Academic & Student Affairs

June 2017

June 8, 2017

10:00 a.m. - 11:30 a.m.

East Committee Room, McNamara Alumni Center
1. Update on Progress Card Metrics for Minnesota Students
   - Docket Item Summary - Page 3
   - Presentation Materials - Page 4

2. Academic Elements of the System-Wide Strategic Plan
   - Docket Item Summary - Page 23

3. Consent Report - Review/Action
   - Docket Item Summary - Page 24
   - Program Additions, Changes, and Discontinuations - Page 25

4. Information Items
   - Docket Item Summary - Page 28
   - Information Report - Page 29
AGENDA ITEM: Update on Progress Card Metrics for Minnesota Students

PRESENTERS: Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Lincoln Kallsen, Director of Institutional Analysis

PURPOSE & KEY POINTS

The purpose of this item is to discuss three University Progress Card measures regarding serving Minnesota students:

1. Percent of incoming new undergraduate students who are Minnesota high school graduates.
2. Percent of all currently enrolled undergraduate students who are Minnesota high school graduates.
3. Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen.

In fall 2016, 70.6 percent of new incoming freshmen across the University of Minnesota system were Minnesota high school graduates, and 71.1% percent of all enrolled undergraduate students were Minnesota high school graduates.

The Board will receive an update on the full progress card at its July 2017 meeting. At that time, data will be available to update the third measure.

BACKGROUND

The discussion of measures specifically focused on serving Minnesota students was referred to the Academic & Student Affairs Committee following the Board’s October 2015 approval of the progress card. The Board approved the three measures addressed in this item at its February 2016 meeting.
Update on Progress Card
Metrics for Minnesota Students

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

Lincoln Kallsen
Director of Institutional Analysis
Progress Card Purpose

• Focus oversight on a limited number of measurable goals and trends that indicate or drive excellence
• Provide roadmap for the future
• Inform and help align operational metrics and strategic plan implementation
• Measure items that are governance related and move the University forward
• Be frequently referenced and updated annually
Progress Card Timeline

- July 2016, “University Progress Card Update—Discussion” Board of Regents
- February 2016, “Progress Card Metrics for Minnesota Students,” Academic & Student Affairs Committee
- October 2015, “University Progress Card – Approval,” Board of Regents
- September 2015, “University Progress Card – Review,” Board of Regents
- July 2015, Board of Regents Annual Retreat
- May 2015, “Draft Progress Card,” Board of Regents Work Session
Two Types of Progress Card Measures

**Gold Measures**
Well understood and agreed upon data sources.
Ability to set a quantifiable goal for 2021.
Reasonable historic data and accuracy.
University can take actions to influence.

**Maroon Measures**
Directional goals, or goals may change.
May only need to be monitored.
May need to be developed, added, or deleted.
University action alone does not significantly influence.
### Progress Card Metrics: Serving Minnesota Students

<table>
<thead>
<tr>
<th>Performance Driver/Outcome</th>
<th>Scope</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of incoming new (and all currently enrolled undergraduate) students who are</td>
<td>System</td>
<td>72.3%</td>
<td>71.0%</td>
<td>70.0%</td>
<td>70.6%</td>
<td>Maintain historical access</td>
</tr>
<tr>
<td>Minnesota high school graduates</td>
<td></td>
<td>(71.9)%</td>
<td>(71.4)%</td>
<td>(71.0)%</td>
<td>(71.1)%</td>
<td></td>
</tr>
<tr>
<td>Percent of Minnesota high school graduates that elect to attend college in Minnesota and</td>
<td>System</td>
<td>13.9%</td>
<td>16.2%</td>
<td>16.7%</td>
<td>16.6%</td>
<td>Maintain historical access</td>
</tr>
<tr>
<td>enroll at the University as freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Service to Minnesota Students
Minnesota Student Enrollment Growth

• In Fall Semester 2016, the University enrolled 6,180 Minnesota resident new freshmen (NHS) systemwide, the largest number in at least 25 years

• As a proportion of Minnesota’s public high school graduates, those students represented the second-highest share in 25 years (0.03% lower than 2001)

• Over that period, the number of Minnesota residents enrolling as freshmen across the system increased by 33.6%
Minnesota Resident New Freshman (NHS) Fall Semester Headcount Enrollment by Campus
## Minnesota Fall Semester Freshman Enrollment by Campus

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>226</td>
<td>218</td>
<td>200</td>
<td>149</td>
<td>182</td>
<td>139</td>
</tr>
<tr>
<td>Duluth</td>
<td>1,516</td>
<td>1,575</td>
<td>1,872</td>
<td>1,992</td>
<td>1,827</td>
<td>1,813</td>
</tr>
<tr>
<td>Morris</td>
<td>420</td>
<td>456</td>
<td>392</td>
<td>321</td>
<td>408</td>
<td>315</td>
</tr>
<tr>
<td>Rochester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>88</td>
<td>109</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>2,413</td>
<td>2,878</td>
<td>3,596</td>
<td>3,543</td>
<td>3,408</td>
<td>3,804</td>
</tr>
</tbody>
</table>
Systemwide Minnesota Freshman and Transfer Headcount Enrollment by Academic Year (Fall + Spring Combined)
Minnesota Public High School Graduates and Systemwide Minnesota Resident New Freshmen (NHS) Headcount Enrollment

- **Graph Title:** Minnesota Public High School Graduates and Systemwide Minnesota Resident New Freshmen (NHS) Headcount Enrollment

- **Axes:**
  - Y-axis: Minnesota Public High School Graduates
  - X-axis: Years (1991-2016)

- **Data Representation:**
  - HS Grads
  - System NHS

- **Trends:**
  - The number of Minnesota Public High School Graduates has increased gradually over the years.
  - The number of Systemwide Minnesota Resident New Freshmen (NHS) has also increased, with fluctuations in recent years.

- **Legend:**
  - HS Grads
  - System NHS

- **Source:** University of Minnesota

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Office of Undergraduate Education

[University of Minnesota Logo]

Driven to Discover
Minnesota Historic and Projected High School Graduates

Minnesota Freshmen at Minnesota Four-Year Schools by Sector
(Fall 2014 Freshmen Enrolling at Minnesota Four-Year Institutions Who Graduated from Minnesota High Schools in Previous Twelve Months)

Source: US Department of Education (IPEDS)

- **Private, 33.4%**
- **For-Profit, 1.6%**
- **UMN, 32.6%**
- **MN State, 32.4%**

Office of Undergraduate Education
## UMNTC NHS Admits by Where They Enrolled (Fall 2012-15 Combined)

Institutions listed in descending order of total students enrolled

<table>
<thead>
<tr>
<th>TC Metro</th>
<th>Greater MN</th>
<th>Reciprocity</th>
<th>NRNR</th>
<th>Intl</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Madison</td>
<td>UM-Duluth</td>
<td>UW-Madison</td>
<td>U Illinois</td>
<td>U Illinois</td>
</tr>
<tr>
<td>St Thomas</td>
<td>UW-Madison</td>
<td>UW-La Crosse</td>
<td>U Iowa</td>
<td>UCSD</td>
</tr>
<tr>
<td>Iowa State</td>
<td>St Thomas</td>
<td>Marquette U</td>
<td>UW-Madison</td>
<td>Penn State U</td>
</tr>
<tr>
<td>UM-Duluth</td>
<td>NDSU</td>
<td>UW-Eau Claire</td>
<td>Iowa State</td>
<td>Purdue U</td>
</tr>
<tr>
<td>St Olaf</td>
<td>St Cloud State U</td>
<td>UW-Milwaukee</td>
<td>Purdue U</td>
<td>Ohio State</td>
</tr>
</tbody>
</table>

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Office of Undergraduate Education

| University of Minnesota
| Driven to Discover |
Examples of Financial Support for Minnesota Students

• University financial aid builds federal and state programs
• U Promise provides support for families with incomes up to $120,000
• In 2015-16, the University provided $71.5 million in institutional and athletic aid to Minnesota degree-seeking undergraduates, part of a combined total of $168.4 million in gift aid for those students
• New Land Grant Legacy program provides additional support for Greater MN students
The University of Minnesota Promise Scholarship Helps Make College Possible for Students In All Minnesota Counties

11-24%
25-49%
50-74%
75% or higher
QUESTIONS AND DISCUSSION
AGENDA ITEM: Academic Elements of the System-Wide Strategic Plan

☐ Review   ☐ Review + Action   ☐ Action   ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Michelle Behr, Chancellor, UMM
Lendley Black, Chancellor, UMD
Lori Carrell, Vice Chancellor for Academic Affairs and Student Development, UMR
Karen Hanson, Executive Vice President and Provost
Barbara Keinath, Interim Chancellor, UMC
Stephen Lehmkuhle, Chancellor, UMR
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

The purpose of this item is to discuss the academic elements of the System-Wide Strategic Plan, *Building Our Collective Future*. Leaders from all five campuses will lead the committee in a discussion of the prominent themes of the plan, including opportunities for collaboration between the campuses.

The plan highlights intentions for educational development, scholarly research and creative work, and for partnerships with Minnesota communities. It outlines next steps for responding to the challenges facing municipalities, the state, nation and world. The plan focuses on the distinctiveness, comprehensiveness, and distributed nature of the University.

The Board will take action on the System-Wide Strategic Plan at its June 9 meeting.
AGENDA ITEM: Consent Report

☐ Review  X Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs
   • College of Design (Twin Cities campus)—Create undergraduate minor in Public Interest Design
   • College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Health and Wellness Promotion
   • School of Public Health (Twin Cities campus)—Create graduate minor in Sexual Health
   • Swenson College of Science and Engineering (Duluth campus)—Create B.S. degree in Engineering Physics
   • The Crookston Campus—Create an undergraduate honors program

II. Request for Approval of Changed Academic Programs
   • Academic Health Center (Twin Cities campus)—Create sub-plans in Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the M.S. degree in Health Informatics
   • College of Biological Sciences (Twin Cities campus)—Change the name of the B.S., M.S., Ph.D., and graduate minor in Plant Biology to Plant and Microbial Biology
   • Medical School (Twin Cities campus)—Reinstate M.S. degree in Surgery
   • The Crookston Campus—Deliver the B.S. and undergraduate minor in Agricultural Business online

III. Request for Approval of Discontinued Academic Programs
   • College of Liberal Arts (Duluth campus)—Discontinue the undergraduate minor in Ojibwe Language

PRESIDENT'S RECOMMENDATION

The President recommends approval of the consent report.
Academic Elements of the System-Wide Strategic Plan

Board of Regents Academic and Student Affairs Committee
June 9, 2017

Michelle Behr, Chancellor, Morris Campus
Lendley C. Black, Chancellor, Duluth Campus
Lori Carrell, Vice Chancellor for Academic Affairs and Student Development, Rochester Campus
Karen Hanson, Executive Vice President and Provost
Barbara Keinath, Interim Chancellor, Crookston Campus
Stephen Lehmkuhle, Chancellor, Rochester Campus
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs
Discussion Questions:

1. How might the Board support the implementation of the System-Wide Strategic Plan in a way that enriches the academic opportunities on each of our campuses?

2. What do you believe are the most promising academic opportunities that this plan will initiate? Are there opportunities you see that would be strengthened by connections across campuses?

3. How do you believe campus leadership can best advance those academic opportunities?
I. Request for Approval of New Academic Programs

- **College of Design (Twin Cities campus)—Create undergraduate minor in Public Interest Design**
  The College of Design on the Twin Cities campus requests approval to create an undergraduate minor in Public Interest Design, effective fall 2017. The proposed program will prepare students to study human-centered and participatory design practices that address ecological, economic, cultural, and social issues in design and design-related fields. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

- **College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Health and Wellness Promotion**
  The College of Education and Human Development on the Twin Cities campus requests approval to create an undergraduate minor in Health and Wellness Promotion, effective spring 2018. The proposed program allows students from various disciplines to explore physical activity, as well as personal health and wellness promotion in ways that can be integrated with their main program of study. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

- **School of Public Health (Twin Cities campus)—Create graduate minor in Sexual Health**
  The School of Public Health on the Twin Cities campus requests approval to create a graduate minor in Sexual Health effective fall 2017. The proposed program will provide students with content expertise and analytical skills relating to the study of sex, sexuality, reproductive health and sexual health within the context of their larger program of study. The proposed program is part of a larger curriculum redesign and makes use of existing courses and resources.

- **Swenson College of Science and Engineering (Duluth campus)—Create B.S. degree in Engineering Physics**
  The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Bachelor of Science (B.S.) degree in Engineering Physics, effective fall 2017. The proposed program combines the study of physics, engineering, and math, allowing students broad, practical application of a variety of fields. Students will be prepared for more in-depth study of engineering, as well as career paths in research and development, design, and analysis. The proposed program makes use of existing courses and resources.
The Crookston Campus—Create an undergraduate honors program

The Crookston campus requests approval to create an undergraduate honors program, effective fall 2017. The proposed program will require a student application process, and successful completion will include maintenance of a 3.3 overall GPA, as well as the production of original scholarship. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **Academic Health Center (Twin Cities campus)—Create sub-plans in Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the M.S. degree in Health Informatics**

  The Academic Health Center on the Twin Cities campus requests approval to create new sub-plans in Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the Master of Science (M.S.) degree in Health Informatics, effective fall 2017. The proposed changes better reflect current curricular alignment and student demand.

- **College of Biological Sciences (Twin Cities campus)—Change the name of the B.S., M.S., Ph.D., and graduate minor in Plant Biology to Plant and Microbial Biology**

  The College of Biological Sciences on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) degrees, as well as the graduate minor in Plant Biology to Plant and Microbial Biology, effective fall 2017. The proposed name change better reflects curricular content and new directions in the field.

- **Medical School (Twin Cities campus)—Reinstate M.S. degree in Surgery**

  The Medical School on the Twin Cities campus requests approval to reinstate the Master of Science (M.S.) degree in Surgery, effective summer 2017. Various factors have led faculty to call for the reinstatement of the previously discontinued program, including: increased interest by surgery residents, fellowship program admission requirements, and more emphasis on research-based degrees by students in concurrent programs. The proposed program makes use of existing courses and resources.

- **The Crookston Campus—Deliver the B.S. and undergraduate minor in Agricultural Business online**

  The Crookston campus requests approval to deliver the Bachelor of Science (B.S.) degree and undergraduate minor in Agricultural Business online, effective fall 2018. The proposed online delivery will better meet the needs of students enrolled in these existing programs.
III. Request for Approval of Discontinued Academic Programs

- **College of Liberal Arts (Duluth campus)—Discontinue the undergraduate minor in Ojibwe Language**

  The College of Liberal Arts on the Duluth campus requests approval to discontinue the undergraduate minor in Ojibwe Language, effective fall 2017. Enrollments have declined over time. Faculty and staff will support currently enrolled students toward degree completion.
AGENDA ITEM: Information Items

☐ Review           ☐ Review + Action           ☐ Action           ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to inform the Board of Regents of recent student activities and awards at the local, regional, and national level.
This report does not capture and record a complete listing of the significant awards and activities of the University student community but, rather, highlights student activities at the local, regional, and national level.

Student Activities and Awards
Two alumni and two students have been named Fulbright Award alternates: Kayla Anderson ('16, anthropology), Renae Rodgers ('12, history and French), Amelia Shindelar (Humphrey public policy), and Amanda Taylor (English).

Thirteen University of Minnesota Twin Cities students and alumni have been awarded Fulbright grants to study and teach abroad during the 2017-18 academic year: Talia Anderson ('16, geography and Spanish studies), Kyle Armstrong ('16, graphic design), Hannah Baxter (M.Ed.), Jacqueline Daigneault (geography), Jordan Ecker (English and global studies), Alexandra Johnson (American Indian studies), Kiley Kost (Germanic studies), Nick Ott (marketing and German), Lucas Paulson (English and global studies), Ashwini Srinivasamohan (geography), Jason Thomas (plant biological sciences), Pashoua Vang ('15, Asian languages and literatures and global studies), and Han Yong Wunrow (mathematics).

The National Jurist has named Nadia Anguiano-Wehde, as one of its “Law Students of the Year.” The magazine asked more than 200 law schools for “stories of their most devoted students with unparalleled attitudes” and selected 25 individuals from among the nominees, based on such factors as leadership, focus, and commitment to justice. Anguiano-Wehde is the top honoree (of five) in the Midwest region.

Four University of Minnesota graduate students were awarded National Science Foundation (NSF) Graduate Research Fellowships: Rajendra Beekie (mathematics), Danielle Chase (mechanical engineering), Stephanie Hart (chemical engineering), and Jonathan Schultz (chemical engineering).

Mike Blazanin, microbiology and ecology, evolution/behavior, was awarded a 2016 Astronaut Scholarship. This scholarship encourages students to pursue advanced educations and careers in STEM fields by building a mentoring network between the scholars and astronauts. It is known for being among the most significant scholarships awarded to undergraduate STEM students.

Alysha Bohanon, Law School, is the recipient of a 2017 Distinguished Legal Writing Award, from The Burton Foundation. This award is bestowed to the authors of legal articles that
demonstrate creativity, knowledge, and know-how, in addition to displaying a true understanding and mastery of the law.

Sydney Carlson, child psychology, has been awarded a Fulbright Teaching Assistantship by the Austrian Government.

Kristin Emmons and Katie Ziomek, Law School, won a pair of recent intellectual property (IP) moot court competitions. In a regional competition in Boston, they defeated teams from Columbia Law School, Georgetown Law, Boston University School of Law, Suffolk Law School, and the University of New Hampshire School of Law. The victory earned them entry into a national IP moot court competition in Washington, D.C.

Simone Gbolo, doctoral student in Higher Education, was recently awarded the Graduate Student Enrollment Management Research Grant by NAGAP, the Association for Graduate Enrollment Management. This grant is designed to encourage emerging knowledge and understanding of the complexities of graduate enrollment management including all aspects of admissions and recruitment, enrollment, retention, and graduation in higher education.

Bridget Griffith, epidemiology, has received the 2017-18 Fogarty Fellowship in Global Health to spend a year in Uganda conducting research aimed at reducing maternal mortality.

Peiyin Hung, School of Public Health, was the recipient of the 2017 Student Achievement Award from the National Rural Health Association and John Snow Incorporated. This award, recognizes extraordinary student-initiated activity within the field of rural health.

Luke Lammers, aerospace engineering, has received a Critical Language Scholarship (Korean). This scholarship program is a fully funded summer overseas language and cultural immersion program for American undergraduate and graduate students. The goal is to broaden the base of Americans studying and mastering critical languages and build relationships between the people of the United States and other countries.

Tessa Lasswell, public health nutrition, was the recipient of the 2017 Student Achievement Award, by the Minnesota Public Health Association. This award honors a student enrolled in the master’s degree program at the University of Minnesota’s School of Public Health who has demonstrated leadership skills to promote the health of individuals, families, and the community. Lasswell was recognized for her work at the Phillips Neighborhood Clinic, a student-run free clinic in Minneapolis where she has served as performance co-chair since 2016.

Rahul Parhi, mathematics and computer science, has been awarded a Goldwater Scholarship. This competitive scholarship supports college sophomores and juniors who intend to pursue research careers in the natural sciences, mathematics and engineering. Kendra Bergstedt, Merrick Pierson, and Ryan Schmitz were all Goldwater Honorable Mentions.

University of Minnesota Morris freshman Anika Paulson, a biology major and music minor, has been chosen to give two TED Talks. Paulson delivered one of these prestigious presentations at a TED-Ed conference in New York in December and is scheduled to give another in Vancouver.
Nicole Robinson, Asian languages and literatures, received a Boren Scholarship, an initiative of the National Security Education Program. This scholarship provides unique funding opportunities for U.S. undergraduate students to study less commonly taught languages in world regions critical to U.S. interests. Boren Scholars commit to working in the federal government for at least one year after graduation.

University of Minnesota Duluth sophomore Claire Schmitz is celebrating winning both the Best Witness Award and the Best Attorney Award at the American Mock Trial Association Regional Tournament (AMTA). She was the only student in the tournament to win an award in both categories.

Elizabeth Sharer, Institute of Child Development, has received a pre-doctoral fellowship from the Autism Science Foundation (ASF). These fellowship grants are awarded to student and mentor teams conducting research in deep brain stimulation, gene and environmental interactions, epigenetics, pain response, neurobiology, and sex differences in autism spectrum disorder (ASD).

Lee Stecklein (women’s hockey, business program) and Luca Wieland (men’s track & field, business program) have been named the 2017 Big Ten Medal of Honor recipients. The award is given annually to the top female and male student-athlete at each conference institution.

Anthony Tabet, chemical engineering, has received a Churchill Scholarship. This highly competitive and prestigious scholarship provides funding to American students for a year of Master’s study in science, mathematics, and engineering at the University of Cambridge, based at Churchill College.

Keelin Yenney, organizational leadership, policy, and development, has been awarded a grant from the National Association for Orientation, Transfer, and Retention (NODA) for her research regarding the retention of rural students.