those with debt)

Bachelor's Degree Recipients
Twin Cities Campus

Year of Graduation	2009	2014
Number of Graduates	6,542	7,387
% with NO Debt	35%	39%
<u>Student Loan Debt (excluding PLUS parent loans)</u>		
Average – for students with debt	\$25,433	\$27,446
Median – for students with debt	\$23,455	\$24,433

Gift Aid Disbursed in Aid Year 2013-14 (in \$ millions)

Twin Cities Degree-Seeking Undergraduates

Merit	
Admissions Scholarships	\$17.25
Tuition Waivers	\$9.56
Collegiate, Departmental or Designated Awards	\$6.16
Athletic Scholarships	\$9.57
Total Merit	\$42.53
Low-Income Need	
Pell	\$29.36
Minnesota State Grant	\$28.23
U of M Promise Income <\$50K	\$6.28
Other	\$20.30
Total Low-Income Need	\$84.18
Middle Income Need	
U Promise >\$50K	\$6.61
UMF Middle-Income Scholarships (Johnson, Buuck, Larson)	\$1.26
Total Middle-Income Need	\$7.87
TOTAL GIFT AID	\$134.58

Total Merit-Based Gift Aid \$42.5 (32%)

Total Need-Based Gift Aid \$92.1 (68%)

Total Gift Aid \$134.6





STUDENT FINANCIAL BEHAVIOR SURVEY, FALL 2014

Items 7-9; 11

What are your approximate monthly costs for:

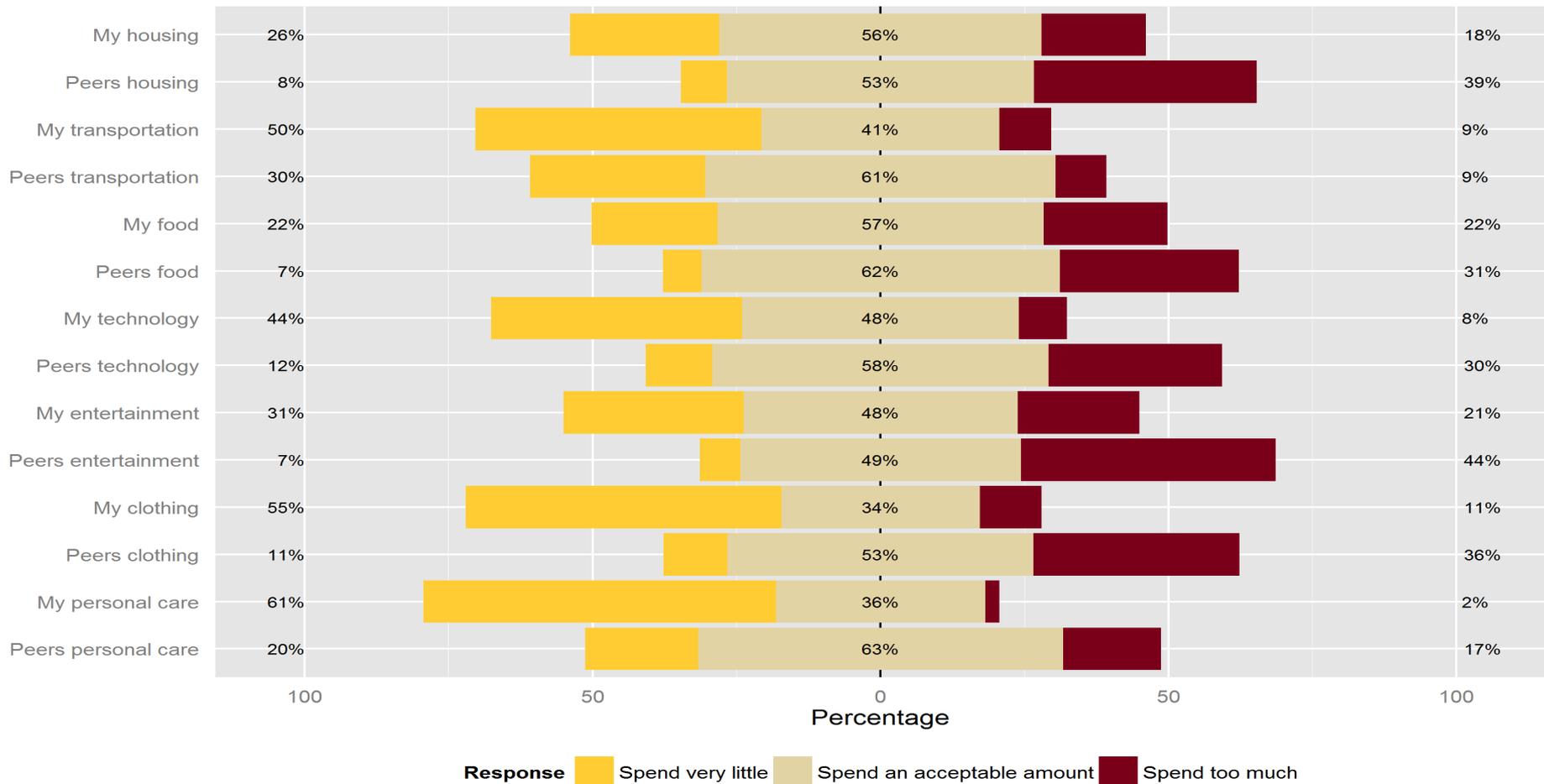
	Responded	Total N	Response %	Median	Mean	Std. Dev.	Min.	Max.
Housing	2,066	3,994	52%	\$465	\$406	\$348	\$0	\$8,000
Car (non-gas and parking)	1,384	3,994	35%	\$80	\$127	\$155	\$0	\$2,500
Food	2,990	3,994	75%	\$80	\$105	\$111	\$0	\$1,600
Entertainment	2,994	3,994	75%	\$40	\$57	\$72	\$0	\$1,500
Transportation	2,987	3,994	75%	\$20	\$53	\$85	\$0	\$1,320
Clothing	2,989	3,994	75%	\$10	\$26	\$45	\$0	\$500
Technological Devices *	3,199	3,994	80%	\$8	\$20	\$40	\$0	\$833
Cell Phone (non- device)	3,188	3,994	80%	\$0	\$25	\$36	\$0	\$406
Personal Care	2,985	3,994	75%	\$0	\$16	\$27	\$0	\$500
Family	2,988	3,994	75%	\$0	\$19	\$137	\$0	\$6,000
Other	2,987	3,994	75%	\$0	\$18	\$134	\$0	\$3,500

Data Notes:

* Technology was derived from an annual figure divided by 12

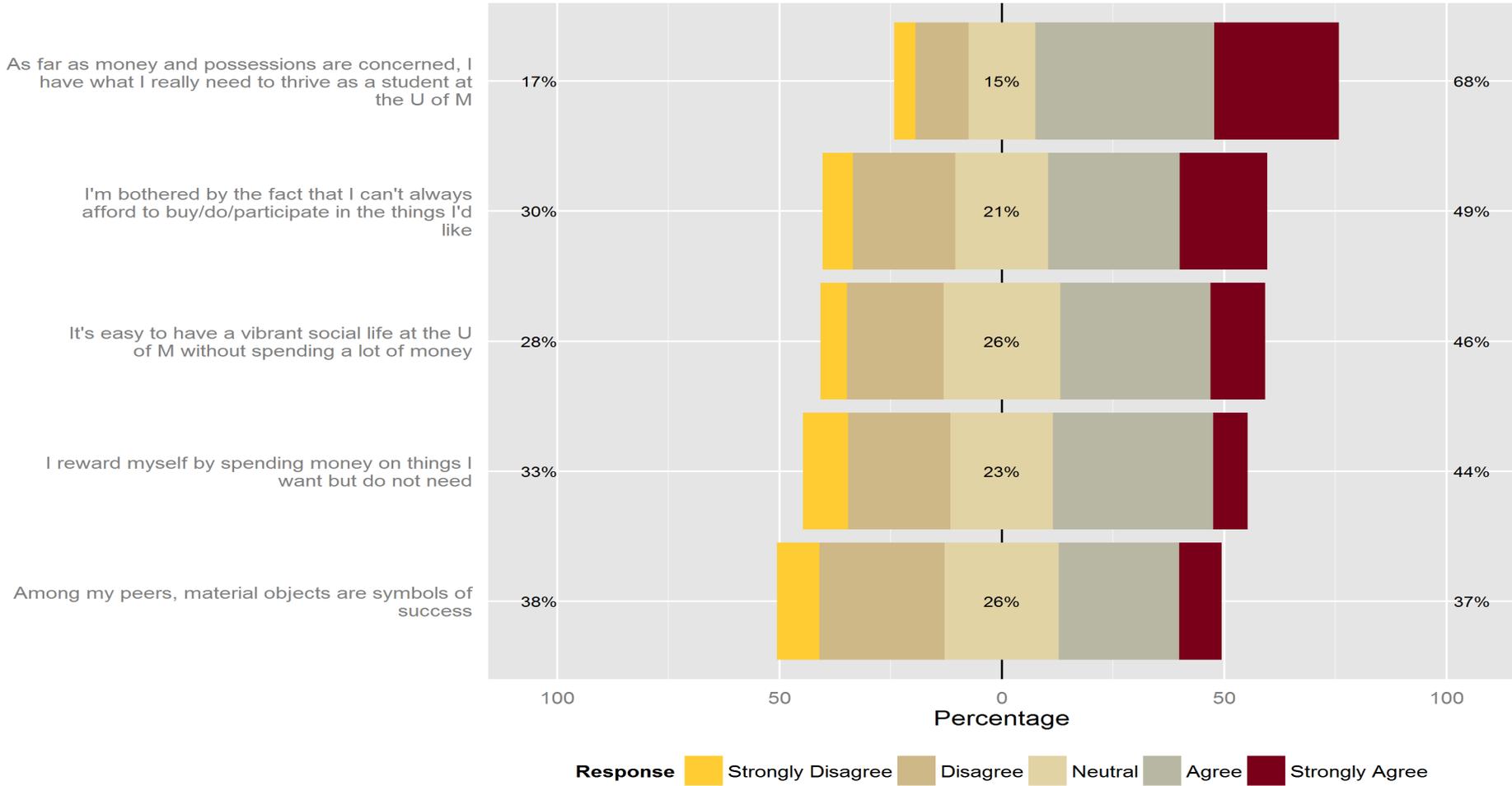
Please see survey results for exact item wording

Item #21:
Please rate yourself, followed by your perception of your peers...on general spending habits in the following areas:



Conclusion: Students find that their own spending habits are normal, while those of their peers are excessive

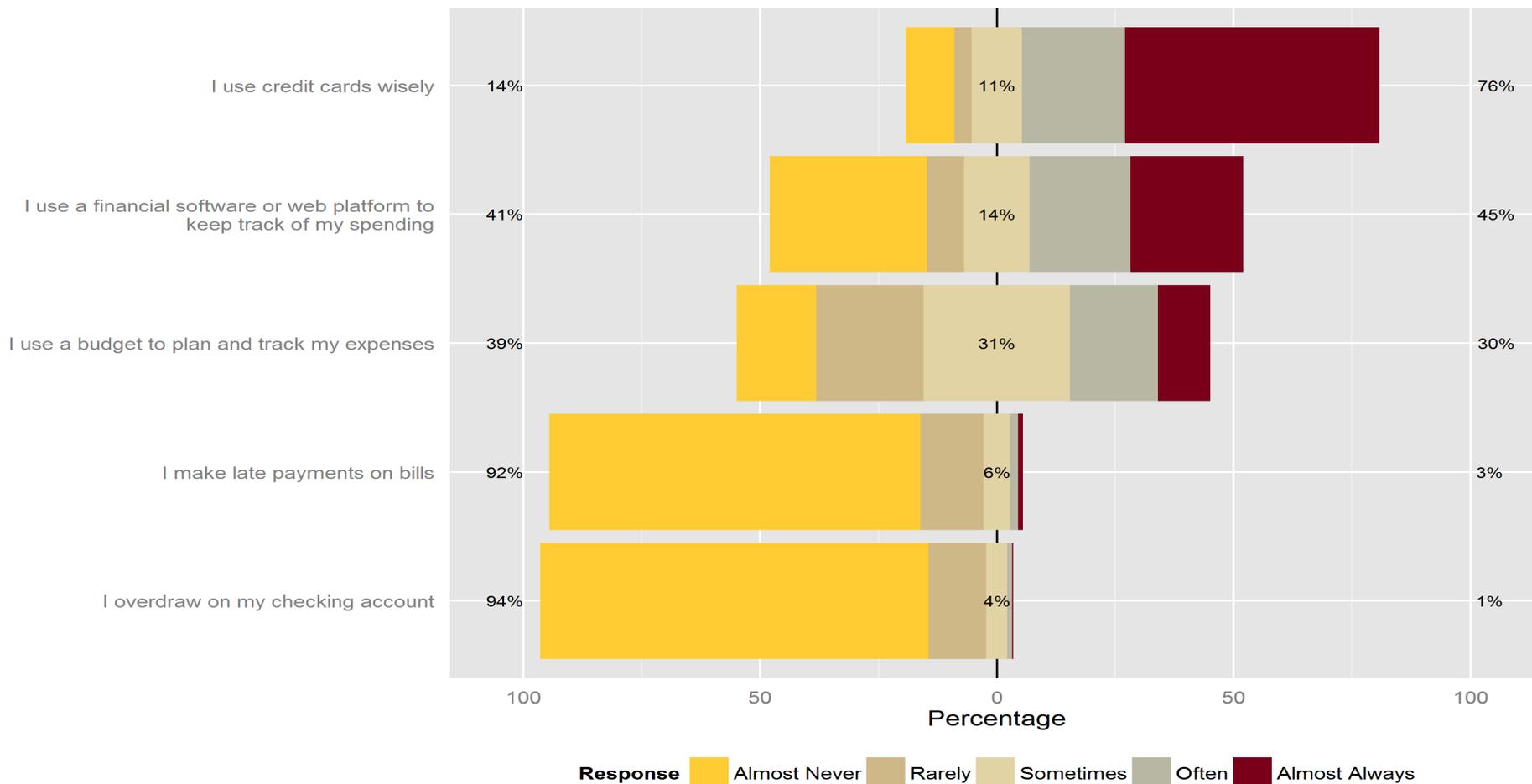
Item #12:
Please rate your agreement with the following statements:



Conclusion: Students have the resources to “thrive as a student” but fewer are able to have a “vibrant social life”

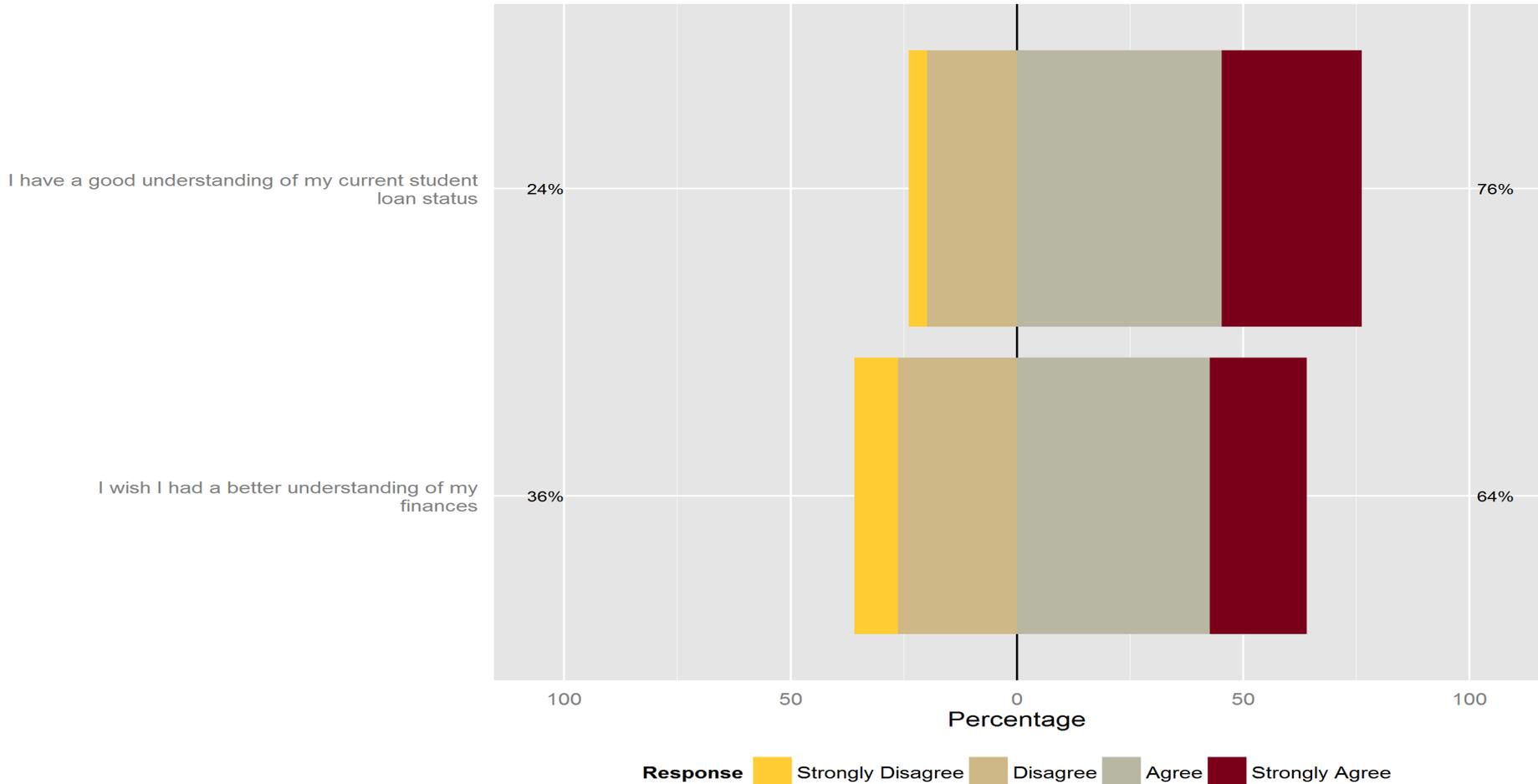


Item #13:
Please indicate how often you engage in the following behaviors related to your finances:



Conclusion: Students are generally financially responsible by minimizing credit card use, and paying bills on time

Item #22:
Please rate your agreement with the following statements



Conclusion: Students largely believe that they understand their loans, yet still want more information about their finances

Student Financial Behavior Survey

- Students find that their own spending habits are normal, while those of their peers are excessive.
- Students have the resources to “thrive as a student” but fewer are able to have a “vibrant social life.”
- Students are generally financially responsible by minimizing credit card use, and paying bills on time.
- Students believe that they understand their loans, yet still want more information about their finances.

Key Policy Questions

- What would be the impacts of modest enrollment increases over the next 5-10 years?
- What is the appropriate balance of resident, reciprocity, non-resident, and international students?
- What are the priorities for undergraduate enrollments on the Twin Cities campus?
- What areas are the highest priorities for financial aid? (e.g., additional PES funds, middle-income, merit-based)



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 12, 2015

Agenda Item: Diversifying Faculty: C.L.E.A.R. Evidence-Based Strategies

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Katrice A. Albert, Vice President for Equity and Diversity
Michael Goh, Associate Vice Provost, Office for Equity and Diversity

Purpose & Key Points

The Office of Equity and Diversity will provide an overview of the University's plan to achieve goals for faculty diversity, the challenge that both the University and broader higher education environments are facing, and most importantly, the University initiative called C.L.E.A.R. to prioritize the recruitment and retention of the best diverse scholars.

The Plan

The University of Minnesota-Twin Cities Strategic Plan (2014) envisions a university that is "preeminent in meeting the grand challenges of a diverse and changing world". While articulating a commitment to diversity, the plan is also unambiguous in noting the strategic need to diversify faculty:

"We cannot expect to be preeminent in addressing the challenges of a diverse and changing world unless the University of Minnesota can draw on the full range of talents, expertise, perspectives, and interests of diverse researchers and teachers nationally and globally. A diverse faculty is essential to providing our students with the knowledge and perspectives needed for life, work, and citizenship in the globalized 21st century and is crucial to innovative field-shaping research. Consistent with our mission, institutional values, and strategic vision, the University must be a place where all faculty feel welcome and encouraged to thrive. We must aggressively and deliberately promote diversity in faculty recruiting and in our ongoing practices of faculty development and support."

We must keep in mind the context for the transformational goals set out in the UMTC Strategic Plan. Michael Tapia, Professor of Computational and Applied Mathematics at Rice University's George R. Brown School of Engineering opines that the hiring process continues to be "one of the most conservative processes at institutions of higher learning." Noted diversity scholar Professor Caroline Turner adds: "Efforts to diversify faculty continue to be amongst the "least successful elements of university commitments to diversity."

The University of Minnesota has consistently defined diversity as not only a driving force but also a *necessary condition* for excellence. An academy of the highest stature, as measured against ideals of both academic excellence and social justice, is one in which excellence and diversity are inextricably intertwined—not *either-or*, but *both-and*. The University realizes that excellence is truly achievable *only* in an environment that fully supports engagement with diverse cultures and perspectives.

For some time, we have envisioned an institution where equity and diversity are woven into the work and the lives of every student, faculty, and staff member. As core institutional values, equity and diversity can – and will – infuse and inform thinking, policies, and practices throughout the University, from mission statements to strategic plans and from student admissions to faculty hiring, promotion, and tenure.

The Case for Faculty Diversity

Building, developing and retaining a diverse faculty is crucial to the University’s land-grant mission of advancing excellence in teaching, research, service, and community engagement. The institution’s commitment to enhancing the diversity of its faculty at the highest levels is premised on evidence that research and teaching are enriched by a variety of perspectives and multiple ways of knowing and being in the world. When diversity of thought and experience are core values of teaching and research the university community benefits in the following ways:

- Academic excellence is advanced because students are better prepared to be educated about and contribute to increasingly global, pluralistic, and multicultural society;
- Communities are strengthened because all members are judged by their character and contributions;
- Teamwork, respect, productivity, innovation and collaboration are fostered;
- Our economic well-being is strengthened as we both support the success of and utilize the skills of those from different ethnic backgrounds, cultures and communities, and;
- The University will be seen as a more attractive and engaging place of learning and teaching for students and faculty of color.

Our Strategy for Supporting the Strategic Plan’s Faculty Diversity Goals

C.L.E.A.R. is a Faculty of Color hiring initiative led by the Office for Equity and Diversity (OED) in partnership with the Provost’s Office that supports the UMTC Strategic Plan to prioritize the recruitment and retention of the best diverse field shapers and researchers. C.L.E.A.R. is an acronym that summarizes what the research evidence says about best practices for hiring faculty of color – in particular those from underrepresented populations.

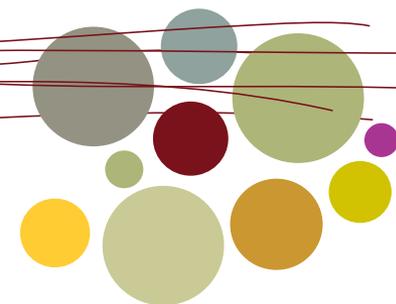
- **C** stands for Creating a Campus Climate where faculty of color are attracted to and can thrive. Remember that Composition of diverse search committees matters in ensuring a diverse candidate pool and intentionally educating for and Countering implicit bias that has been shown to negatively perpetuate narrow and homogenous candidate pools.
- **L** reminds us that as a Land-Grant University with a mission to engage and serve our diverse communities, and that we have a Legal Case (Executive Order 11246) to in good faith practice affirmative action in hiring a diverse faculty.
- **E** asks deans, department heads, and search committees to Examine position descriptions to clearly signal for diverse ideas and experiences.

- **A** is to Advertise creatively – multiple, simultaneous strategies; emphasizing networks and referrals.
- **R** is to pay attention to Relationships during the campus visit and closing the deal, acknowledging that faculty of color are often wondering if they are truly welcomed and if they can envision belonging to our campus and broader community.

C.L.E.A.R. is at once a mindset for diverse hiring; a checklist of best practices; and an intervention plan to improve the diversity of faculty hires. We believe that for this initiative to be successful, it cannot simply be an informational campaign but a comprehensive, multifaceted strategy that includes the following:

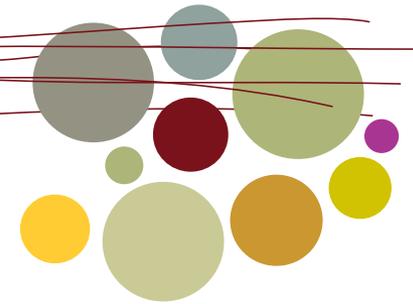
- Simultaneous efforts to address campus climate.
- Clear mandates, targets, and accountability measures for colleges and their leaders.
- Funds to compete for and retain the best field-shapers.
- Incentives and rewards for colleges that diversify their faculty.
- Cluster hiring – hiring multiple faculty into interdisciplinary research areas as a best practice for creating a diverse community of scholars.
- Education and training to counter for implicit bias in the search and promotion processes.
- Mentoring faculty.

Ahead of the presentation, the committee is asked to review a six-minute video that demonstrates implicit bias in the search process (a link to the password-protected video will be sent to the committee directly). Thank you for taking the time to review this video.



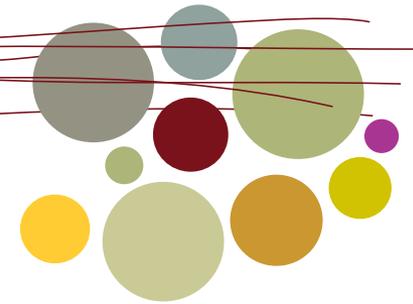
Diversifying Our Faculty: C.L.E.A.R. Evidence-Based Strategies

Katrice A. Albert, Vice President, Office for Equity and Diversity
Michael Goh, Associate Vice Provost, Office for Equity and Diversity



“We embrace diversity, knowing that diversity among our faculty, staff, and students is linked to excellence and is a key source of the creativity and innovation that our vision requires.”

UNIVERSITY OF MINNESOTA-TWIN CITIES
STRATEGIC PLAN EXECUTIVE SUMMARY
OCTOBER 2014



U of MN Equity And Diversity Vision Framework: Priorities and Faculty Diversity

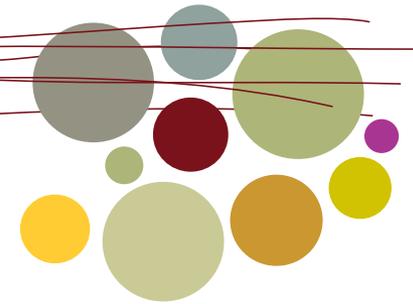
Engaging internal and external communities in reimagining programs that support the recruitment, retention and success of diverse faculty and staff.

Developing leadership capacity around equity and diversity work across the system.

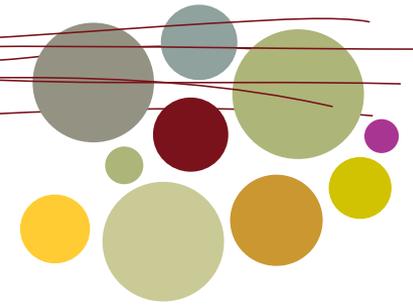
Improving campus climate for diverse students, faculty, staff, and visitors.

Engaging faculty in reimagining curriculum, pedagogy, and research to insure inclusivity and accessibility throughout the academic enterprise.

Supporting institutional assessment, accountability, and collaboration through the use of innovative metrics, technologies, and communications tools.



What does it take for the University community to remain engaged in long-term strategies to recruit, retain and promote diverse field-shapers?



Office for Equity and Diversity

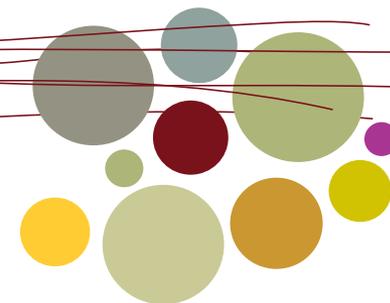
Research Evidence *FOR* Diversity in Higher Education



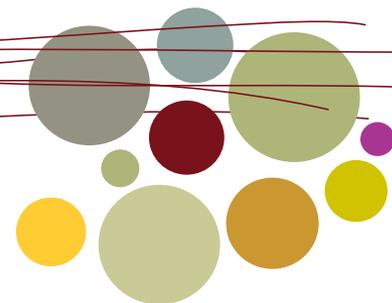
Office for Equity and Diversity

Research Evidence AGAINST

Diversity in Higher Education



NONE



How can the institution take advantage of the alignment of opportunities to meet the grand challenge of moving from “recruiting” to “attracting” and from “retaining” to “thriving” as it relates to diverse faculty?

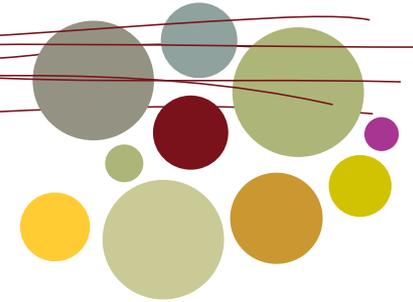


Office for
Equity and Diversity

LET'S BE CLEAR*
**ABOUT ATTRACTING
DIVERSE FIELD-SHAPERS**

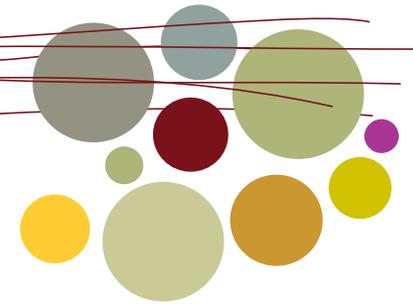
* **Best Practices for Attracting Diverse Field-Shapers to the
University of Minnesota**

CLEAR*

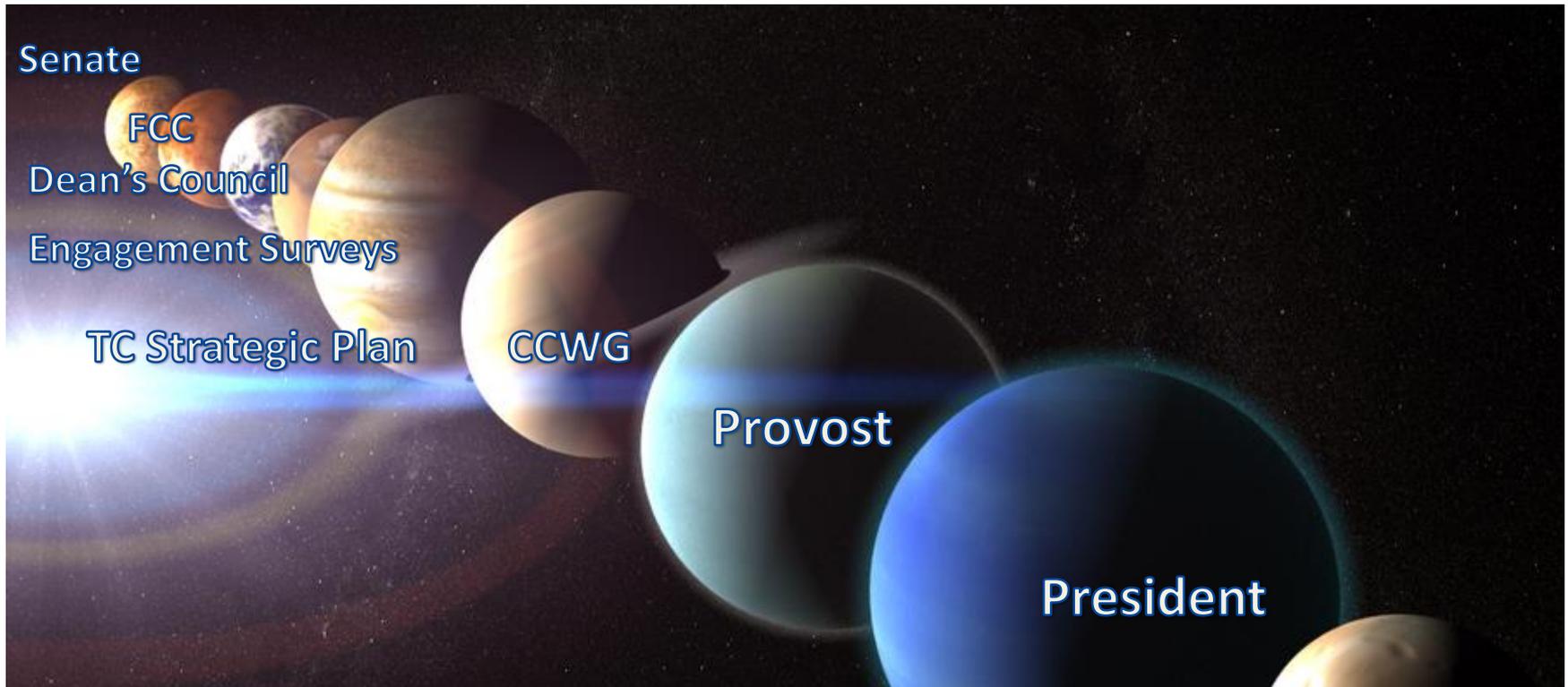


- ◆ **C**ampus **C**limate where faculty of color are attracted to and can thrive. **C**omposition of diverse search committees and **C**ountering implicit bias.
- ◆ **L**and-Grant University Mission; **L**egal case for diversifying faculty.
- ◆ **E**xamine position descriptions for signaling of diverse thought and experience.
- ◆ **A**dvertise: multiple, simultaneous strategies emphasizing networks and referrals.
- ◆ **R**elationships during campus visit and closing the deal.

Office for **Equity and Diversity**



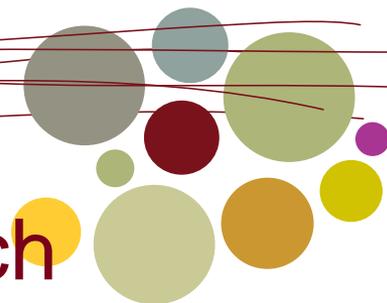
Vision Alignment

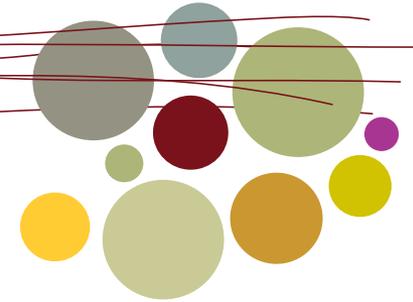


Office for **Equity and Diversity**

Interrupting Bias in the Faculty Search

University of Washington





Discussion

- ◆ What does it take for the University community to remain engaged in long-term strategies to recruit, retain and promote diverse field-shapers?
- ◆ How can the institution take advantage of the alignment of opportunities to meet the grand challenge of moving from “recruiting” to “attracting” and from “retaining” to “thriving” as it relates to diverse faculty?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 12, 2015

Agenda Item: Academic Support and Performance of UMTC Student-Athletes

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Lynn K. Holleran, Director, McNamara Academic Center for Student-Athletes

Purpose & Key Points

This discussion will focus on the mission, structure, services provided by, and oversight of the McNamara Academic Center for Student-Athletes (MAC) on the Twin Cities campus.

Background Information

- December 12, 2013, Intercollegiate Athletics Risk Profile, Audit Committee (Norwood Teague)

**University of Minnesota Board of Regents
Academic & Student Affairs Committee
February 12, 2015**

**Academic Support and Performance of UMTC Student Athletes –
McNamara Academic Center Background**

Mission and Goals of the McNamara Academic Center

Since its beginning in 1983, the MAC has expanded to provide individualized attention for student-athletes. The MAC's goal is to foster the development of student-athletes as they balance academics with athletics while pursuing a baccalaureate degree and to promote a partnership between the academic and athletic missions of the University of Minnesota.

Within an environment that values integrity and respect, the MAC strives to:

- Conduct the affairs of the MAC in a manner consistent with the highest of ethical standards.
- Provide a comprehensive support program that fosters academic success and develops leadership within a diverse group of student-athletes.
- Emphasize the primacy of student-athletes' academic responsibilities.
- Encourage participation in University programming to maximize student-athletes' collegiate experiences.
- Celebrate the academic achievements of University of Minnesota student-athletes.

The MAC is committed to helping student-athletes become independent and self-reliant learners.

We want student-athletes to:

- Develop and maintain a high level of motivation and self-discipline;
- Set appropriate academic goals;
- Plan and use time efficiently;
- Improve learning skills; and
- Earn a baccalaureate degree from the University of Minnesota in an area of interest.

Services offered by the MAC to support student-athletes in their academic careers include academic advising, computer labs, and tutoring in general skills areas such as writing and study skills. The MAC also offers tutoring for specific courses, along with outreach and career support services.

Organizational Structure and Oversight

MAC is one of the academic units reporting to the Senior Vice President for Academic Affairs and Provost. The MAC Director reports to the Vice Provost and Dean of Undergraduate Education.

The Advisory Committee on Athletics (ACA) and Faculty Academic Oversight Committee for Intercollegiate Athletics (FAOCIA) provide additional oversight. Both are standing committees of the University Senate.

ACA provides consultation and advice to the President, the senior administrator responsible for athletics, and the Department of Intercollegiate Athletics on policies and other major decisions.

FAOCIA has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee works closely with the Provost, who as head of academic

affairs is the senior administrative officer in charge of academic counseling programs for athletes. The committee includes six tenured faculty members, two faculty representatives to the NCAA, the Chair of the ACA, and ex officio representation as specified by vote of the Faculty Senate. The purpose of this committee is to ensure that students who choose to participate in athletics have a full opportunity to pursue and complete their University studies, and the primary qualification for appointment to this committee is a commitment to teaching students.

Recent Accomplishments in Student-Athlete Academic Performance

Recent progress and notable accomplishments in student-athlete academic performance are evidenced by these metrics:

- Graduation rates
- Academic performance rates
- Team GPAs

Discussion Items

In addition, the presentation will include a discussion of major challenges facing academic support programs in Division I athletics and how the MAC addresses those challenges. Topics will include:

- Avoiding circumstances like the recent University of North Carolina situation
- Student-athletes clustering in courses and majors
- Maintaining academic integrity

Academic Support and Academic Performance of Student-Athletes

Board of Regents

Academic and Student Affairs Committee

February 12, 2015

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education

Lynn K. Holleran

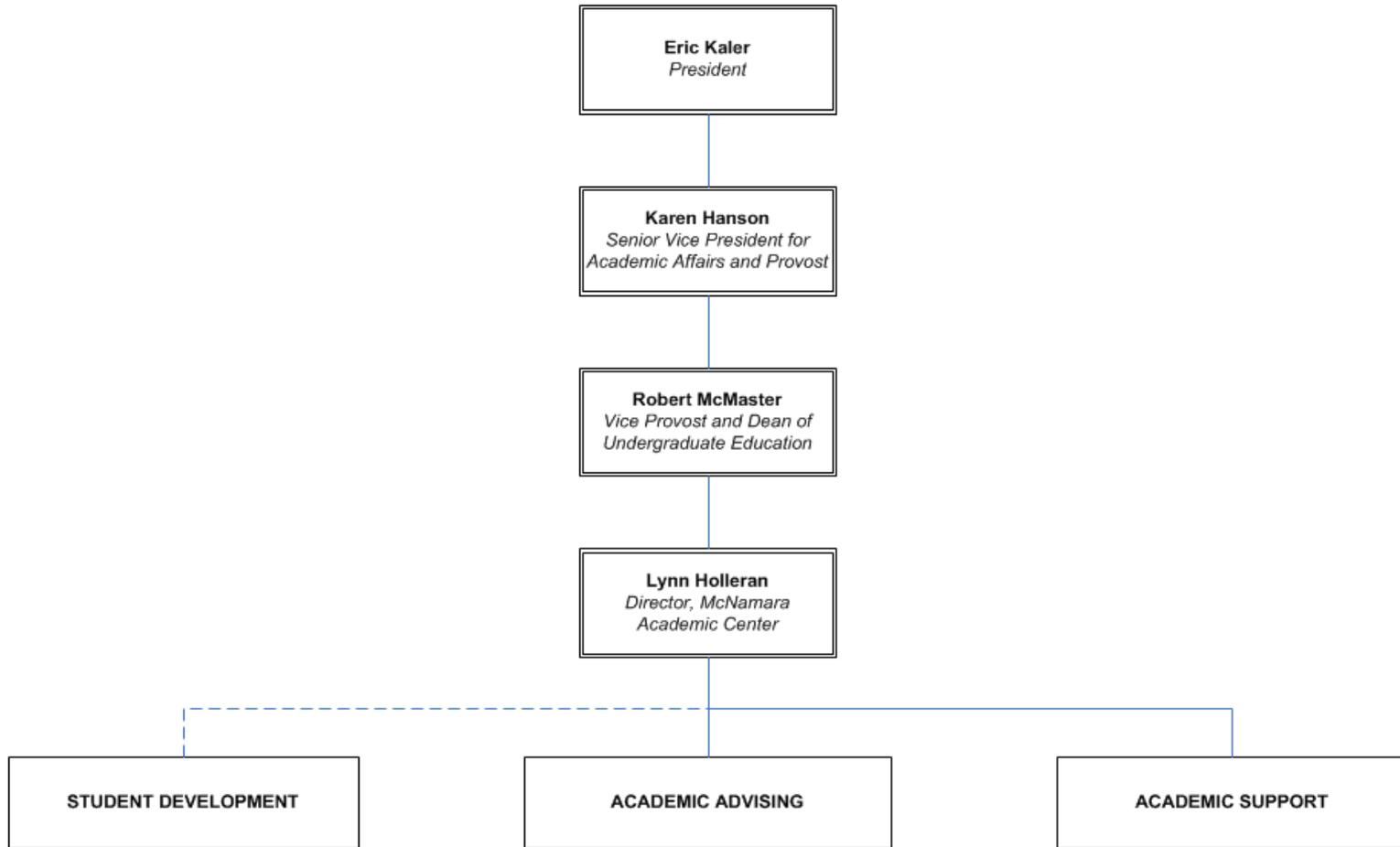
Director, McNamara Academic Center for Student-Athletes



Mission Statement

The McNamara Academic Center is a student-athlete focused environment dedicated to guiding student-athletes to graduation, building positive relationships, and enhancing their overall experience. We strive to serve the University and our constituents with integrity and professionalism.

Reporting Structure



GOVERNANCE & MONITORING

Faculty Athletic Rep
(as appointed by President)

- Counsel and advise President, AD, and MAC Director
- Counsel and advise Provost & Vice Provost
- Serve as “eyes and ears” for faculty
- Provide oversight of Athletics

Faculty Athletic Rep
(as appointed by President)

ATHLETICS

Student-athlete
Welfare and Support

Recruitment of Athletes

Scholarships

OFFICE OF THE PROVOST

Admissions

Certify Eligibility (ASR)

McNamara Academic Center

- Counseling
- Tutoring

OUE 1086

Academic Integrity

GENERAL COUNSEL

NCAA Compliance

NCAA Big Ten
Regulations

Senate Committee FAOCIA

- Responsible for eligibility, compliance, and issues relating to the academic integrity of student-athletes.

Senate Committee ACA

- Provides consultation and advice to the President, the senior administrator for Athletics, and the Dept. of Intercollegiate Athletics regarding policies and major decisions.

McNamara Academic Center (MAC)

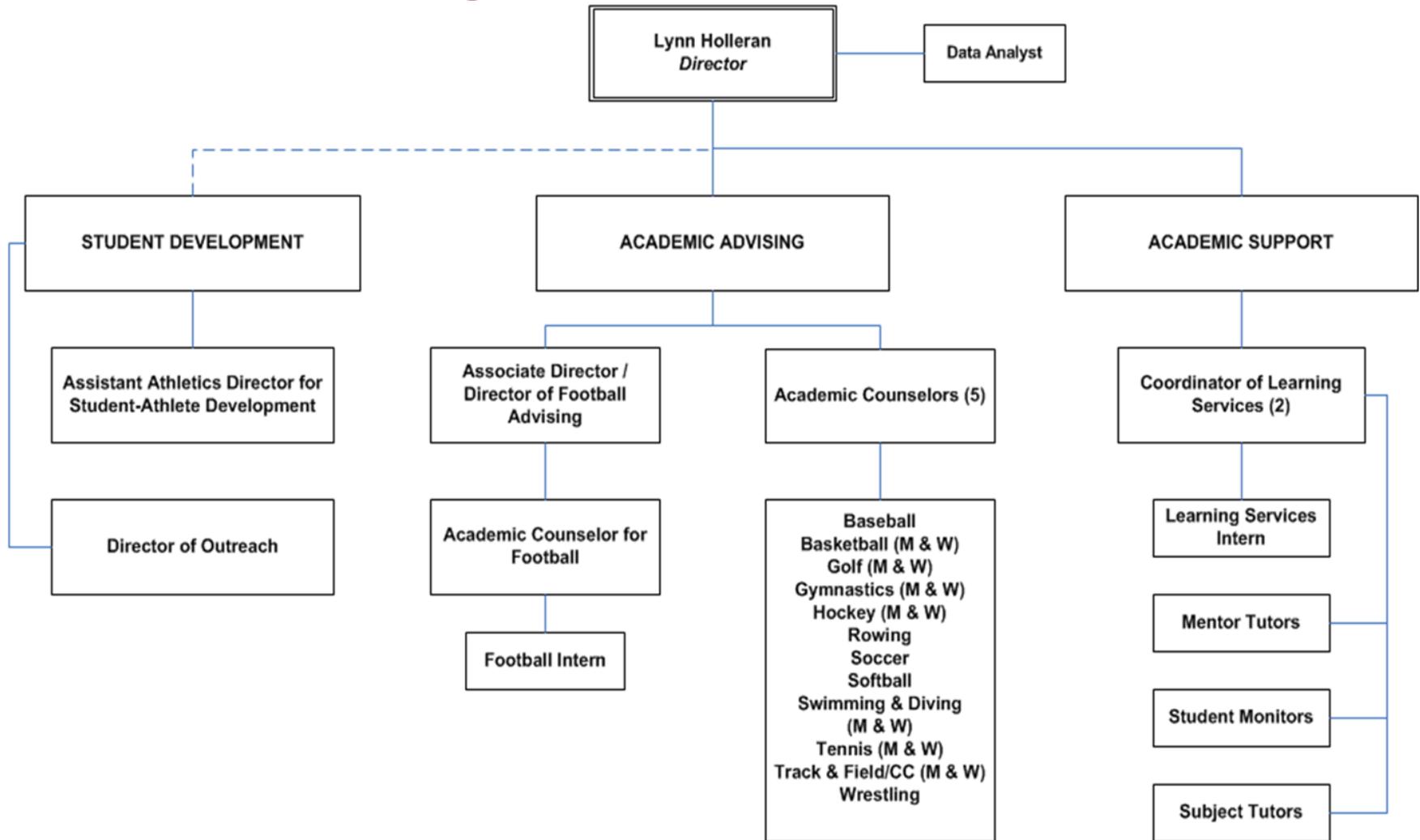
- Formally founded in 1983
- Serves over 700 student-athletes
- Annual budget of approx. \$1.78 million



Student-Athletes by Sport: Fall 2014

Sport	Number	Sport	Number
Baseball	34	Softball	22
Football	127	Volleyball	13
Men's Basketball	15	Women's Basketball	15
Men's Golf	10	Women's Golf	9
Men's Gymnastics	20	Women's Gymnastics	15
Men's Hockey	27	Women's Hockey	21
Men's Swimming and Diving	45	Women's Swimming and Diving	36
Men's Tennis	9	Women's Tennis	10
Men's Track/CC	53	Women's Track/CC	89
Rowing	88	Wrestling	44
Soccer	26		

MAC Organizational Structure



Highlights and Successes



NCAA Graduation Rate Definitions

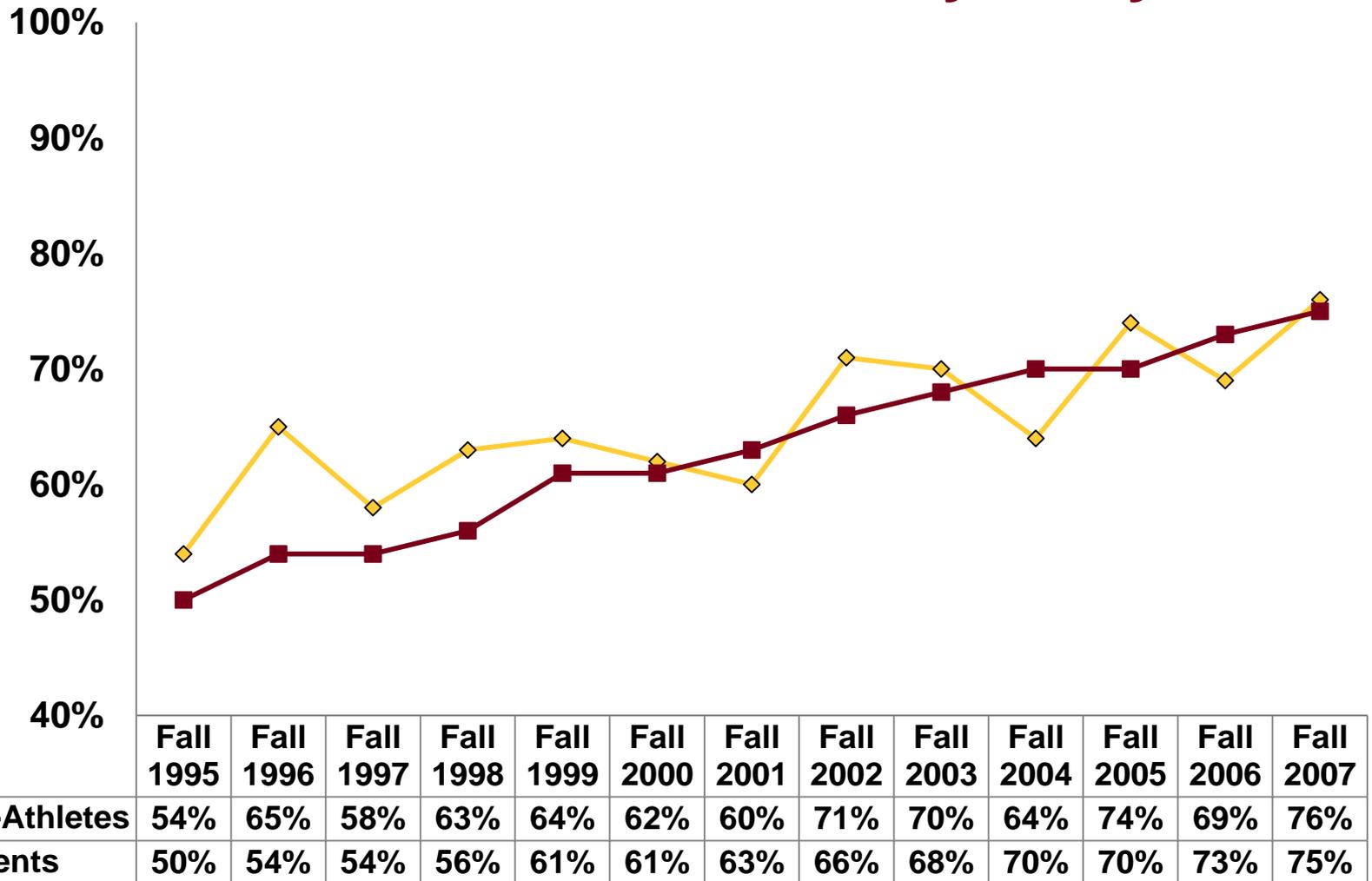
Federal Graduation Rate

Is a federally mandated calculation for all schools that offer athletic scholarships. It measures the freshmen who entered during a given academic year and graduated within six years. It counts all transfers as non-graduates and does not include students who transfer in. (IPEDS)

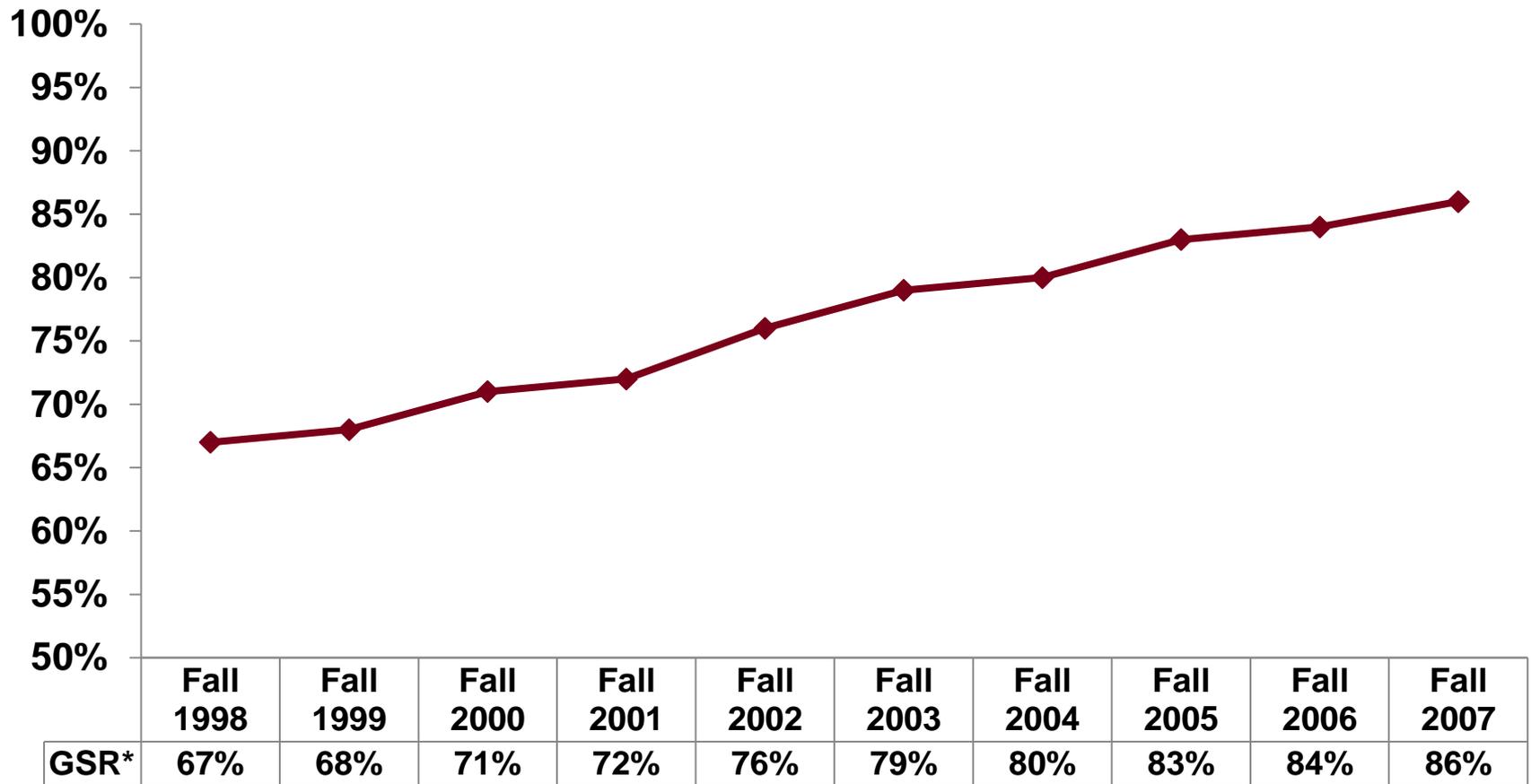
Graduation Success Rate (GSR)

Is a measure used by NCAA Division I schools. The GSR adds to the first-time freshmen, those students who entered midyear, as well as student-athletes who transferred into an institution. Like the federal rate, it also tracks graduation over six years, but removes from the calculation students who transferred from your institution who would have been academically eligible to compete had they returned to the institution.

Twin Cities Campus Six Year Graduation Rate: Student-Athletes and All Students by Entry Class



Twin Cities Campus Student-Athlete Graduation Success Rate by Entry Class



*Four Year Cohort Graduation Success Rate

NCAA Academic Progress Rate (APR) Definition

- A term-by-term measure of eligibility and retention for Division I student-athletes that was developed as an early indicator of eventual graduation rates.
- A score of a thousand means every student-athlete on that team stayed eligible and returned to school. You begin losing points for students who are not eligible and/or are not retained.
- Each student-athlete receiving athletically related financial aid earns one retention point for staying in school and one eligibility point for being academically eligible each semester. A team's total points are divided by the points possible and then multiplied by one thousand to equal the team's Academic Progress Rate score.

NCAA Division I 2012-13 APR Rate Institutional Report



Sport	APR 2012-2013	
	Multiyear Rate (N)	Single Year Rate (N)
Baseball	1000 (110)	990 (27)
Men's Basketball	960 (52)	1000 (13)
Men's Cross Country	984 (79)	1000 (19)
Football	962 (358)	994 (93)
Men's Golf	984 (48)	1000 (13)
Men's Gymnastics	1000 (69)	1000 (19)
Men's Ice Hockey	989 (98)	1000 (25)
Men's Swimming	968 (118)	982 (29)
Men's Tennis	1000 (35)	1000 (8)
Men's Track, Indoor	995 (209)	1000 (52)
Men's Track, Outdoor	994 (209)	1000 (52)
Men's Wrestling	993 (115)	992 (30)
Women's Basketball	995 (55)	978 (13)
Women's Cross Country	1000 (106)	1000 (28)
Women's Rowing	979 (133)	992 (32)
Women's Golf	1000 (38)	1000 (9)
Women's Gymnastics	1000 (51)	1000 (12)
Women's Ice Hockey	986 (93)	988 (22)
Women's Softball	988 (67)	1000 (16)
Women's Soccer	1000 (85)	1000 (22)
Women's Swimming	1000 (146)	1000 (37)
Women's Tennis	992 (35)	1000 (8)
Women's Track, Indoor	991 (213)	1000 (55)
Women's Track, Outdoor	992 (214)	1000 (56)
Women's Volleyball	1000 (48)	1000 (12)

Fall 2014 Grade Point Averages

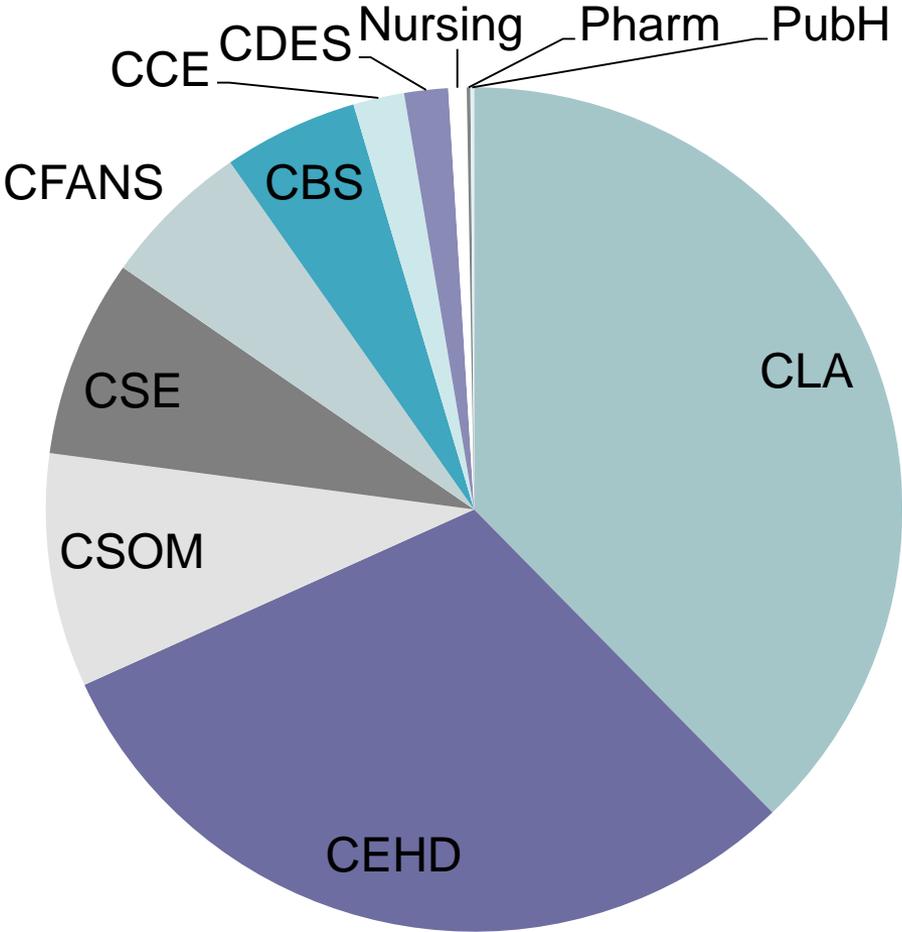
	TERM GPA	CUMULATIVE GPA
All Student-Athletes	3.18	3.21
All Students	3.17	3.20

Challenges



Student-Athletes by College: Fall 2014

College	Number	Percent
CLA	274	38%
CEHD	221	30%
CSOM	65	9%
CSE	55	8%
CFANS	41	6%
CBS	37	5%
CCE	14	2%
CDES	12	2%
Nursing	5	1%
Pharm	1	<1%
PubH	1	<1%
Total	726	100%



THE CHRONICLE OF HIGHER EDUCATION

Administration

January 21, 2015

NCAA Says It's Investigating Academic Fraud at 20 Colleges

By Brad Wolverson

“UNC, you’re not alone. The National Collegiate Athletic Association is investigating allegations of academic misconduct on 20 campuses, the association’s head of enforcement told *The Chronicle* on Tuesday.”

DISCUSSION

- Maintain progress on academic metrics for student-athletes
- Maintaining academic integrity
- Ensuring student-athlete academic success
- Continued attention to checks and balances provided by three-part governance structure



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 12, 2015

Agenda Item: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

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

Purpose & Key Points

1. To seek Board approval of the 2015 *Postsecondary Planning: Joint Report to the Minnesota Legislature*.

This is the seventh report produced jointly since 2001 by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. The report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.

Included in the report is information on:

- Collaborative programs between the two systems
- Program duplication
- Credit transfer
- College readiness and assistance to underprepared students

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

I. Request for Approval of New Academic Programs

- Labovitz School of Business and Economics (Duluth campus)—Create a Bachelor of Business Administration (B.B.A.) degree in Financial Planning
- College of Education and Human Service Professions (Duluth campus)—Create undergraduate minor in Early Childhood Studies
- College of Liberal Arts (Duluth campus)—Create undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies
- Labovitz School of Business and Economics (Duluth campus)—Create undergraduate minor in Entrepreneurship
- Morris campus – Create B.A. degree in Human Services with sub-plans in General, Criminal Justice, Human Development, and Social Justice
- Morris campus—Create undergraduate minor in Creative Writing for non-English majors

II. Request for Approval of Changed Academic Programs

- College of Design (Twin Cities campus)—Discontinue sub-plans in Retail Merchandising – General Emphasis and Retail Merchandising – Apparel Emphasis
- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Science, and Second Languages and Cultures within the M.Ed. degree in Teaching
- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Chemistry, Earth Science, General Science, Life Science, and Physics within the M.Ed. degree in Teaching
- College of Education and Human Development (Twin Cities campus)— Discontinue sub-plans in Arabic, Chinese, English as a Second Language, French, German, Hebrew, Japanese, Italian, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish within the M.Ed. degree in Teaching
- School of Fine Arts (Duluth campus) – Create sub-plans in Applied Dance and Dance Studies within the minor in Dance
- Morris campus—Change the name of the minor in African American Studies to African and Black American Studies
- Morris campus – Create sub-plan in Creative Writing within the B.A. degree in English
- Crookston campus—Create a sub-plan in Agricultural Systems Engineering Technology Emphasis, and change the name of the Agricultural Science and Technology Education Emphasis sub-plan to Agricultural Science Emphasis within the B.S. degree in Agricultural Education

III. Request for Approval of Discontinued Academic Programs

- College of Liberal Arts (Duluth campus)—Discontinue the undergraduate minor in Cultural Studies
- Morris campus – Discontinue B.A. degree in Liberal Arts for the Human Services

Background Information

This report appears as a regular item on the Academic and Student Affairs Committee agenda.

Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS : As part of the boards' biennial budget requests, the board of trustees of the Minnesota state colleges and universities and the board of regent of the University of Minnesota shall report to the legislature on progress under the master academic plan for the metropolitan area. The report must include a discussion of coordination and duplication of program offerings, developmental and remedial education, credit transfers within and between the postsecondary systems, and planning and delivery of coordinated programs. In order to better achieve the goal of a more integrated, effective, and seamless postsecondary education system in Minnesota, the report must also identify statewide efforts at integration and cooperation between the postsecondary systems.

Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation

The President recommends approval of the Joint Report to the Minnesota Legislature and the academic program proposals detailed in the Consent Report.

**POSTSECONDARY PLANNING:
A JOINT REPORT
TO THE MINNESOTA LEGISLATURE**

February 2015

Minnesota State Colleges and Universities

University of Minnesota

For further information or additional copies, contact:

**Office of Government Relations
University of Minnesota
612-626-9234
www.umn.edu/govrel**

or

**Minnesota State Colleges and Universities System
651-201-1800
1-888-MNSCU4U
www.mnscu.edu/media/publications/**

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*Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7. POSTSECONDARY SYSTEMS
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Executive Summary

The 2015 Postsecondary Planning Report is the seventh report produced jointly by the Minnesota State Colleges and Universities and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

The report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota.

Collaborative Programs

- During the past 14 years, the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 150 programs and services.
- Increasingly sophisticated library and information technology resources are jointly available to University of Minnesota and Minnesota State Colleges and Universities students and citizens throughout the state; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the over 1,800 degree programs available at the University of Minnesota–Twin Cities and metropolitan-area offerings of the Minnesota State Colleges and Universities, only 32 are similar enough in content to be considered duplicative, and most of these are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

- Effective credit transfer policies are a central component of the cooperation and collaboration between the Minnesota State Colleges and Universities and the University of Minnesota.
- The two systems have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, and electronic transfer data software systems.
- All institutions in the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.

College Readiness and Under-Prepared Students

- The two systems, through the P–20 Education Partnership and other alliances and programs, work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student populations and all K–12 students for postsecondary education opportunities.

I. INTRODUCTION

The Minnesota State Colleges and Universities and the University of Minnesota are pleased to submit this joint report on postsecondary planning, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

The 2015 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems providing public higher education in Minnesota. While individual cooperative initiatives have been in operation for decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint postsecondary programs for the metropolitan area through formal agreements.

The 2015 report was produced cooperatively by an inter-system working group comprising representatives from the Office of the Senior Vice President for Academic Affairs and Provost at the University of Minnesota and from the Office of the Senior Vice Chancellor for Academic and Student Affairs at the Minnesota State Colleges and Universities.

Mission Differentiation

Collaboration between the Minnesota State Colleges and Universities and the University of Minnesota is grounded in the distinct and different missions of the two systems, as established by State Statute 135A.052: Postsecondary Missions:

Subdivision 1. Statement of missions. The legislature recognizes each type of public postsecondary institution to have a distinctive mission within the overall provision of public higher education in the state and a responsibility to cooperate with each other. These missions are as follows:

- (1) the technical colleges shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree;*
- (2) the community colleges shall offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies, for students transferring to baccalaureate institutions and for those seeking associate degrees;*
- (3) consolidated community technical colleges shall offer the same types of instruction, programs, certificates, diplomas, and degrees as the technical colleges and community colleges offer;*
- (4) the state universities shall offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education; and*
- (5) the University of Minnesota shall offer undergraduate, graduate, and professional instruction through the doctoral degree, and shall be the primary state supported academic agency for research and extension services.*

Collaboration History

The Minnesota State Colleges and Universities and the University of Minnesota have a long history of collaboration. Many of the partnerships between the two systems and their institutions pre-date the 2003 legislative requirement for this planning report as well as the merger of the state colleges and universities systems.

Efforts over the past two decades include joint planning to leverage limited financial resources, coordinating upper-division programs in the Twin Cities, responding to Twin Cities metropolitan area growth, improving credit transfer between the two systems statewide, and reaching traditionally under-represented populations.

II. COLLABORATIVE PROGRAMS AND SERVICES

The Minnesota State Colleges and Universities and the University of Minnesota share an obligation to increase options for Minnesota citizens who desire postsecondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan-area students, and to have a measurable impact on the outcomes of underserved students who wish to pursue various paths to postsecondary.

Analysis of program data from both systems illustrates that the academic programs of the Minnesota State Colleges and Universities and the University of Minnesota complement one another, following their clearly differentiated missions. For example, there is a distinct difference in the levels of degrees awarded. The Minnesota State Colleges and Universities dominate in degrees awarded at the associate level. By contrast, the University of Minnesota offers the largest number of post-baccalaureate degrees in Minnesota's public higher education sector and invests considerable resources in research and public service, unique components of its statutory mission.

This section of the report describes in more detail the broad range of ways in which the two systems collaborate while minimizing program duplication. These efforts include:

- Academic Program Partnerships
- Minnesota Cooperative Admissions Program (MnCAP)
- Rochester Partnership
- Center for Allied Health Programs and HealthForce Minnesota
- University of Minnesota Extension
- Library and Information Technology Resources
- e-Learning Initiatives
- Other Collaborative Initiatives

Academic Program Partnerships

During the past 14 years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to over 150 academic programs and services, including over 40 collaborative activities to share resources, knowledge, and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs between the University of Minnesota and the Minnesota State Colleges and Universities are known as “2+2” agreements. These agreements allow students enrolled in one system to apply approved coursework toward completion of a degree at an institution in the other system. Applied baccalaureate programs allow students to build focused University of Minnesota baccalaureate programs based on approved community college coursework. In addition, collaboration between the two systems allows students to complete a limited number of University of Minnesota graduate and professional programs while in residence at Minnesota State Colleges and Universities institutions. Collaborative programs between the two systems are listed in Appendix A.

Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement between the University of Minnesota–Twin Cities that provides access to the University of Minnesota for students wishing to transfer from one of the participating metro-area community colleges. MnCAP began as a pilot program in 2000 with three Metro Alliance community colleges and the University’s College of Liberal Arts. Since its inception, MnCAP has grown to include the seven metropolitan area community colleges (Anoka-Ramsey Community College, Century College, Inver Hills Community College, Minneapolis Community & Technical College, Normandale Community College, North Hennepin Community College, Saint Paul College) and six undergraduate colleges at the University of Minnesota–Twin Cities.

Students enrolled in MnCAP are guaranteed transfer admission to one of the participating University of Minnesota colleges and majors when they meet certain conditions. Students enrolling in this program work closely with dedicated staff at the community colleges and the University of Minnesota Office of Admissions to define the specific conditions for transfer.

Rochester Partnership

In 2006, the University of Minnesota–Rochester (UMR) became the fifth campus of the University system. As a campus, UMR is charged with providing high-quality academic, research, and public engagement programs emphasizing health sciences, informatics, technology, and related fields. UMR is focused on serving the economic and educational needs of southeastern Minnesota through complementary and cost-effective public and private partnerships across the region and state.

UCR Partners: Although the University of Minnesota–Rochester is no longer located on the University Center Rochester (UCR) campus with Rochester Community and Technical College (RCTC) and Winona State University (WSU), UMR continues to work with UCR partners on education and community engagement. The UMR chancellor meets with RCTC and WSU leaders throughout the year to discuss educational planning and campus development and to explore opportunities to serve the region. UMR has a focused educational structure designed to not duplicate programs currently available and for which regional demand is satisfied.

UMR delivers a collaborative undergraduate degree program, the Bachelor of Science in Health Professions (BSHP), with the Mayo School of Health Sciences. This program creates pathways to licensures and certifications in specific health care professions. Students can prepare for admissions to the program at UMR or select Minnesota State Colleges and Universities.

In addition to academic collaborations, UMR, RCTC, and WSU continue joint efforts in community outreach, marketing, and institutional research. Decisions on collaborative efforts are based on mutual benefit, cost efficiencies, and impact on prospective or existing students. One example of a coordinated effort is the Rochester Area Math Science Partnership (RAMSP), which provides PK–12 teachers with the best available professional development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Workforce Development, Inc.; 13 southeastern Minnesota PK–12 school districts; and UMR, WSU, and RCTC.

Center for Allied Health Programs and HealthForce Minnesota

Center for Allied Health Programs: The Academic Health Center (AHC) at the University of Minnesota developed the Center for Allied Health Programs in 2006 to address increasingly serious workforce shortages of allied health professionals in Minnesota. The Center was designed to increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State Colleges and Universities system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate students with current and specialized skills; and produce the next generation of allied health professions researchers and faculty members.

The goal of the model is to develop a platform that is flexible, meets learner and workforce needs, has multiple higher education and location access points, and is a collaboration of multiple private and public partners. The Center is developing signature academic partnerships with learners and communities, with health care and other industries, and with Minnesota State Colleges and Universities and other higher education institutions. For more information, see www.cahp.umn.edu.

HealthForce Minnesota: HealthForce Minnesota is a collaborative partnership of education, industry and community that was created to increase the number and expand the diversity of healthcare workers; to integrate health science education practice and research; and to build capacity for education and industry to collaborate to enhance patient care.

The University of Minnesota medical laboratory sciences program established academic affiliations with Minnesota State University–Mankato and St. Cloud State University to enable students to complete their professional year of courses through the University of Minnesota MLS program. Each year, 5–10 students from these MnSCU schools complete the NAACLS-accredited U of M MLS program, but receive their degree from their MnSCU home school. MLS faculty and staff have developed transfer guides that MnSCU schools use to assist students as they prepare for the MLS program and application process. For more information, see cahp.umn.edu/transfer-guides.

University of Minnesota medical laboratory sciences faculty and staff are also active participants in the HealthForce Minnesota Clinical Laboratory Work Group, operated out of Winona State University. Members throughout the state—including educators from the University of Minnesota, St. Cloud State University, Winona State University, Saint Paul College, North Hennepin Community College and employees from Allina, Fairview, Children’s of Minnesota, and Regions Hospital/Health Partners—meet monthly to discuss issues that have an impact on workforce needs.

The primary focus of recent meetings has been the need to increase the number of clinical training placements available so that program enrollments can be increased. A key barrier to increasing the nursing workforce in the state is the availability of clinical education experiences for students, which are the hands-on, internship-like experiences that nursing students complete before graduating.

The Clinical Coordination Partnership (TCCP) was formed to enhance the nursing workforce development in Minnesota and Wisconsin by developing collaborative partnerships among educational programs and their clinical partners with a goal to maximize clinical rotation sites through scheduling coordination, student onboarding standardization, and faculty development. TCCP consortium members include nursing programs at the University of Minnesota, MnSCU, Minnesota private

colleges, colleges/universities in Wisconsin, North Dakota, and South Dakota, and several health care organizations: Allina Health system, Children’s Hospitals and Clinics, Fairview Health System, Essentia Health, HCMC, North Memorial, Park Nicollet, Mayo Clinic and Health System, Gunderson Health System, HealthPartners, HealthEast Care System, St. Luke’s Hospital, and Vernon Memorial Hospital.

Under TCCP’s current structure, participation and administration are funded primarily by the Minnesota State Colleges and Universities, University of Minnesota Academic Health Center, Healthcare Education Industry Partnership, HealthForce Minnesota, and the Minnesota Department of Labor. The goal is to expand The Clinical Coordination Partnership to a greater number of partners throughout the upper Midwest so that participation investments can be lowered.

In 2014, TCCP expanded service to include clinical placements for graduate nursing students. The University of Minnesota School of Nursing served as the pilot.

Other Collaborations: The Healthcare Education Industry Partnership (HEIP) Council has been in existence since 1998. It is staffed by HealthForce Minnesota and meets quarterly to discuss and plan for strategic workforce and education issues across the state. The University of Minnesota is an active member of this group.

In 2013, MnSCU was charged with holding a mental health summit and developing a mental health workforce development plan for the state (SF 1236). A steering committee was formed and included several representatives from the University of Minnesota including nursing, psychology, and psychiatry.

University of Minnesota Extension

University of Minnesota Extension collaborates with the Minnesota State Colleges and Universities across the state in areas such as agriculture, children and youth, strengthening communities, and economic development.

Faculty and staff from the Minnesota State Colleges and Universities system work with University of Minnesota extension educators to deliver an array of education and training programs. For instance, educators from both systems provide information and education for students enrolled in the Minnesota Farm Business Management Education and other college and university agriculture, food, and natural resource programs. Likewise, educators from both systems provide professional and continuing education for faculty and staff. System leaders also cooperate in developing strategies to address the economic and community development opportunities and challenges facing Minnesotans. For more information, see www.extension.umn.edu and www.fbm.mnscu.edu.

Library and Information Technology

MnLINK: In 2002, the University of Minnesota and the Minnesota State Colleges and Universities Libraries jointly implemented MnLINK, a partnership among academic, public, and K–12 libraries statewide, funded through Minnesota’s Office of Higher Education. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty have better

access to the collections of both higher education systems using the online system. For more information: www.mnlink.org.

Minitex Library Information Network (Minitex): Based within the University of Minnesota's University Libraries, Minitex provides significant resource-sharing capabilities to some 1,500 libraries within the state. Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of the Minnesota State Colleges and Universities requests (~40,000 annually) are filled from the collections of the University of Minnesota Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the Minitex delivery system.

Minitex also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). The Minnesota State Colleges and Universities faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information, see www.minitex.umn.edu.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking initiated by the University of Minnesota and the Minnesota State Colleges and Universities four-year institution libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Administratively managed by Minitex, the MDL has digitized and delivered over 200,000 images, documents, and maps contributed by 155 cultural heritage institutions across Minnesota. MDL has further partnered with K–12 teachers to develop multimedia educational modules and programming based on these resources. For more information, see <http://reflections.mndigital.org>

In 2013, MDL was selected as a hub for the Digital Public Library of America (DPLA), a national network out of over forty state and regional digital libraries and myriad large digital libraries in the United States. The DPLA brings together digitized and born-digital content from across the country into a single access point for end users, and provides an open platform for developers. For more information, see <http://dp.la/>

Professional Development: The University of Minnesota Libraries and Minitex sponsor numerous professional development events for librarians and library staff in the state, including those from University of Minnesota and Minnesota State Colleges and Universities. Over 7,000 academics, librarians, and/or students attended a wide range of conferences as well as workshops targeted for individual institutions in the Minnesota State Colleges and Universities system.

e-Learning

Minnesota Learning Commons (MnLC): MnLC is a collaboration of the University of Minnesota, MnSCU, and the Minnesota Department of Education and is part of a national effort to leverage resources in support of online education. The MnLC website (mnlearningcommons.org/) showcases public higher education programs and provides web-based content and tools for parents, advisors, instructors, and students involved in online education. The cost savings have been extensive (more than \$1.5 million) through shared purchasing efforts.

The creation of the Minnesota Learning Commons (MnLC) and the MnLC Support Center have provided the two systems (as well as the Minnesota Department of Education and other state agencies) with an online gateway for students, parents, teachers, and advisors who want to take advantage of online and blended offerings. The support center is staffed and supported at MnSCU and jointly funded by MnSCU and the University of Minnesota. Accessible seven days a week, it includes FAQs, “ask a question,” email, phone, and live chat for students searching academic courses, programs, degrees, and certificates. The MnLC support center directs students to MnSCU and UM programs and refers them to the UM Digital Campus call center located at the University of Minnesota’s campus in Crookston.

These two services support several additional services, including:

- **GradUate Minnesota**, a national outreach effort to locate and encourage degree completion for students of the U of M and MnSCU who left in good standing with more than 90 credits but no degree.
- The **eLearning Summit**, an opportunity for faculty, staff, and students to leverage resources for eLearning.
- **Quality Matters (QM)**: QM is a national faculty-centered peer review process designed to certify the quality of online courses. Based on best practices and rigorous research, QM provides training to faculty who are teaching online or hybrid courses. This program is paid for and coordinated jointly by MnSCU and the University of Minnesota.
- **Open Education Resources (OER)**: A special statewide task force focusing on joint efforts to address key issue and potential collaborations involving Open Educational Resources.
- **Web Accessibility**: A special statewide task force focusing on joint efforts to address key issues for students with special needs.
- **Federal Regulations Compliance for Online Learning**: MnSCU and the University of Minnesota Provost’s Office are working jointly with the director of MnLC on the federal regulations compliance for the State of Minnesota.

Learning Network of Minnesota: All MnSCU and University of Minnesota institutions are members of one of the six Learning Network of Minnesota (LNM) regions. Developed as a result of Legislative action in 1993, the LNM supports core network and online learning services infrastructure across the state. These services include video conferencing, web conferencing, and streaming media and voice communications. In addition, the LNM funds network bandwidth to many campuses. Each region is governed by a board of directors including representatives from corresponding institutions. There is also a statewide Learning Network of Minnesota board of directors that has MnSCU and University of Minnesota system and institutional representation. Currently the Learning Network of Minnesota has partnered with the University of Minnesota and the Minnesota State Colleges and Universities to implement a new cloud-based media streaming solution for institutions and faculty.

Other Collaborative Initiatives

Healthy Campus Initiative: The Minnesota State Colleges and Universities and the University of Minnesota continue to work together to advance the goals of the Healthy Campus Initiative, developed by the University of Minnesota Boynton Health Service (BHS) in 2004 with initial funding from BlueCross and BlueShield of Minnesota and ClearWay Minnesota. As part of this collaboration, the

University of Minnesota and MnSCU together administer the College Student Health Survey, a comprehensive survey of undergraduate and graduate students across Minnesota. In 2013, 25 campuses participated in the survey and received extensive reports about the health status of their student population. The MnSCU system office also funded an additional focus for this study that gathered data on the specific health-related issues of students who are veterans; a special veterans report was produced for each year the survey was conducted. In 2015, many of the MnSCU institutions will be participating in the updated version of the College Student Health Survey. This collaboration between MnSCU and BHS has led to the creation of new policies, programs, and services aimed at improving the health of students, staff, and faculty that are part of the MnSCU and University of Minnesota systems.

North Star STEM Alliance: The North Star STEM Alliance is a partnership of fourteen higher education institutions, including the University of Minnesota and six MnSCU colleges and universities, as well as the Science Museum of Minnesota, Minnesota High Tech Association, and the Minnesota Minority Education Partnership. Among the goals of the Alliance are to double the number of underrepresented students receiving bachelor's degrees in science, technology, engineering, and math among partner institutions in a five-year period and generally encourage greater diversity and inclusion on partner campuses. The North Star STEM Alliance supports these goals through community building conferences, peer-to-peer learning, undergraduate research opportunities, programs to help students successfully bridge to college and university-level STEM programs, industry internships, professional development, and publicity of current research in STEM fields.

MCTC Student Health Clinic: The University of Minnesota Boynton Health Service has operated a Minneapolis Community and Technical College (MCTC) Student Health Clinic since November 2009. The clinic is operated under a MnSCU service agreement, which was extended through an RFP process through fiscal year 2018. Funded through the MCTC Student Life Fee with in-kind support by MCTC administration for facilities, maintenance, and capital equipment, the MCTC Student Health Clinic provides primary care, mental health, and laboratory and radiology services during the academic year, with recent expansion for limited service during the summer. The clinic serves over 900 unique students per year and provides over 1,700 visits. Clinical and public health staff from Boynton Health Service are also engaged with MCTC staff to coordinate campus health and wellness initiatives.

Oral Health Practitioner Initiatives: Concerns about serious gaps in dental care access and increasing costs prompted the University of Minnesota School of Dentistry and the Minnesota State Colleges and Universities to consider proposing programs to educate “mid-level” dental providers—dental professionals new to the continental United States but recognized members of dental care teams in many other industrialized nations.

A delegation—including faculty and administrators from the University of Minnesota School of Dentistry, dentistry practitioners, and representatives from the Minnesota State Colleges and Universities—visited dental therapy programs in Canada, New Zealand, and England to gather information about best educational practices and how mid-level dental providers can be effectively deployed.

The University of Minnesota School of Dentistry has implemented a bachelor of science in dental therapy (BSDT) and a master's of dental therapy (MDT). Graduates of these programs perform dental

assessments and treatments that go beyond those of dental hygienists or dental assistants, but still more limited in scope than those provided by dentists.

In 2006, the Minnesota State Colleges and Universities approved a master's of science in oral health practice, offered by Metropolitan State University. The program admits baccalaureate-prepared dental hygienists with significant clinical experience and prepares them to deliver a carefully designed scope of practice in a range of underserved settings. The practice model is team-centered and governed by detailed collaborative management agreements with practicing Minnesota dentists. These programs will help to provide professionals to work with underserved populations within Minnesota.

The University of Minnesota School of Dentistry and MnSCU are partnering to develop a common practice model between the two institutions and for the State of Minnesota. Both programs will be focused on educating graduates to practice as an advanced dental therapist, which is the top of the legislatively approved practice model. The two systems are also collaborating on revising and enhancing their educational model to provide the most cost effective, trained practitioner with the best chance of long-term employment.

MnSCU and University of Minnesota School of Dentistry are working with dental providers, health plans and government agencies—including Department of Human Services, Minnesota Department of Health, Hennepin County—and other counties across the state to propose a first-in-the-nation, outcomes-based public health payment system for oral health. This system is being proposed for consideration and funding in the next legislative session. This effort is part of ongoing leadership coordination between the oral health education programs and safety net providers in the state of Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership among the University of Minnesota School of Dentistry, Hibbing Community College, and the city of Hibbing. The clinic has significantly increased access to dental care for uninsured, underserved, and public program patients in the ten-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, over 113,000 patient procedures have been provided and over 1,000 students have benefitted from the program.

Wellness Courses: Two online wellness courses developed by the University of Minnesota are taught on MnSCU campuses. The one-credit courses are among several developed by the Rothenberger Institute in the University of Minnesota School of Public Health, which collaborates with MnSCU on curriculum sharing, faculty development, and online course site development. The course “Alcohol and College Life” has been offered since 2006 at Inver Hills Community College. The course is also offered at Vermilion Community College and required of all Associate of Arts degree-seeking students. Inver Hills also offers the course “Sleep, Eat & Exercise.” Anoka Ramsey Community College offers a customized course combining lesson content from both programs and it also used as a required online textbook for a four-credit wellness course, “HPER 1120: Wellness for Life.”

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered in the Twin Cities metropolitan area by the Minnesota State Colleges and Universities (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while the Minnesota State Colleges and Universities offer six doctoral degrees and no first professional degrees in the metropolitan area. A comparison of baccalaureate and graduate programs offered by the University of Minnesota–Twin Cities, Metropolitan State University, and other state universities offering programs in the Twin Cities reveals an apparent overlap of 32 programs (out of a total of 125 baccalaureate, master’s and doctorate degree programs offered by state universities, and 432 similar degree programs at the University of Minnesota). However, the following must be considered in regard to instances of duplication:

- Overlap may be in name only, and not substantively duplicative program offerings;
- In areas such as business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems; and
- The two systems serve different student populations both in selectivity and patterns of enrollment (full-time vs. part-time) that lead to variances in programs and types of delivery.

The distribution of specific degree programs and patterns of enrollment for Metro Alliance institutions and the University of Minnesota’s Twin Cities campus follows statewide patterns. Analysis reveals appropriate distribution among public providers for high-demand areas, such as business management, education, and nursing, as well as appropriate specializations. For example, the Minnesota State Colleges and Universities system offers all of the degree programs in law enforcement, while the University of Minnesota offers all of the medical degrees.

Table 1. Metropolitan-area degree programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2014.

Degree	UM	MnSCU	Total	Duplicates
Diploma	0	188	188	0
Associate	0	384	384	0
Certificate*	236	473	709*	0
Baccalaureate	149	83	232	25
Master’s	177	37	214	5
Doctoral	101	5	106	2
First Professional	5	0	5	0
Total	668	1,170	1,838	32

Source: University of Minnesota; Minnesota State Colleges and Universities

* The University of Minnesota predominately offers post-baccalaureate certificates, while Minnesota State Colleges and Universities offers mostly pre-baccalaureate certificates.

Table 2. Metropolitan-area comparable programs at the University of Minnesota and the Minnesota State Colleges and Universities, 2014.

2014 Baccalaureate Programs		2014 Master's Degree Programs
Accounting	Ethnic Studies	Alcohol and Drug Counseling
Applied Mathematics	Finance	Business Administration
Biology, B.A, B.S.	Gender Studies	Computer Science
Business Administration	History	Dental Therapy
Chemistry	International Business	Liberal Studies
Child Psychology	Management Information Systems	Nursing
Computer Science	Nursing	Nursing Administration
Creative Writing	Operations Management	Nursing Education
Economics	Philosophy	Psychology
Elementary Education	Psychology	Technical Communication
English	Social Work	
English Education	Theater	
2014 Doctoral Programs		
Business Administration		
Nursing Practice		

Source: University of Minnesota; Minnesota State Colleges and Universities

Conclusion

The two systems monitor and evaluate their own programs for possible duplication and overlap and are attentive to the distinctive missions and programmatic strengths of their respective institutions. The diverse and growing needs of the Twin Cities metropolitan area, combined with the need for an educated workforce, require the two systems to draw on the capacity of all the institutions to provide local and flexible access to academic programs. Collaboration between the two systems supports responsiveness and effective use of resources.

IV. CREDIT TRANSFER REVIEW

Policies and Practices

Effective credit transfer policies are an essential component of collaboration between the Minnesota State Colleges and Universities and the University of Minnesota. Both systems are committed to students graduating in a timely way and agree that transfer, by itself, does not delay graduation. In other words, transfer students are not automatically disadvantaged in time-to-degree.

Improved awareness and understanding of transfer policy have led to a transfer-friendly environment wherein prior coursework is assessed in the most generous terms consistent with degree requirements. The University of Minnesota and the Minnesota State Colleges and Universities offer significant transfer credit for coursework taken at other regionally accredited institutions. Broad policy guidelines for receiving transfer credits are as follows:

- Transfer decisions are made on the basis of quality, comparability and applicability of the learning experience to the student's educational goals (Joint Statement on Transfer and Award of Credit, 2000). The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all of the Minnesota State Colleges and Universities (Policy and Good Practice in the Award and Transfer of Credit, HLC, 1999). Transfer among the Minnesota State Colleges and Universities and the University of Minnesota is grounded in this common regional accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not the coursework is comparable to coursework they offer. When individual reviews are required to determine course transferability, courses are evaluated by such factors as learning outcomes, course level, course syllabus or outline, and texts used.
- Institutions also consider the applicability of the coursework for meeting the requirements of degrees, diplomas, or certificates.

The basic principle is that “like transfers to like.” At the extreme end of the spectrum, a technical certificate may not be appropriate for inclusion in a baccalaureate degree, even if it is offered by a regionally accredited school. The reverse is also the case—liberal arts coursework earned toward a baccalaureate degree may not be incorporated in technical certificates. This principle is important in ensuring that students who receive degrees, diplomas, and certificates from either system are doing so by completing coursework that is appropriate to their program or major, and ensures high quality education.

Cooperative Transfer Programs

The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, a transfer curriculum, and a transfer specialists' network. Since 1991, when the two systems submitted a joint plan and report to the Legislature, *Progress in Improving Student Transfer*, transfer across systems throughout the state has improved greatly. The following summarizes several key transfer initiatives.

Minnesota Transfer Curriculum (MnTC): The Minnesota Transfer Curriculum, established in 1994 by the University of Minnesota and the then community college and state university systems, provides a framework within which each public institution in the state defines its lower-division general education requirements. Students who complete the transfer curriculum at any institution and have it noted on their transcripts are exempt from lower-division general education requirements at any Minnesota public institution to which they transfer unless there are also specific major-related course or graduation requirements. Up to now, this process has required students to request this notation, but beginning in October 2014, registrars at MnSCU institutions will be able to electronically find students who have completed the Minnesota Transfer Curriculum, and immediately add the notation of completion on the student's transcript. The notation will show on the top left of the transcript instead of the bottom right, making it more prominent. This enhancement will promote degree completion and lessen the chance that students take additional, unnecessary courses after they transfer. The agreement works well for students transferring to public four-year institutions from community colleges and consolidated community and technical colleges, and a few private and out-of-state colleges also honor it. About 4,000 students each year transfer between the University of Minnesota and state colleges. The Minnesota Transfer Curriculum provides a framework for all of these transfer patterns. MnSCU's Transfer Oversight Committee, composed of faculty, staff, and administrators from the Minnesota State Colleges and Universities, provides continuous oversight of the program and makes changes, as appropriate, to improve it. The Transfer Oversight Committee is a sub-group of MnSCU's Academic Affairs Council and submits recommendations to them.

The 2001 Legislature incorporated general education transfer language in the Education Omnibus Bill (Special Session S.F. 11) to require acceptance of Minnesota Transfer Curriculum courses and goal areas among the Minnesota State Colleges and Universities. At that time, standard practice typically did not accommodate the transfer of general education credits from technical colleges to the Minnesota state universities or to the University of Minnesota. In response to the 2001 legislation, courses from technical colleges were initially submitted to the Minnesota State Colleges and Universities system office for peer faculty review and recommendation for inclusion in the Minnesota Transfer Curriculum in 2002–2003. Now, each technical college's Academic and Standards Council reviews courses for inclusion in the MnTC and determines their college's Minnesota Transfer Curriculum requirements.

These credits transfer to system colleges and universities when a MnTC course, goal area (sequence of requirements), or the entire Minnesota Transfer Curriculum is completed. Appropriate coursework completed at all the Minnesota State Colleges and Universities is accepted for transfer to the University of Minnesota when the entire Minnesota Transfer Curriculum is completed. The University of Minnesota reviews transfer courses individually, for applicability to the University of Minnesota liberal education requirements, if a student has not completed the entire Minnesota Transfer Curriculum prior to transfer. A survey of students who have transferred indicates satisfaction is highest when the entire MnTC is completed prior to transfer.

Transfer Resources: The Minnesota Transfer Website (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, faculty and staff of the Minnesota State Colleges and Universities and the University of Minnesota, and others about transfer between public and private colleges and universities. The website has developed into a highly useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary levels.

The site offers access to college and university transfer specialists, transfer action plans, accreditation information, transfer profiles, transfer websites, transfer guides, articulation agreements, a description of the Minnesota Transfer Curriculum, access to course outlines, and much more.

One useful tool on the site is Transferology, which is supported jointly by the University of Minnesota and MnSCU. Students contemplating transfer may submit their coursework to any institution within the Transferology network for evaluation against that institution's academic programs where that feature exists. Students can see how their courses transfer into any program offered at any system institution, and can see course equivalencies at system institutions and at the University of Minnesota (or at any college who subscribes to Transferology). Students at the Minnesota State Colleges and Universities can log into their eServices account and instantly upload all their courses taken at any Minnesota State College and University campus.

Transferology runs on data tables built using Degree Audit Reporting System (DARS) software, which is also used by staff at Minnesota State Colleges and Universities and the University of Minnesota to advise students about their progress toward program completion and to process transfer evaluations. The University of Minnesota has used DARS since 1989, while the Minnesota State Colleges and Universities started system-wide implementation in 1999. For more information, see www.dars.mntransfer.org

The MnTransfer site also houses information about the Minnesota State Colleges and Universities, the University of Minnesota, and other private and out-of-state colleges and universities, as well as a description of the University of Minnesota liberal education requirements and University of Minnesota MnCAP program. The MnCAP program guarantees admission to select majors if criteria are met. The sites receives 3,500–5,600 unique visitors each month; page views range from 16,300 to over 23,000 per month.

Complementing the MnTransfer website are numerous publications produced by the Minnesota State Colleges and Universities and the University of Minnesota. The Minnesota State Colleges and Universities Viewbook has a page that summarizes information about transfer and describes the purpose of various associate degrees. This viewbook is distributed at the annual Minnesota State Fair and college fairs to prospective students.

Each University of Minnesota campus provides detailed information for transfer students. The University of Minnesota–Twin Cities site leads students through the application process, tells students what to expect after they have been admitted, and provides information on related topics such as financial aid, honors programs, housing, transportation, and extracurricular activities. See: admissions.tc.umn.edu/admissioninfo/trans.html.

The University of Minnesota *Transfer Student Guide* (transfer.class.umn.edu/) provides information for students transferring into the College of Liberal Arts and has pathways depending on where students are transferring from. Other resources, such as transfer guides, tools for how courses transfer, and connections to advisors are also provided.

These websites link students to transfer specialists and other important contact points on each campus and within specific colleges, and also link to the Transferology website. Each of the colleges on the

Twin Cities campus includes specific information for prospective transfer students wishing to transfer into that college on its website, as well as contact information for transfer specialists in the college.

Transfer student information for other University of Minnesota campuses are:

- Duluth: www.d.umn.edu/undergraduate-admissions/apply/transfer-students
- Morris: admissions.morris.umn.edu/transfer/
- Crookston: www1.crk.umn.edu/admissions/prospective/transfer/index.html
- Rochester: r.umn.edu/admissions/transfer

Transfer Specialists' Network: Every campus has one or more designated transfer specialists who can answer students' questions about transfer. These specialists connect in various ways to discuss issues and resolve problems. An annual Transfer Specialist Conference hosted by the Minnesota State Colleges and Universities is attended by over 120 transfer specialists from the University of Minnesota, the Minnesota State Colleges and Universities, and private and out-of-state colleges and universities. The Minnesota State Colleges and Universities system also conducts an annual Transfer Orientation for new transfer specialists, as well as several regional transfer meetings to keep transfer specialists up-to-date. A DARS/Transferology conference is held annually, with DARS/Transferology training offered throughout the year. Transfer tips are sent to the group periodically, and two transfer listservs allow transfer specialists to ask questions and share transfer information.

Lumina Foundation Grant: In October 2012, the Minnesota State Colleges and Universities received a \$500,000 grant for *Credit When Its Due*, a reverse transfer initiative from the Lumina Foundation. As of November 2014, the grant has supported the awarding of 1,087 Associate in Arts degrees. Money from the grant has also supported several Transferology functionality improvements.

Electronic Transcripts: SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and the Minnesota State Colleges and Universities. Electronic transcript exchange among the Minnesota State Colleges and Universities began fall 2009. Postsecondary electronic transcript exchange between the University of Minnesota and the Minnesota State Colleges and Universities has not yet begun.

Conclusion

Transfer between the University of Minnesota and the Minnesota State Colleges and Universities works better than ever, and ongoing improvements continue to be developed. The two systems continue to evaluate and manage transfer so that it meets student needs and supports program integrity.

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

The Minnesota State Colleges and Universities and the University of Minnesota continue to focus on the transition of students into postsecondary education. Initiatives include efforts to define college readiness in English, mathematics, the sciences, and other areas. The challenge of increasingly underprepared students requires all Minnesota educational partners to seek collaborative solutions to prepare high school graduates as well as many non-traditional learners for postsecondary learning.

P–20 Education Partnership

The University of Minnesota and Minnesota State Colleges and Universities are two of the founding members of the Minnesota P–20 Education Partnership, established in 2003 as the Minnesota P–16 Education Partnership. Now comprising 28 members, including four legislators, the partnership operates as a voluntary statewide collaboration focused on maximizing achievement of all students while promoting the efficient use of financial and human resources. The partnership is charged to develop policy and strategy recommendations that improve the quality of and access to education, improve college preparation and transitions, support teacher quality, and realign governance and administrative education structures.

In 2011, the Minnesota P–20 Education Partnership identified its agenda for the next 2–4 years with a singular focus on the achievement gap. The members believed that this was the most important educational issue facing the state for several reasons:

- Minnesota has one of the largest gaps in achievement between students of color/low-income students and their white middle- and upper-class peers.
- The demographic trends indicate all of the future growth in Minnesota’s population will be in communities of color.
- The economic vitality of the state depends on a highly educated and trained workforce: estimates are that by 2020, 74% of all jobs will require some postsecondary education.

The partnership reviewed best practices and transition issues from elementary to secondary education and from college to work and identified plans and strategies for reducing the achievement gap.

In 2013, the Minnesota Legislature passed “The World’s Best Workforce” legislation (Minn. Stat. § 120B.11), which requires to develop a plan to address five goals, including that all racial and economic achievement gaps between students are closed. While continuing its policy proposal development and advocacy for educational quality, the Minnesota P–20 Education Partnership has aligned its work with this legislation by identifying support and direction for school districts to implement their “World’s Best Workforce” strategic plans. In 2014, in response to legislation that was passed in the 2014 legislative session (Minn. Stat. § 127A.70), the Minnesota P–20 Education Partnership is developing recommendations for a P–20 education system that increases students’ career and college readiness and opportunities for career pathways.

The Partnership continues to be the sponsor and overseer of the Statewide Longitudinal Education Data System (SLEDS), which began in 2014 to link K–12 and higher education data for the first time (private college records are included, but private K–12 schools are not yet included). This tool greatly enhances the ability of policymakers to research factors in high school and postsecondary attainment. With data from early childhood through completion of postsecondary education and workforce entry, SLEDS provides data and feedback on how well Minnesota’s students are doing as they transition through the educational sectors and into the workplace. With a framework focused on pathways, progress, predictors, and performance, SLEDS provides information and analysis enabling policymakers and educators to make meaningful investments and policies. SLEDS will be a powerful tool in the quest to eliminate the achievement gap and increase the educational attainment of all Minnesotans.

One of the first reports from SLEDS revealed that the number of students who take remedial or developmental courses in college is lower than previously believed, at 28% (the change is due primarily to the inclusion of the private colleges). In addition, students taking developmental courses persist to the second year at rates similar to students who do not take such courses.

Postsecondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options program, also known as PSEO, was created in 1985 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students receive high school and college/university credit for college or university courses that are completed through this program. Students can complete PSEO courses on a college or university campus taught by college or university faculty members and/or complete concurrent enrollment courses at the high school campus, taught by high school credentialed teachers that are mentored by college or university faculty members. In the past three years, legislation has increased access to concurrent enrollment among 9th and 10th grade students who meet eligibility requirements and afforded eligible 10th graders greater opportunities to participate in on-campus PSEO, specifically in career and technical education courses. These initiatives promote college readiness and early college credit opportunities and can be a strategy to assist in accelerating time to postsecondary degree completion.

Educators from the Minnesota State Colleges and Universities and the University of Minnesota campuses in Duluth, Crookston, and the Twin Cities meet bi-annually to share information about best practices and quality standards for concurrent enrollment or “college in the schools.” This collaboration was based on NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation standards and has been formalized since 2004 as MnCEP (the Minnesota Concurrent Enrollment Partnership). This voluntary partnership provides institutional representatives with opportunities to learn about programs across Minnesota; identify and share best practices; develop communication tools to inform students, parents, and policymakers about concurrent enrollment program learning opportunities; build and advance a shared research agenda focused on measuring the quality of concurrent enrollment programs; and identify opportunities for collaboration and improvement.

College Preparation

Since 1991, the University of Minnesota and the Minnesota State Colleges and Universities have admitted students to baccalaureate programs under a common set of preparation requirements. These included four years of English; three years each of mathematics, science, and social studies; two years of a single world language; and one year of visual or performing arts. Specific requirements are formalized within the University of Minnesota and MnSCU, and are widely communicated to students via publications and websites. Since adoption of these joint preparation requirements, a growing number of students have completed a college preparatory curriculum in high school. For example, the University of Minnesota is now accepting applications for fall 2015, the first class to be admitted under a new requirement of four years of math. Prompted by research at the University of Minnesota and elsewhere, the University of Minnesota recently changed math requirements finding that completion of four years of math enhances student success in college. Over 90 percent of entering freshman on the Twin Cities campus already meet this expectation.

For the first time all Minnesota juniors will take the ACT in the spring of 2015. In addition, all 8th graders will take the EXPLORE test and all 10th graders will take the PLAN test, which are ACT tests designed to assess student progress towards college readiness and are aligned with the ACT. Students in grade 10 who are not meeting college-readiness benchmarks will complete diagnostic exams that provide information on strengths and weaknesses in knowledge and skills. Students, their families, the school, and school districts will use the results of the diagnostic exams for targeted instruction, intervention, or remediation and improve students' knowledge and skills in core subjects. In addition, legislation passed in 2013 and amended in 2014 requires all students to begin personal postsecondary plans, including career exploration, no later than 9th grade and review them annually.

A steadily increasing number of students academically ready for college take rigorous, college-level courses in high school that can earn them college credit. Nearly 37,000 Minnesota high school students took at least one Advanced Placement exam in 2014, representing over 18% of Minnesota's public school 11th and 12th graders, up from 14% in 2010. Through the Minnesota Postsecondary Enrollment Program (PSEO), high school students can enroll in college courses at the University of Minnesota and at MnSCU colleges and universities. Between 2007 and 2013, PSEO participation by public high school students has increased by 18%. Both the University of Minnesota and MnSCU offer concurrent enrollment courses which are designed by college professors, taught by high school teachers with the professors as coaches, and students earn simultaneous college and high school credits. Student participation in concurrent enrollment courses has also increased 24.2% between 2009 and 2013 with 23,583 students participating in 2013.

Developmental and remedial courses help students develop basic academic skills needed for successful college-level study, generally in the areas of reading, writing, and mathematics. Developmental and remedial courses carry college credit for financial aid and athletic eligibility purposes, but not all may be used to meet requirements for a diploma, certificate, or degree. The Minnesota State Colleges and Universities have the mission of providing open-door access to higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of years and have forgotten skills they once had mastered.

The Minnesota State Colleges and Universities have the most extensive array of developmental courses and academic support services.

Most institutions also provide academic support programs that do not generate credits. Learning centers, supplemental instruction, tutoring, and advising programs are examples of such academic support. Many students use these services, even if they do not require developmental courses.

The University of Minnesota's College Readiness Consortium is engaging educators from every corner of the state to increase the number of students who graduate high school with the knowledge, skills and habits for success in higher education. The consortium's Ramp-Up to Readiness™ is a school-wide college readiness advisory program using a research-based curriculum. One hundred Minnesota secondary schools with 55,000 students are implementing Ramp-Up during 2014–15, and twenty-five more have committed to implement it in 2015–16 (they are serving as control schools for an experimental study being conducted by the federally funded Midwest Regional Education Laboratory.)

The University of Minnesota's College of Education and Human Development offers the Minnesota Principals Academy, an executive development program to help school leaders prepare all students for college.

University of Minnesota President Kaler is co-chair of Generation Next, a new Minneapolis and Saint Paul collective impact initiative to increase student achievement from kindergarten readiness to college graduation. MnSCU Chancellor Rosenstone is also a member of the Leadership Council, which represents a unique collaboration across K–12 and higher education, early childhood, business, non-profit and philanthropic organizations.

Many MnSCU colleges and universities have specific partnerships and programs with local high schools to increase college preparation for high school students. Such programs include administering the Accuplacer to high school students to determine college readiness benchmarks and providing targeted support in high school; delivering college preparatory courses at the high school; and offering college-readiness workshops or summer bridge programs. Specific examples include:

- Century College and Saint Paul College administers the Accuplacer at many Saint Paul public schools and partners with specific high schools to offer interventions for high school students who need additional support.
- High school students enrolled in the Inver Prep program can complete college preparatory courses in English or mathematics that prepare them to participate in the Inver Hill Community College's InCollege concurrent enrollment program.
- At Hennepin Technical College, Minnesota West Community & Technical College, and Anoka-Ramsey Community College, students can take summer bridge programs that includes developmental education courses to prepare them for college-level courses.
- Minnesota State University, Mankato offers the College Access Program (CAP) that provides a four-week summer residential program between high school and college and continues to support students during the regular school year.
- Minnesota State Community and Technical College's Center for College Readiness provides direct connections between college faculty and high school teachers and students to assess college readiness in writing, reading and math. High school students are able to submit

assignments, which are evaluated by college teachers, to gain information on their college preparedness.

College Readiness Research

Both systems have an extensive array of researchers developing new knowledge regarding effective instruction and preparation of students. The University of Minnesota and the Minnesota State Colleges and Universities have an ongoing collaboration to identify predictors of high school graduates' readiness for and success in college level mathematics. The Minnesota Mathematics Achievement Project, supported by the National Science Foundation, is led by two University of Minnesota faculty members who are studying how well different high school mathematics curricula prepare students for college level mathematics courses. The Minnesota State Colleges and Universities system is participating in the study and providing data on a sample of its students.

IV. CONCLUSION

The 2015 postsecondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens. Continued effective collaboration between the Minnesota State Colleges and Universities and the University of Minnesota remains among the two systems' highest priorities.

Appendix – Collaborative Academic Programs

Collaborative academic programs and services between the University of Minnesota and the Minnesota State Colleges and Universities allow students in residence at one system’s institutions to apply approved coursework toward completion of a degree at the other system and leverage resources and services across the two systems. The following tables list over 150 such collaborative programs.

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management
Anoka-Ramsey Community College	Crookston – B. S. in Accounting Crookston – B. S. in Business Management Crookston – B. S. in Marketing
Anoka Technical College	Crookston – B.S., Accounting Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management
Central Lakes Community College	Crookston – B.S., Natural Resources Crookston – B.S., Plant Industries Management - Horticulture Emphasis Duluth – B.S., Chemical Engineering Duluth – B.S., Electrical and Computer Engineering
Century College	Twin Cities – B.A.E.M., Aerospace Engineering Twin Cities – B.B.E., Bioproducts and Biosystems Engineering Twin Cities – B.Bm.E, Biomedical Engineering Twin Cities – B.Ch.E., Chemical Engineering Twin Cities – B.C.E., Civil Engineering Twin Cities – B.Comp.Eng., Computer Engineering Twin Cities – B.E.E., Electrical Engineering Twin Cities – B.Geo.E., Geological Engineering Twin Cities – M.E., Mechanical Engineering Twin Cities – B.Mat.S.E., Materials Science and Engineering Twin Cities – B.S., Environmental Horticulture
Dakota County Technical College	Crookston – B.M.M., Bachelor of Manufacturing Crookston – B.S., Business Management Crookston – B.S., Marketing
Hennepin Technical College	Crookston – B.S., Manufacturing Management
Hibbing Community College	Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management
Inver Hills Community College	Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities – B.S. Individualized Studies Program

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Itasca Community College	Duluth – B.Acc., Accounting Duluth – B.A., American Indian Studies Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical and Computer Engineering Duluth – B.S., Geology Duluth – B.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.S.M.E., Mechanical Engineering Crookston – B.S., Environmental/Natural Resource Mgmt/Wildland Firefighting Duluth – B.S., Physics Duluth – B.S., Statistics Twin Cities – B.S., Specific Engineering Programs Twin Cities – B.S., Forest Resources Twin Cities – B.S., Recreation Resource Management
Lake Superior College	Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.A.Sc., Health Education
Mesabi Range College	Crookston – B.S. – Business
Minnesota State College - Southeast Technical	Twin Cities – B.S. Nanoscience Certificate articulates with Dakota County TC Nanoscience Technology AAS with 2+2 option to UM–Twin Cities
Minnesota State Community and Technical College	Crookston – B.S., Accounting Crookston – B.S., Equine Science
Minnesota West Community and Technical College	Crookston – B.S., Information Networking Management Crookston – B.S., Agricultural Business Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management Crookston – B.S., Plant Industries Management-Agronomy or Horticulture Crookston – B.S., Animal Industries Management
Minnesota State University, Mankato	Twin Cities – B.S., Clinical Laboratory Sciences Twin Cities – B.S., Medical Technology
Minnesota State University, Moorhead	Twin Cities – B.S., Chemistry or Physics (3 years) at Minnesota State University Moorhead plus B.S., engineering field (2 years) at the University of Minnesota.
Normandale Community College	Twin Cities – B.S., Specific Engineering Programs Twin Cities – B. S. Computer Science Twin Cities – B.S. Food Science
North Hennepin Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.M.M Manufacturing Management
Northland Community and Technical College	Crookston – B.S., Information Technology Management Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.S., Manufacturing Management

Minnesota State Colleges and Universities Campus	University of Minnesota Campus and Degree
Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis
Ridgewater Community College	Crookston – B.S., Applied Studies Crookston – B.S., Manufacturing Management
Rochester Community and Technical College	Crookston – B.S., Environmental Sciences Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Biosystems and Agricultural Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geological Engineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
St. Cloud Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management
South Central College	Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Bioproducts and Biosystems Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geoengineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
Vermilion Community College	Crookston – B.S., Natural Resource Management Crookston – B.S., Water Resource Management Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical or Computer Engineering Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics

Source – Minnesota State Colleges and Universities, University of Minnesota.

Other Partnership or Collaborative Arrangements with the University of Minnesota

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	Independent Research Summer Program (IRSP) is a multidisciplinary initiative that includes opportunities for research studies in molecular and cellular biology, genetics, developmental biology, and microbiology among other fields.
Bemidji State University	Duluth	Sub-grant with UMD for the HCOP (Health Careers Opportunities program). Funds help recruit underrepresented students into medically related careers.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone semester (shared facilities) and 2+2 option.
	Twin Cities	Dakota County Technical College president is on the UMore Park Advisory Council; administrative team participates in planning.
	Morris	The chancellor of UM Morris is a member of the executive steering committee on the College's Green Campus Initiative.
Itasca Community College	Twin Cities	Associate in science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	Twin Cities	Inver Hills Community College and the University of Minnesota offer the online/classroom course “Sleep, Eat, & Exercise,” providing students with knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College with Century College	Twin Cities	Research agreement with UM Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students; partnerships with Century College and eight school districts to operate a MnSCU Access and Opportunity Center of Excellence
Lake Superior College	Duluth	ARCHES Program offered jointly by University of Minnesota Duluth (UMD) and Lake Superior College (LSC). The program allows students who apply to UMD but do not meet admission criteria to enroll in LSC courses on the UMD campus. LSC will provide the necessary coursework in one or two semesters on the UMD campus with the goal being for the student to meet UMD criteria and matriculate to UMD in a subsequent semester.
Minneapolis Community & Technical College	Twin Cities	University of Minnesota and MCTC have created a biotechnology partnership program; graduates of MCTC’s biotechnology program with grade point averages of 3.5 or higher will be enrolled at the UM’s College of Biological Sciences.
Minnesota State Community and Technical College	Twin Cities	Online College in the High School program
	Twin Cities	Area Health Education Center (AHEC) sponsored by the University of Minnesota, located at the Fergus Falls campus of Minnesota State Community and Technical College.
	Twin Cities	University of Minnesota family practice residents obtain clinical experience in sports medicine at the Minnesota State University, Mankato athletic training facility.

Minnesota State Colleges and Universities Campus	UM Campus	Collaborative Description
Minnesota State University Moorhead	Twin Cities	University of Minnesota-Twin Cities, M.S. in social work at Minnesota State University Moorhead via online education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota Libraries.
	Twin Cities	The two universities share ROTC benefit administration.
	Twin Cities	The two universities collaborate to provide a master's degree in public health nursing.
Northland Community and Technical College	Crookston	The two institutions are developing a 70-credit A.A.S degree in Dietetic Technology with UMC faculty being instrumental in the curriculum development for this program.
System Office	Crookston, Duluth, Twin Cities	The two systems established the MN Concurrent Enrollment Partnership (MnCEP) to work collaboratively to support high quality concurrent enrollment in Minnesota.
	Twin Cities	MnSCU and the University hold seats on the Minnesota Science and Technology Authority Advisory Commission.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.
	University-wide	Lake Superior College, Minnesota State University Moorhead, and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Duluth, Crookston, and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities MnSCU institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for MnSCU campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
Rochester Community and Technical College	Rochester	Shared facilities
	Rochester	RCTC offers specific general education, science and nursing assistant courses at the request of UM–Rochester.
St. Cloud State University	Rochester Twin Cities	The institutions have a joint affiliation for their Medical Laboratory Sciences program. The agreement focuses on providing SCSU students with the opportunity to enroll in University of Minnesota courses, primarily at the Rochester campus and corresponding clinical opportunities.
Southwest Minnesota State University	Twin Cities	Collaboration between Extension and the Minnesota Agricultural and Rural Leadership Program (MARL) to deliver leadership training through the SMSU Foundation.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.

Source – *Minnesota State Colleges and Universities, University of Minnesota.*

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 12, 2015**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Labovitz School of Business and Economics (Duluth campus)—Create a Bachelor of Business Administration (B.B.A.) degree in Financial Planning**

The Labovitz School of Business and Economics on the Duluth campus requests approval to create a Bachelor of Business Administration (B.B.A.) degree in Financial Planning, effective fall 2015. The proposed program integrates the knowledge, skills, and experiences gained in the core business and economics disciplines with the field of financial planning to provide an academic experience where students will learn how to utilize new technologies to study and analyze investments, risks, retirement, insurance, and estate planning. The program provides students with a foundation for immediate integration into the practices in the financial planning industry and is responsive to the needs of the region. The proposed program will make use of new and existing resources.

▪ **College of Education and Human Service Professions (Duluth campus)—Create undergraduate minor in Early Childhood Studies**

The College of Education and Human Service Professions on the Duluth campus requests approval to create an undergraduate minor in Early Childhood Education and deliver the program partially online, effective fall 2015. The proposed program provides students with knowledge and skills designed to support scholarly and community-based work with children and their caregivers. The proposed program leverages current research in the field of child development and education that emphasizes the importance of early investment in quality programming for young children and families. This interdisciplinary program will include best practices from a variety of fields. The proposed program will make use of new and existing resources.

▪ **College of Liberal Arts (Duluth campus)—Create undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies**

The College of Liberal Arts on the Duluth campus requests approval to create a undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies, effective fall 2015. The proposed program investigates historical, social, cultural, and theoretical representations and constructions of lesbian, gay, bisexual, transgender, queer, and intersex life both nationally and globally. The program situates questions of sexual and gender orientation as fundamental to humanistic study, and is not limited to those who claim an LGBTQ or intersex identity. This program's interdisciplinary approach connects fields in the humanities, social sciences, life sciences, and fine arts, and

produces knowledge beneficial to all fields. The proposed program will make use of new and existing resources.

- **Labovitz School of Business and Economics (Duluth campus)—Create undergraduate minor in Entrepreneurship**

The Labovitz School of Business and Economics on the Duluth campus requests approval to create an undergraduate minor in Entrepreneurship, effective fall 2015. The proposed program is an interdisciplinary business minor in which students learn about product and idea generation, resource acquisition, and aspects of entrepreneurial and new venture management. The minor provides knowledge and skills to develop new products, services, and organizations providing social and economic value. The proposed program will make use of new and existing resources.

- **Morris campus—Create B.A. degree in Human Services with sub-plans in General, Criminal Justice, Human Development, and Social Justice**

The Morris campus requests approval to create a Bachelor of Arts (B.A.) degree in Human Services, as well as sub-plans in General, Criminal Justice, Human Development, and Social Justice, effective fall 2015. The proposed program provides students with an understanding of the individual, family, community, institutions, and systems that are set up to serve these individuals and groups. Students will learn how socioeconomic and political environments influence individuals, families, and communities. Human service workers carry out many different roles, from case management and intervention to program administration and development. The program will replace the B.A. degree in Liberal Arts for the Human Services (proposed for discontinuation below) and makes use of existing resources.

- **Morris campus—Create undergraduate minor in Creative Writing for non-English majors**

The Morris campus requests approval to create an undergraduate minor in Creative Writing for non-English majors, effective fall 2015. The proposed minor will engage students in critical thinking and analysis of texts while challenging them to hone their writing skills. The goal of the program is to provide students with a strong basis for the continuing development of their creative skills. The proposed program was, in part, created in response to student demand. The program makes use of existing resources.

II. Request for Approval of Changes to Academic Programs

- **College of Design (Twin Cities campus)—Discontinue sub-plans in Retail Merchandising – General Emphasis and Retail Merchandising – Apparel Emphasis**

The College of Design on the Twin Cities campus requests approval to discontinue sub-plans in Retail Merchandising – General Emphasis and Retail Merchandising –

Apparel Emphasis, effective fall 2015. This curricular change will allow more flexibility for students and will provide a more thorough understanding of the profession. Students currently enrolled in the sub-plans will be allowed to continue with the previous requirements.

- **College of Education and Human Development (Twin Cities campus)—Create sub-plans in Science, and Second Languages and Cultures within the M.Ed. degree in Teaching**

The College of Education and Human Development on the Twin Cities campus requests approval to create sub-plans in Science, and Second Languages and Cultures within the Master of Education (M.Ed.) degree in Teaching, effective summer 2015. The proposed sub-plans will contain the curriculum for all science-focused aspects, and all language-focused aspects, of the M.Ed. degree in Teaching as the requirements for all tracks are identical.

- **College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Chemistry, Earth Science, General Science, Life Science, and Physics within the M.Ed. degree in Teaching**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue sub-plans in Chemistry, Earth Science, General Science, Life Science, and Physics within the Master of Education (M.Ed.) degree in Teaching, effective summer 2015. These sub-plans will be part of the Science sub-plan, proposed in this consent report.

- **College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Arabic, Chinese, English as a Second Language, French, German, Hebrew, Japanese, Italian, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish within the M.Ed. degree in Teaching**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue sub-plans in Arabic, Chinese, English as a Second Language, French, German, Hebrew, Japanese, Italian, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish within the Master of Education (M.Ed.) degree in Teaching, effective summer 2015. These sub-plans will be part of the Second Languages and Cultures sub-plan, proposed in this consent report.

- **School of Fine Arts (Duluth campus)—Create sub-plans in Applied Dance and Dance Studies within the undergraduate minor in Dance**

The School of Fine Arts on the Duluth campus requests approval to create sub-plans in Applied Dance and Dance Studies within the undergraduate minor in Dance, effective fall 2015. The proposed sub-plans provide in-depth experience with either dance technique or dance as a performance and social art form. The sub-plans also fulfill program requirements.

- **Morris campus—Change the name of the minor in African American Studies to African and Black American Studies**

The Morris campus requests approval to change the name of the free-standing minor in African American Studies to African and Black American Studies, effective fall 2015. The name better reflects current scholarly themes and practices, and emphasizes a broader understanding of American and world histories and cultures

- **Morris campus—Create sub-plan in Creative Writing within the B.A. degree in English**

The Morris campus requests approval to create a sub-plan in Creative Writing within the Bachelor of Arts (B.A.) degree in English, effective fall 2015. The proposed sub-plan will emphasize the techniques of poetry and prose writing and provide a curriculum with advanced classes in genres such as fiction, poetry, and creative nonfiction. The sub-plan makes use of existing resources.

- **Crookston campus—Create a sub-plan in Agricultural Systems Engineering Technology Emphasis, and change the name of the Agricultural Science and Technology Education Emphasis sub-plan to Agricultural Science Emphasis within the B.S. degree in Agricultural Education**

The Crookston campus requests approval to create a sub-plan in Agricultural Systems Engineering Technology Emphasis, and change the name of the Agricultural Science and Technology Education Emphasis sub-plan to Agricultural Science Emphasis within the Bachelor of Science (B.S.) degree in Agricultural Education, effective fall 2015. The sub-plans reflect vocational interests of students in this degree program, while preparing them to teach agriscience, agribusiness, agriculture, horticulture, food systems, agrimechanics, natural resource management, and engineering technology used in agriculture. Each fits within the licensure field of agricultural education.

III. Request for Approval of Discontinued Academic Programs

- **College of Liberal Arts (Duluth campus)—Discontinue the minor in Cultural Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the undergraduate minor in Cultural Studies, effective fall 2015. Courses and faculty resources from this freestanding minor are being integrated into the Anthropology program.

- **Morris campus – Discontinue B.A. degree in Liberal Arts for the Human Services**

The Morris campus requests approval to discontinue the Bachelor of Arts (B.A.) degree in Liberal Arts for the Human Services, effective Spring 2015. The program will transition into the proposed Human Services B.A. Currently enrolled students will be supported as they complete their degrees.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 12, 2015**

Revised Consent Report Item

Due to a technical error, the original February 2015 Consent Report included an item mistakenly identified as a change to an academic program, labeled as follows:

Crookston campus—Create a sub-plan in Agricultural Systems Engineering Technology Emphasis, and change the name of the Agricultural Science Emphasis within the B.S. degree in Agricultural Education.

A revised item is resubmitted here correctly as a new academic program:

I. Request for Approval of New Academic Programs

▪ **Crookston campus—Create a B.S. degree in Agricultural Education**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Agricultural Education, effective fall 2015. The proposed degree will train students in agricultural science, agricultural systems engineering technology, and natural and managed environmental science. It also addresses the state and regional demand for licensed agricultural education teachers. The sub-plans in this degree reflect vocational interests of students in this degree program, while preparing them to teach agriscience, agribusiness, agriculture, horticulture, food systems, agrimechanics, natural resource management, and engineering technology used in agriculture. The proposed degree is structured in a manner that aligns with the licensure requirements for the various fields of agricultural education. The proposed program will make use of new and existing resources.