Mission Fulfillment

December 2018

December 13, 2018

7:45 a.m. - 10:45 a.m.

Boardroom, McNamara Alumni Center
MIS - DEC 2018

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2. Diversity in Twin Cities Campus Undergraduate Enrollment
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Mission Fulfillment                                      December 13, 2018

AGENDA ITEM:  Board of Regents Policy: Research Involving Human Subjects

☐ Review  ☐ Review + Action  ☒ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS:  Christopher Cramer, Vice President for Research

PURPOSE & KEY POINTS

The purpose of this item is to review proposed amendments to Board of Regents Policy: Research Involving Human Subjects. The proposed amendments reflect items identified during the comprehensive review process.

Proposed amendments include:

- Replacing the term “human subjects” with “human participants” throughout the policy.
- Adding Section II. Guiding Principles which reflects and reiterates the University’s commitment to meeting, upholding, and exceeding the highest ethical standards in research practices involving human participants.
- Minor edits done to align with federal regulatory policy, including Section IV., Subd. 2, (b).
- Adding a link to the new administrative policy library and toolkit for the Human Research Protection Program.

There have been no changes to the policy since the committee reviewed at the October meeting.

BACKGROUND INFORMATION

Board of Regents Policy: Research Involving Human Subjects was last comprehensively reviewed in 2012. At that time, no amendments were recommended.
RESEARCH INVOLVING HUMAN SUBJECTS PARTICIPANTS

SECTION I. SCOPE.
This policy governs all research involving human subjects participants conducted at the University of Minnesota (University) or conducted by University faculty, staff, or student researchers.

SECTION II. GUIDING PRINCIPLES.
The University is dedicated to meeting, upholding, and exceeding the highest ethical standards in research practices involving human participants. The University holds each individual involved in research with human participants accountable for adherence to these standards. Essential to the research enterprise is preserving the trust of research participants. Each researcher has a duty to maintain that trust and to protect participant well-being. Individuals who make the gift of consenting to volunteer as research participants trust the University to protect them from harm and to respect their freely given, informed consent to participate in research. All involved in conducting research must ensure that research is conducted ethically and in compliance with University policies and procedures.

SECTION III. COMPLIANCE WITH FEDERAL CODE.

Subd. 1. Roles. The federal government requires the University to designate the Institutional Review Board (IRB) to ensure that research covered under this policy meets federal requirements. The president or delegate is responsible for overseeing the IRB. University officials may not approve research covered under this policy if it has not been approved by the IRB. However, University officials are authorized to decline to conduct research previously approved by the IRB.

Subd. 2. Compliance with Federal Regulations. All research subject to this policy shall be conducted in accordance with federal regulations, including, but not limited to, the Department of Health and Human Services' Guidelines for Protection of Human Research Subjects 45 Code of Federal Regulations (CFR) 46, and Food and Drug Administration regulations to protect human subjects, 21 CFR 50, 56, 312, 812.

SECTION IV. COMPLIANCE PROVISIONS.

Subd. 1. Appointments. The president or delegate shall appoint members of the IRB in accordance with federal regulations.

Subd. 2. Responsibilities of the IRB. In conjunction with the president or delegate, the IRB and its staff shall provide assurance that all University faculty, staff, and student researchers comply with applicable federal regulations and guidelines. The IRB also shall:

(a) review and approve, require modifications to, or disapprove all research covered under this policy;
(b) monitor and conduct continuing review of research at intervals of at least once annually in accordance with applicable regulation; and
(c) report to appropriate University and federal government officials:
   (1) any unanticipated problems involving risks to subjects participants or serious or continuing noncompliance with IRB requirements; and
   (2) any suspension or termination of IRB approval of research.

Subd. 3. Other Responsible Parties. It is the responsibility of the president or delegate and each principal investigator to implement decisions of the IRB.

Subd. 4. Authorities of the IRB. The IRB is authorized to:

(a) inspect research facilities;
(b) obtain records and other relevant information relating to the use of human subjects participants in research;
(c) observe the consent process or conduct of research directly or through third parties;
(d) suspend or terminate research not conducted in accordance with the IRB’s requirements or research associated with unexpected serious harm to subjects participants;
(e) oversee research at other organizations pursuant to appropriate inter-institutional agreements; and
(f) take other actions as necessary to ensure compliance with federal guidelines and regulations, other applicable federal and state law, Board of Regents policies, and administrative policies and procedures.

Subd. 5. Administrative Policies. The IRB, with responsible oversight by the president or delegate, shall maintain appropriate administrative policies and procedures to implement this policy. See https://research.umn.edu/units/irb/toolkit-library/overview-0.

AGENDA ITEM: Diversity in Twin Cities Campus Undergraduate Education

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert McMaster, Vice Provost and Dean of Undergraduate Education
Sean Garrick, Associate Vice Provost for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is to discuss progress toward the objects outlined in the February 2018 Resolution Related to Diversity in Twin Cities Undergraduate Enrollment. The item will include:

- Overview of the resolution.
- Current retention and graduation rate metrics for all students and student of color.
- Results from the SERU survey.
- Overview of University and collegiate diversity initiatives.
- Overview of the University’s newly-established Multicultural Student Success Committee.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Diversity in Undergraduate Education on the Twin Cities Campus

WHEREAS, Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action states that “a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society”; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state's most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.
NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.
Diversity Programs, Services and Initiatives
Supporting Undergraduate Students of Color
UMTC

Select Campus-Wide Initiatives

President’s Emerging Scholars (PES) Program
PES is a merit-based scholarship and student success program serving students across all colleges. Over 500 new freshmen are selected each year and most are first-generation, Pell Grant recipients, and/or students of color. Programming includes mentoring, a summer seminar, success conference, engagement grants, success workshops, and 4-year retention support. (OUE and colleges)

Multicultural Center for Academic Excellence (MCAE)
The Multicultural Center for Academic Excellence is an academic support office serving students of color and students from historically underrepresented and marginalized backgrounds. Services include a Kickoff event for new freshmen, success coaching, faculty mentoring, community engagement, academic support, leadership opportunities, and a graduation celebration. (Office of Equity and Diversity)

Circle of Indigenous Nations
The Circle of Indigenous Nations fosters an environment that allows students to feel a sense of community on campus. It contributes to the strengthening and development of all students through culturally specific services and activities including language tutoring, advice and support, and career information.

Asian Pacific American Resource Center (APARC)
APARC provides space for AAPI students to foster a sense of community, house resources and offer programs focused on AAPI student identity development and academic success. Programs include mentoring, academic support, programming and community building events.

Living Learning Communities
Housing & Residence Life & various campus partners provide first-year students a range of Living Learning Communities based on student identities. A sample of these LLC communities include:
- American Indian Cultural House
- Casa Sol – Chicano Studies House
- STEM Diversity House
- Huntley House for African American Males

Mental Health Support
The Office of Student Affairs provides mental health support through the Student Counseling Services and Boynton Health Services. Specific programs for underrepresented students include *Let’s Talk*, informal meetings with counselors in student spaces, a Diversity Liaison Counselor position to provide support for students and departments, and various therapy groups focusing on underrepresented populations.

Leadership & Engagement
Student Unions & Activities recently created the Multicultural Student Engagement (MSE) office to provide better support for diverse student groups and campus-wide programming. Currently, 308 Student Groups are in the Cultural & Identity category, serving diverse students in areas relating to their academic, career and personal interests.

Prepared December 2018
Select College-Specific Initiatives

President's Emerging Scholars, All Colleges
Each undergraduate college serves PES students through academic advising, programs and services. For most colleges, advising ratios are lower to provide greater individualized support. Leadership programs or first-year courses provide ongoing support in the first-year and beyond.

TRIO Student Services (CEHD)
TRIO programs promote retention and graduation for first- and second-year students through advising, academic support, mentoring, and FY courses. TRIO is a federal grant serving underrepresented students, specifically those who are low income, first generation, and have disabilities. TRIO students are also PES students.

Martin Luther King, Jr Program (CLA)
The Martin Luther King, Jr. (MLK) Program is an academic advising office available to any CLA student interested in multiculturalism. Programming includes a year-long course for first-year students, workshops, immersion experiences, and affinity group weekly meetings.

Student Diversity Programs and Initiatives (CFANS)
CFANS Student Diversity Programs and Initiatives focus on the recruitment, retention, success, and community building/outreach for students; specifically, from underrepresented and marginalized communities. Programs include mentoring, the Dean’s Engaged Leaders Program, success workshops, research support and recruitment events.

Diversity Initiatives (CSOM)
The Carlson School has developed diversity initiatives to increase presence and partnership in the local community, recruit, admit, and enroll in an academically prepared and diverse class. Programming includes outreach and pathway programs, the Carlson Community of Color Lunches and a new Equity and Leadership Conference for students to explore equity in the workplace.

North Star STEM Alliance (CSE)
The North Star STEM Alliance is a partnership of Minnesota colleges, universities, and community organizations with the goal of increasing the number of underrepresented minority students receiving science, technology, engineering, and math (STEM) bachelor's degrees in Minnesota. Opportunities for students in the program include research funding, leadership opportunities, mentorships, internships, academic support and network events.

HHMI Pathways to Success Grant (CBS)
Pathways to Advance Student Success is a five-year, $1.2 million grant awarded in 2014 by the Howard Hughes Medical Institute. The goal is to increase the percentage of at-risk students who earn biological sciences degrees by 10% or more within five years. Three main focus areas are peer mentoring, assessment, and analysis of student performance metrics.

Diversity Committee Initiatives (CDes)
The College of Design Diversity Committee has been actively pursuing several strategic initiatives to improve the collegiate diversity climate and ensure that the college operates in a way that is more inclusive and equitable.
Dear colleague,

It is an honor to work side-by-side with University colleagues, community partners, and students and their families to enhance the diversity of the University of Minnesota Twin Cities undergraduate student body and to support student success at all levels. We are privileged to be a part of a transformative season in students’ lives. In our daily work, we have the privilege of working directly with eager young students as they progress to focused high school scholars, to high-achieving leaders on our own campus, to proud graduates who become leaders and advocates in our community.

In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. We are constantly developing and evolving our work to meet the needs of our students and their families. Staff in the Office of Admissions—in partnership and collaboration with staff and faculty from across the University—work tirelessly to connect with students and families, build personal relationships, and encourage students to take key steps toward enrolling at the University of Minnesota. This report provides a high level overview of some of the University’s comprehensive student of color and American Indian student recruitment efforts. At the heart of each program and initiative described in this report is a strong campus-wide commitment to diversity.

We thank our campus and community partners. Your collaboration and partnership is so important to recruit, enroll, and educate our leaders of tomorrow.

Sincerely,

Heidi Meyer
Executive Director
Office of Admissions
University of Minnesota Twin Cities
Recruiting bright and curious students

As the Office of Admissions at The University of Minnesota, we orchestrate the university’s campus-wide recruitment efforts in collaboration with campus partners. Enrolling an academically qualified, diverse student body is essential to the University’s mission.

A diverse student body greatly enhances the academic and social environment of the campus and helps prepare students to thrive in a global society. One of the University’s Student Learning Outcomes is that graduates are expected to “understand diverse philosophies and cultures within and across societies.”

The recruitment and enrollment of student of color and American Indian recruitment in the freshman class is a top priority of the University and the Office of Admissions. Twenty years ago, the University did not have a formal recruitment program in place. Since that time, the Office of Admissions has built an effective and highly regarded recruitment program. The majority of the University’s student of color and American Indian recruitment efforts are focused in the state of Minnesota.

Student Success Is A Core Value

Student success is at the center of everything we do in the Office of Admissions at the University of Minnesota. Recruitment is the start of that focus. The University’s emphasis on student success over the last decade has resulted in steady increase of the freshman retention rate.

We review each applicant for strong student preparation at the high school level, as academic preparation is key to a student’s college success. We require a student to report all courses and grades from their high school career to confirm they are ready for the U of M’s rigorous university courses.

Although academic preparation is the foundation for a student’s success on campus, we also consider other factors that may lead to a student’s preparation for success at the University. The University’s goal is to provide an educational environment that prepares our students “to be responsible and engaged citizens who, upon graduation, are ready to participate in and meet the challenges of a complex, diverse, and global society.”

Diversity: (Broadly Defined)

A core value of the University of Minnesota. Diversity includes students from different races, economic backgrounds, geographic origins, genders, religions, ethnicities, sexualities, talents, and beliefs.
Our **holistic review** process ensures we look at the whole student, which allows us to admit students who are academically ready for University study and will also benefit from and contribute to our thriving and diverse campus environment.

We do not base our admissions decisions on an automated or numeric process. Our review process considers many factors, including a student’s likelihood of success at the University. We consider those characteristics that lend themselves to the success of our enrolled students and consider characteristics we know enhance success with a likelihood of timely graduation.

Because no two students are alike, students with similar academic credentials may have different interests and experiences. The pool of applicants and fit for a particular program at the U of M can vary by student and freshman-admitting college. Our holistic review allows us to get to know each applicant so that we can make the best admission decision possible for students and the University.

Using the holistic review process allows us to support students. Over the past decade the University has experienced record student satisfaction, retention, and graduation rates. These student success metrics inform our admissions practices as well as our recruitment and outreach practices.

Additionally, the percentage of multicultural Minnesota high school graduates who enrolled as freshmen continues to be strong.

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**Holistic review:**

Emphasizes the importance of giving individualized consideration to every applicant and provides operational guidance to ensure that admissions processes and criteria are both mission- and evidence-based, to promote diversity, and use a balance of experiences, attributes, and academic metrics.

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**A decade of enrollment and academic growth**

**Enrollment progress**

At the University of Minnesota, through the use of our strategic recruitment and enrollment management practices, enrollment of students of color has increased significantly over the last 10 years.

**Academic preparation**

The academic preparation of the freshman class, and students of color, has continued to increase in the past 10 years. Increased high school academic preparation has shown to result in higher college retention and graduation rates.

We have made numerous enhancements to the undergraduate experience and admissions program to directly contribute to the University’s outstanding enrollment success. Despite declining and shifting demographics in Minnesota and surrounding states, the Office of Admissions has consistently met the University’s enrollment targets and worked to enhance the diversity and academic preparation of the incoming freshman class. However, the recruitment environment is highly competitive.

We are recruiting a population of students who have numerous options for their college experience. The University’s ability to continue to meet enrollment goals—especially in the face of shifting demographics—requires that we evolve and improve our recruitment approach.
### Percent of Students of Color Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota HS Graduates</td>
<td>23.71%</td>
</tr>
<tr>
<td>Minnesota ACT Takers</td>
<td>20.84%</td>
</tr>
<tr>
<td>Top 50% HS Rank and Took ACT</td>
<td>17.92%</td>
</tr>
<tr>
<td>Top 25% HS Rank and Took ACT</td>
<td>15.08%</td>
</tr>
<tr>
<td>Top 50% HS Rank and Meets ACT Benchmarks</td>
<td>11.46%</td>
</tr>
<tr>
<td>Top 25% HS Rank and Meets ACT Benchmarks</td>
<td>10.84%</td>
</tr>
<tr>
<td>UMNTC Minnesota Freshmen</td>
<td>26.65%</td>
</tr>
</tbody>
</table>

**Note:** Students of color include African American, Latinx/Hispanic, Asian, Hawaiian/Pacific Islander, and American Indian students.

### Increasing academic preparedness measures of the last 10 years, incoming freshman class

*Fall 2008* | *Fall 2012* | *Fall 2017*

#### Average High School Rank

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008</th>
<th>2012</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>80</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>American Indian</td>
<td>82</td>
<td>84</td>
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</tr>
<tr>
<td>All SOC</td>
<td>80</td>
<td>84</td>
<td>86</td>
</tr>
</tbody>
</table>

#### Average Composite ACT

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008</th>
<th>2012</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>20</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>22</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>24</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>American Indian</td>
<td>26</td>
<td>28</td>
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</tr>
<tr>
<td>All SOC</td>
<td>26</td>
<td>28</td>
<td>30</td>
</tr>
</tbody>
</table>
Recruitment Overview

Numerous enhancements made to the undergraduate experience and admissions program directly contribute to the University’s outstanding enrollment success. Despite declining and shifting demographics in Minnesota and surrounding states, the Office of Admissions consistently meets the University’s enrollment targets and enhances the diversity and academic preparation of the freshman class. College recruitment is highly competitive. We are recruiting students with numerous college options. To continue to meet enrollment goals—especially in the face of shifting demographics—we must continually evolve and improve our recruitment approach.

We follow three basic philosophies in our freshman recruitment to ensure we recruit and enroll a bright, curious and diverse (broadly defined) freshman class every fall.

Conduct early and frequent outreach
Provide authentic customer service to make enrollment easy
Sustain campus and community partnerships

Early outreach
We develop relationships with prospective students throughout their high school careers and assist them with each stage of the college choice, application, and enrollment processes.

Focused and frequent outreach
We simultaneously target recruitment efforts to high school sophomores, juniors, and seniors to provide key information in the format they want it, when they want it. Managing three freshman classes at a time means communicating with hundreds of thousands of high school students, their families, and high school counselors.

During each phase, we implement strategic marketing campaigns and relationship-building initiatives to encourage students and their influencers (such as parents and school counselors) to take the next step towards enrolling at the University. We also work with transfer students, communicating information about next steps for applying to and enrolling at the University of Minnesota Twin Cities.

Recruitment and Communications are interwoven to provide the most targeted and personal interaction possible with each prospective student and their family.
Recruitment is a campus-wide, collaborative effort led by the Office of Admissions in partnership with University faculty, staff, currently enrolled students, and alumni. Given that college-aged students are being aggressively recruited by colleges in Minnesota and across the country, it is essential that we make it easy for students to take key steps towards enrollment.

Recruitment programs and efforts include:

23 on-campus, customized visits and events to help students see themselves at the U of M. Each event showcases the University’s academic programs and opportunities. We roll out the “maroon carpet” to make students and families feel welcomed and special.

42 high school visits to schools across Minnesota, sending admissions counselors directly into the school buildings to build relationships with school counselors, career counselors, and college-bound students.

27 Minnesota college fairs attended across the state and a commanding and engaging presence at the National College Fair in the Minneapolis Convention Center.

Targeted communications are designed to support a recruitment strategy to provide extra-mile customer service and develop personal relationships to bring a diverse and academically prepared student body to campus.

Targeted recruitment communications include:

- Showcase the benefits of attending the University of Minnesota Twin Cities
- Distinctly convey the inspiring tone surrounding curiosity and discovery
- Contain a clear call to action to facilitate next steps in admissions/enrollment process
- Use multi-channels and contain appropriate messaging to both students, families and high school counselors

Examples of Recruitment Activities include:

- Application Workshops hosted at high schools each fall.
- Community-specific recruitment events like: Multicultural Connections: A University of Minnesota event for Young Men; VIP Leadership Workshop
- Group visits coordinated together with partners like La Raza, Hmong Student Association, American Indian Student Cultural Center, TRIO Program and more.
- Alumni Ambassador outreach to connect recent alumni with prospective students within multicultural communities.
Our Admissions team is set up to provide exceptional customer service to build 1:1 relationships with students. This approach makes it easy to access and interact with the University and is often noted as a key differentiator for prospective students exploring our institution.

We strive to have personal outreach between students and our professional admissions counselors throughout the college search, application and enrollment steps. This approach is strengthened by expansive communications outreach and cross-campus collaboration for events and visits.

**Phone calls**

A unique component of our Customer Service involves phone calls from our Admissions Counselors, student-staffed call team and Admissions Ambassadors. In addition to our tours, visits, mailings and emails, we reach out to students who've expressed interest in the University via phone for 1:1 communication and information sharing.

**Dedicated Multicultural Recruitment Team**

While the entire Office of Admissions staff is committed to the recruitment of students of color and American Indian students, there is a team of five full-time, professional staff members and one shared position working 25-percent time in the Office of Admissions and 75-percent time in the Center of Indigenous Nations.

The work of these staff members includes specific responsibilities for outreach to and recruitment of high school students of color and American Indian students. These staff members serve as personal contacts for students and their families. They build relationships with students and frequently visit high schools with high enrollments of students of color and American Indian students throughout the academic year. They also take the lead in coordinating the Office of Admissions’ involvement at community events.

**Multicultural student call outreach:**

61,427
Student staff component: Authenticity and engagement
The Office of Admissions also staffs a team of student territory managers. These currently-enrolled students build relationships with prospective students of color and American Indian students. They refer questions to professional admissions counselors and work closely with the student of color recruitment team to ensure that students receive quick answers to their questions. Student territory managers also follow-up by mail and email with students they cannot reach by phone.

Student group partnerships
The Office of Admissions continues to work closely with several on-campus student groups and involves current students in all aspects of student of color and American Indian student recruitment including:
- Student panels both on- and off-campus
- Recruitment events
- Student calling outreach
- Student visit experiences.

One example of these partnerships is with the Minnesota Multicultural Recruitment Society, a professionally advised, registered student organization that was created in February 2015. The mission of the Recruitment Society is to incorporate the student voice into recruiting efforts to attract and retain underrepresented student populations at the University of Minnesota. Recruitment Society members work to recruit culturally diverse high school students to campus by participating in student panel discussions and connecting with prospective students at recruitment events.

SUSTAIN CAMPUS AND COMMUNITY PARTNERSHIPS

On-campus collaboration
In orchestrating the University’s recruitment efforts, the Office of Admissions collaborates closely with all seven of the University colleges along with key departments to plan events and communications with prospective students.

By working closely with the University’s colleges, we can leverage resources and increase touchpoints with students. Personal interaction with prospective students and collaborative efforts are central to effective student recruitment and enrollment efforts.

Campus Partners:
- Seven U of M freshman admitting colleges
- Office for Equity and Diversity
- The Multicultural Center for Academic Excellence (MCAE)
- Student cultural centers
- Ethnic studies programs
These partnerships have also been key to connecting prospective students with faculty, staff, and enrolled multicultural students, while also showcasing the academic, experiential, and social opportunities at the University.

**Specialized recruitment events**

We coordinate targeted events to engage prospective Minnesota students and help them explore all that the University of Minnesota has to offer. Events are family-oriented and showcase the University’s current students, faculty and staff, academic programs, and student groups.

This approach ensures everyone is working toward a shared focus of attracting Minnesota’s students to the University of Minnesota.

**Strong community partnerships**

We are proud to partner with many community colleagues and organizations in our expanding access to students and in support of the University’s enrollment efforts. A cornerstone of the University’s commitment to Minnesota student outreach and recruitment is a focus on working with community members to support student college exploration and preparation as we encourage students to consider the University of Minnesota for their college home.

Our community partnerships ensure that students gain important access to the opportunities that exist at the U of M, and provide the University with opportunities to connect and build relationships with students so they may fully consider the University of Minnesota as one of their college options. The interactions fostered through our partnerships provide students with the experiences and interactions that give students the information and tools they need to prepare for a successful undergraduate experience at the U of M.

**A path for the future**

The University has also teamed up with seven public two-year campuses around Minnesota to offer the Minnesota Cooperative Admissions Program (MnCAP), a guaranteed admissions program offered to transfer students only. Students who enroll in the

Community Partners:

**My Brother’s Keeper (MBK) Initiative (Minneapolis Public Schools)**

A call to action to communities to enact “sustainable change through policy, programs, and partnerships

**Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy**

The Office of Admissions collaborates with MCAE and the College Readiness Consortium to host the families of high school students and provide an overview of post-secondary options and next steps.

**St. Paul Public Schools Mentoring Excellence Program (MEP)**

The Mentoring Excellence Program serves American Indian students and students of color in 10th-12th grade in the St. Paul Public Schools.

**The Tazel Institute**

This program exposes African-American male students to career opportunities. Over the past three years, the Office of Admissions has hosted more than 120 male students from the Rosemount, Apple Valley, and Eagan School District to share information about admission into the University and the opportunities that exist at the University.

**Indian Education Program High School and Campus Visits**

The University's American Indian Recruitment Coordinator works closely with Indian Education counselors in select high schools, and also with educators at Leech Lake Band of Ojibwe, Red Lake Band of Chippewa Indians, Fond Du Lac Band of Lake Superior Reservation, Shakopee Mdewakanton Sioux (Dakota) Community, White Earth Reservation, and Mille Lacs Band of Ojibwe to host students on campus and learn about academic programs.
program are guaranteed admission to select majors within University colleges so long as they complete an AA degree or the Minnesota Transfer Curriculum, complete appropriate prerequisite and introductory courses within the intended major while maintaining a minimum GPA, and meet the priority application deadline.

The University has also partnered with Minneapolis Community and Technical College (MCTC) to offer a first-year experience course. Taught on the MCTC campus, Gopher Path FYST is designed for students planning to transfer. The course introduces students to college structure and expectations, resources, learning approaches, and provides academic and career exploration specifically as they relate to the student’s intention of attending the University of Minnesota.

Even though great progress has been made in recruiting students of color, further progress is needed. Recruitment of this critical community remains a top priority.

The Office of Admissions continually works to expand and enhance the effectiveness of its recruitment efforts.

Published August 2018. University of Minnesota Office of Admissions.
Committee Charge:
The goal of the Multicultural Student Success Committee is to improve the retention, graduation, and success of undergraduate students of color on the Twin Cities campus. The committee was charged by the Strategic Enrollment Management Committee and will work to coordinate efforts with the broader enrollment efforts and across campus initiatives.

Specifically, the MSSC will:
• Review existing data in order to identify barriers to student success for multicultural students.
• Identify and coordinate the various programs, services and units working with predominately multicultural student populations to assure alignment and coordination.
• Identify gaps, trends, and/or ideas to enhance support of various student populations.
• Work with other committees on campus who are engaged in addressing similar issues.
• Brings items/issues to Strategic Enrollment Management Committee and others as appropriate.
• Recommend strategies for improvement to address the graduation gap and campus climate.

Initial Progress:
• Two meetings have been held to kick-off work. High level data and supporting research were shared to build a common foundation.
• Standing committee structure: Large committee will meet monthly with 5 subcommittees meeting between.
• Inventory of Multicultural Student Offerings has been sent out with submissions gathered by Sept. 16. This information will be synthesized and ready for the Dec. Board of Regents meeting.
• Subcommittees: Group identified themes that impact student success and formed subcommittees to address these areas. Subcommittees are currently forming and will meet before mid-October.

Subcommittees identified by the committee:
• Student Services, Support & Programs
• Training and Professional Development
• Outcomes, Structure & Institutional Barriers
• Building Community and Diversity Values
• Faculty & Classroom Experience

Subcommittees will meet over the next 6 weeks and identify their scope, data needs, campus partners, early wins and long-term strategies.
MSSC Update for SEMC
Oct. 30, 2018

MSSC Committee:
- Joseph Ballard, II, Coordinator for Diversity Retention and Recruitment, CFANS
- TBD, Office of Admissions
- Steve Cisneros, Director, President’s Emerging Scholars, OUE
- Sean Garrick, Associate Vice Provost, OED/Faculty, CSE (Co-Chair)
- Anita Gonzalez, Teaching Consultant, Center for Educational Innovation
- Lisa Gruszka, Director of Orientation Programs, Orientation & Transition Experience
- Amy Hackett, Director of Central Advising Initiatives & Special Scholarships, OUE
- KC Harrison, Youth Studies Program, School of Social Work, CEHD
- Kate Hemmer, Assistant Registrar, Academic Support Resources
- Kong Her, Program Director, Asian Pacific American Resource Center (APARC)
- Alexander Hines, Director of Diversity and Inclusion, CLA
- Linda Kim, Academic Advisor, College of Design
- Nikki Letawsky Shultz, Assistant Dean, College of Biological Sciences
- Beth Lingren Clark, Assoc. Vice Provost for Strategic Enrollment Initiatives, OUE
- Michelle Livingston, Sr. Academic Advisor, CLA
- Anise Mazone, Director, Multicultural Student Engagement, OSA
- LeeAnn Melin, Assoc. Vice Provost for Student Success, OUE (Co-Chair)
- Peyton Owens, III, Associate AD/Student-Athlete Development/Diversity & Inclusion
- Fernando (Fernie) Rodriguez, Assist. Dir of Social Justice & Inclus, Housing & Res Life
- Jillian Rowan, Senior Coordinator, Circle of Indigenous Nations, MCAE
- Shezwae Fleming, Interim Director of MCAE, OED
- Jeannie Stumne, Director, Career Services, CEHD
- Marquis Taylor, Academic Advisor/Diversity and Inclusion Coordinator, CSE
- Maggie Towle, Vice Provost for Student Affairs, OSA
- Allyson Tróchez, Director of Diversity, Carlson School of Management
- Shelly Wymer, Office of Measurement Services/Strat Enrollment Management Data Comm Rep

Subcommittees:

Student Services, Support, & Programs
To analyze the inventory of current programs on campus, look for gaps, duplication, and ways to collaborate to create a campus-wide effort.
- Joseph Ballard II (chair), CFANS Office for Diversity and Inclusion
- Anise Mazone, Multicultural Student Engagement, Student Affairs
- Marquis Taylor, CSE Diversity and Inclusion
- Allyson Tróchez, CSOM Diversity Initiatives
- Linda Kim, CDES Academic Advising
Outcomes, Structure & Institutional Barriers
To identify macro level institutional policies, procedures/processes, institutional culture, etc. that impede student success including retention, persistence, and graduation of students of color.

- Joseph Ballard II, CFANS Office for Diversity and Inclusion
- Kate Hemmer, ASR-Office of the Registrar
- Linda Kim, CDES Academic Advising  *Chair*
- Beth Lingren Clark - Office of Undergraduate Education
- Sezi Fleming - MCAE
- Gayle Smaller Jr - CLA MLK
- Courtney Bell - CLA MLK
- Melanie Johnson - CLA MLK
- Sara Carvell, Student Services Fee & Spirit Initiatives
- Caley Conney, Recreation Sports and Wellness

Faculty & Classroom
Develop system-wide strategies to implement best practices for faculty development & classroom pedagogy.

- K.C. Harrison, Youth Studies, SSW, CEHD
- Kate Hemmer, ASR-Office of the Registrar
- Fernando Rodriguez, HRL
- Steve Cisneros, PES
- Anita Gonzalez, CEI
- Jessica Chung- LEAD UP
- Thorunn Bjarnadottir, ISSS
- Jungeun Park, CEHD

Building Community & Diversity Values
To intentionally promote and educate the values of diversity and equity that impacts all people of the U of M system and the broader MN community. *refining the values for this particular committee and system-wide

Training & Development
To develop a training strategy for students, staff and faculty

- Michelle Livingston, CLA UGE
• Amy Hackett, OUE
• Alex Hines, CLA
• Lisa Gruszka, OTE
• Marquis Taylor, CSE
• Evonne Billotta-Burke LEAD-UP
• Meaghan Miller-Thul, Parent and Family Program
• Marquis Taylor, College of Science and Engineering Diversity and Inclusion
• Gayle Smaller, Jr. College of Liberal Arts, MLK

(Currently these last two committees are meeting as one group but will divide)
Diversity in the Twin Cities Undergraduate Enrollment

Board of Regents
Mission Fulfillment Committee
Date

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

Sean Garrick
Professor and Associate Vice Provost for Equity and Diversity, Twin Cities
BOR Resolution on Undergraduate Diversity

- Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.

- Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.

- Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.

- Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.

- Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the SERU.
Growth in Multicultural Recruitment Initiatives
2013 to 2018

Comparison of fall 2013 to fall 2018

- 2013 Multicultural Recruitment Events: 9
  - Total Guest Attendance: 1,646

- 2018 Multicultural Recruitment Events: 13
  - Total Guest Attendance: 2,245 (+36%)
Growth in Multicultural Recruitment Initiatives
2013 to 2018

Comparison of Fall 2013 to Fall 2018

- 2013 Multicultural Student Visitors: 2,653
  - African American or Black: 584
  - Asian: 855
  - Hispanic or Latino: 632
  - American Indian or Alaska Native: 79
  - Native Hawaiian/Other Pacific Islander: 10
  - Two or More Races: 493

- 2018 Multicultural Student Visitors: 2,814
  - African American or Black: 466
  - Asian: 985
  - Hispanic or Latino: 673
  - American Indian or Alaska Native: 40
  - Native Hawaiian/Other Pacific Islander: 10
  - Two or More Races: 640

Visit attendance status “Attended”
Growth in Multicultural Students Campus Visits 2013 - 2017

- Total Multicultural
- African American
- Asian
- Hispanic/Latino
- American
- Native
- Two or More

2013 vs 2018
Multicultural Recruitment Initiatives

Application Workshops and Transfer Pathway Conversations

A number of application workshops are held at several high schools in Minneapolis, St. Paul, and the surrounding suburbs. Admissions counselors walk through the University of Minnesota Twin Cities application with students and answer their questions. Staff members dedicate one-on-one time with students to make sure they are supported through the application process. Conversations are also centered around transfer pathway options for students looking to start their education at a 2-year institution or may not be academically-prepared to start at UMN for their freshman year. Transfer pathway conversations include class recommendations, MnCAP and Gopher Pathway partnership with Minneapolis Community and Technical College (MCTC).

Application workshops include:
- College Knowledge Month
- Fall Special Receptions
- Experience Minnesota: An Open House for Multicultural Students
- Individual high school visits

8 Application Workshops hosted during College Knowledge Month and at high schools including but not limited to:
- Hmong College Prep Academy
- Johnson A. Johnson High School
- Patrick Henry High School
Multicultural Recruitment Initiatives
Key Community Partnerships

- Achieve! Minneapolis
- American Indian Education Program
- AVID groups from Minnesota high schools
- Boys & Girls Club
- College Possible
- Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy
- CORE
- Educational Talent Search (ETS)
- El Colegio
- Educational Talent Search (ETS)
- El Colegio Hmong Youth Development College Prep Program
- Minneapolis Public Schools
- Neighborhood House
- Northside Achievement Zone
- Tazel Institute
- Upward Bound
- Urban Research, Outreach/Engagement Center
- Wallin Scholarship Foundation
Disaggregation of Ethnicity & Race Data
Golden Gopher Application

On all **three application platforms** (Coalition, Common, and Golden Gopher), ethnicity and race questions comply with the U.S. Department of Education’s standards for ethnic and racial data collection. The following detailed categories are optional.

**Are you Hispanic/Latino?**
Which best describes your background?
- Central American
- Cuban
- Mexican
- Puerto Rican
- South American
- Spanish
- Other

**Asian**
Which best describes your background?
- Chinese
- Hmong
- Indian
- Japanese
- Korean
- Pakistani
- Filipino
- Vietnamese
- Other East Asian
- Other South Asian
- Other Southeast Asian

**Black or African American**
Which best describes your background?
- U.S. / African American
- Caribbean
- Central African
- East African
- North African
- South African
- West African
- Other
Current metrics on retention and graduation rates

- Overall rates
- Rates of SOC
Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year Graduation Rate By Year of Entry

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<tr>
<th>Year</th>
<th>Graduation Rate</th>
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<td>2013</td>
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</tr>
<tr>
<td>2014</td>
<td>71.1%</td>
</tr>
</tbody>
</table>
New Freshman Four-Year Graduation Rates:
Big Ten Academic Alliance Public 2013 Cohorts and UMTC 2014 Cohort

Source: AAUDE 2013 entering cohorts
Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates:
Gap Between Rates for Freshman Students of Color and White Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Gap</th>
<th>SOC</th>
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<tbody>
<tr>
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<td>48.9%</td>
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<tr>
<td>2005</td>
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<tr>
<td>2006</td>
<td>54.4%</td>
<td>20.1%</td>
<td>34.3%</td>
</tr>
<tr>
<td>2007</td>
<td>58.5%</td>
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<td>38.9%</td>
</tr>
<tr>
<td>2008</td>
<td>62.7%</td>
<td>19.2%</td>
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<td>17.2%</td>
<td>45.7%</td>
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<td>13.8%</td>
<td>50.0%</td>
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<tr>
<td>2011</td>
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<tr>
<td>2014</td>
<td>73.3%</td>
<td>8.9%</td>
<td>64.4%</td>
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### Twin Cities Campus New Freshman (NHS) Four-Year Graduation by Race/Ethnicity (Single Identification)

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<tbody>
<tr>
<td>American Indian</td>
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<td>34.7%</td>
<td>56.4%</td>
<td>45.9%</td>
<td>51.7%</td>
<td>44.6%</td>
<td>54.9%</td>
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<tr>
<td>Asian</td>
<td>39.3%</td>
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<td>49.6%</td>
<td>52.9%</td>
<td>54.2%</td>
<td>58.7%</td>
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<td>67.0%</td>
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<tr>
<td>Black</td>
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<td>32.2%</td>
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<td>49.5%</td>
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<td>Hawaiian</td>
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<tr>
<td><strong>SOC Subtotal</strong></td>
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<td>38.9%</td>
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<tr>
<td>International</td>
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<tr>
<td>White</td>
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<tr>
<td><strong>UMNTC Total</strong></td>
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<td>58.6%</td>
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<td>60.9%</td>
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<td>71.1%</td>
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### Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates: Gap Between Rates for American Indian and White Freshmen

<table>
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<th>Year</th>
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<td>2006</td>
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<tr>
<td>Year</td>
<td>White</td>
<td>Gap</td>
<td>Black</td>
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## Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates: Gap Between Rates for Hispanic/Latinx and White Freshmen

<table>
<thead>
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<th>Year</th>
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Twin Cities Campus New Freshman (NHS) Six-Year Graduation Rates:
Gap Between Rates for American Indian and White Freshmen

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Twin Cities Campus New Freshman (NHS) Six-Year Graduation Rates:
Gap Between Rates for Black/African-American and White Freshmen

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Twin Cities Campus New Freshman (NHS) Six-Year Graduation Rates: Gap Between Rates for Hispanic/Latinx and White Freshmen

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### Twin Cities Campus New External Transfer (NAS) Three-Year Graduation by Race/Ethnicity (Single Identification)

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<tbody>
<tr>
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<td>43.9%</td>
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<tr>
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<td>64.6%</td>
<td>63.8%</td>
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</tbody>
</table>

University of Minnesota
Driven to Discover
Overview of Graduation Rates

• New Freshman (NHS) Four-Year Graduation Rates:
  – Rate represents freshmen who entered in fall semester 2014
  – Reached a new all-time high of 71.1%
  – Rates for African-American, Asian, and Hispanic students also new highs

• New Freshman (NHS) Six-Year Graduation Rates:
  – Rate represents freshmen who entered in fall semester 2012
  – Down 0.2% from last year’s high at 80.4%

• New External Transfer (NAS) Graduation Rates:
  – Rate represents transfer students who entered in fall semester 2015
  – Down less than one percent from last year’s high at 63.8%
Student Experience in the Research University (SERU) Survey

- Administered to all degree-seeking undergraduate students
- Assesses student experiences, in and out of the classroom
- Results compared within the University and across peers
- Wild card module specifically addresses campus climate for diversity
## SERU Response Rates

<table>
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<th>2017</th>
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<td>Wild Card Random Assignment</td>
<td>40%</td>
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<td>Total Population (n=)</td>
<td>28,384</td>
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<td>Response Rate</td>
<td>24%</td>
<td>41%</td>
<td>30%</td>
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<td>Core Respondents (n=)</td>
<td>6,755</td>
<td>11,822</td>
<td>8,712</td>
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<td>Wildcard Respondents (n=)</td>
<td>2,403</td>
<td>3,096</td>
<td>3,877</td>
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Students of my race/ethnicity are respected on my campus
(agree & strongly agree)
The curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people (agree & strongly agree)
The University President and other top administrators are effective leaders in promoting diversity on campus (agree & strongly agree)

- American Indian:
  - 2015: 31.0%
  - 2017: 39.4%
  - 2018: 38.4%

- Asian:
  - 2015: 37.8%
  - 2017: 29.2%
  - 2018: 31.9%

- African American:
  - 2015: 34.2%
  - 2017: 29.3%
  - 2018: 22.0%

- Hispanic:
  - 2015: 46.3%
  - 2017: 37.7%
  - 2018: 36.6%

- White:
  - 2015: 45.5%
  - 2017: 41.0%
  - 2018: 37.2%
The University provides an environment for the free and open expression of ideas, opinions, and beliefs (agree & strongly agree)

- American Indian: 48.3%, 56.6%, 53.9%, 60.0%, 64.0%
- Asian: 42.4%, 42.9%, 38.8%, 52.5%, 50.3%
- African American: 46.7%, 48.8%, 38.6%, 57.0%, 54.7%
- Hispanic: 50.3%, 57.0%, 64.0%
- White: 54.7%
My social interactions on campus are *not* largely confined to students of my race/ethnicity (agree & strongly agree)
Multicultural Student Success Committee

The goal of the Multicultural Student Success Committee is to improve the retention, graduation, and success of undergraduate students of color on the Twin Cities campus.

Subcommittees:
- Student Services, Support & Programs
- Faculty and Classroom Experience
- Outcomes, Structures, and Institutional Barriers
- Building Community Values
- Training & Development

Committee Members representing:
- Office of Undergraduate Education
- Office of Equity and Diversity
- Office of Student Affairs
- Colleges
American Talent Initiative

• Collaboration between 106 public and private institutions with high levels of overall student success (six-year graduation rates in excess of 70%)

• Goal of the American Talent Initiative is to attract, enroll, and graduate 50,000 additional low- and moderate-income students across all qualifying institutions by 2025

• Each participating institution designs their own action plan and goals to contribute to the overall effort and shares their progress and learning with fellow participants
A national initiative led by APLU involving 130 institutions striving to increase college access, student, and postsecondary attainment.

The initiative represents the largest ever collaborative effort to improve college access, advance equity, and increase college degrees awarded.

### Initiative Goals
- Produce hundreds of thousands more degrees by 2025
- Eliminate the achievement gap while expanding access
- Share key data within the clusters and promulgate proven practices across the entire public higher education sector.

UMTC is part of the Big 10 Transformation Cluster (UMN, U of MI, Rutgers, Purdue, Iowa, IU, Michigan State)
75 programs targeting multicultural students
Each with serving 25-500 students
22% are housed in a college
College Efforts

- College of Biological Sciences
- College of Continuing and Professional Studies
- College of Design
- College of Food, Agriculture, and Natural Resource Science
- College of Science and Engineering
- Carlson School of Management
- School of Nursing
- University Honors Program
Ongoing work

- Are the challenges we face unique to UMN?
- Identifying trends/patterns that point to success/failure.
  - Promote state-of-the-art
  - Deprecate ineffective programs
- Is the alignment between need and program ideal?
- Where should academic support be housed?
- How do we ensure that the programs best prepare students to be successful professionals or as life-long learners?
AGENDA ITEM: Systemwide Enrollment Planning: Duluth Campus

☐ Review        ☐ Review + Action        ☐ Action        ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Fernando Delgado, Executive Vice Chancellor, Academic Affairs, UMD
Mary Keenan, Assistant Vice Chancellor, Academic Affairs, UMD

PURPOSE & KEY POINTS

The purpose of this item is to discuss enrollment planning processes and strategies at the University of Minnesota Duluth. The discussion will address:

- Enrollment management structure.
- Historic enrollment context, trends, and priorities.
- Current enrollment context, trends, and priorities.

BACKGROUND INFORMATION

The Board discussed systemwide enrollment planning at the following meetings:

- December 2017: Systemwide Enrollment Planning: Morris Campus, Mission Fulfillment Committee.

The Board endorsed a Twin Cities campus five-year enrollment plan and directed the administration to develop five-year enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses in the March 2016 Resolution Related to Undergraduate Enrollment Management at the University of Minnesota (2016-2021).
Dr. Fernando Delgado
Executive Vice Chancellor for Academic Affairs

Mary Keenan
Assistant Vice Chancellor, Strategic Enrollment & Institutional Research
Purpose of Enrollment Management

• Stabilize predictions of enrollment and revenue projections
• Optimize enrollment: considerations for major, diversity, academic profile
• Establish targets: First time, first year enrollment; transfer students; continuing student retention and graduation
How UMD Manages Enrollment

• Establishment of Strategic Enrollment Management committee
• Organizational structure supporting recruitment, admissions, financial aid, orientation, and student support processes
• Retention initiatives and student success work group
• Program capacity analysis
• Annual enrollment targets
• Data collection informing improvements to the student experience
• Collaboration with System enrollment planning efforts

Understand trends, recognize context, identify challenges and opportunities
Historical U of MN Enrollments

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<th>Twin Cities</th>
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Total: 27982 22637 24276 29090 43455 49985 55819 58705 56076 53294 59788 59185 65489 68232 66651 66880

UMD Board of Regents Presentation
Enrollment Trend Data, 2008, 2014-2018, Duluth Campus

- Undergraduate
- Graduate
- Professional
- Non-Degree
Undergraduate Enrollment by Geographic Region, Fall 2018, Duluth Campus

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<tr>
<td>Wisconsin</td>
<td>857</td>
<td>8.5%</td>
</tr>
<tr>
<td>Other States</td>
<td>188</td>
<td>2%</td>
</tr>
<tr>
<td>Other Countries</td>
<td>163</td>
<td>1.5%</td>
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</table>
New Freshman (NHS) Applicants, Offers, and Enrollees, Duluth Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Apps</th>
<th>Offers</th>
<th>Enrollees</th>
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<tbody>
<tr>
<td>2008</td>
<td>7,797</td>
<td>5,416</td>
<td>2,251</td>
</tr>
<tr>
<td>2009</td>
<td>7,934</td>
<td>5,668</td>
<td>2,118</td>
</tr>
<tr>
<td>2010</td>
<td>7,848</td>
<td>5,983</td>
<td>2,344</td>
</tr>
<tr>
<td>2011</td>
<td>7,457</td>
<td>5,695</td>
<td>2,105</td>
</tr>
<tr>
<td>2012</td>
<td>6,758</td>
<td>5,253</td>
<td>1,881</td>
</tr>
<tr>
<td>2013</td>
<td>7,071</td>
<td>5,532</td>
<td>2,054</td>
</tr>
<tr>
<td>2014</td>
<td>7,746</td>
<td>5,944</td>
<td>2,196</td>
</tr>
<tr>
<td>2015</td>
<td>7,500</td>
<td>5,696</td>
<td>1,997</td>
</tr>
<tr>
<td>2016</td>
<td>7,976</td>
<td>6,106</td>
<td>2,138</td>
</tr>
<tr>
<td>2017</td>
<td>8,693</td>
<td>6,660</td>
<td>2,275</td>
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<tr>
<td>2018</td>
<td>9,204</td>
<td>6,843</td>
<td>2,221</td>
</tr>
</tbody>
</table>
Percent Student of Color and American Indian Students Enrolled, Undergraduate Degree-Seeking, Duluth Campus

- Fall 2008
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
- Fall 2018

All Undergraduate
New High School (NHS)
Undergraduate Degree Seeking Enrollment Trend by Collegiate Unit, Duluth Campus
New Freshman ACT Score 25th and 75th Percentiles: Significant UMN System Regional Competitor Institutions
Admitted Students by Campus/Institution of Enrollment: Percentage of Duluth Fall 2016-Fall 2018 New Freshman (NHS)

Source: National Student Clearinghouse
Admitted Undergraduate Students: Duluth Top Competitor Institutions for Fall 2016-Fall 2018

- **UMNDL**: 8,631
- **UMNTC**: 3,323
- **UNIVERSITY OF ST THOMAS**: 879
- **NORTH DAKOTA STATE UNIVERSITY**: 618
- **UNIVERSITY OF WISCONSIN - EAU CLAIRE**: 556
- **MINNESOTA STATE UNIVERSITY - MANKATO**: 534
- **IOWA STATE UNIVERSITY**: 423
- **UNIVERSITY OF WISCONSIN - MADISON**: 418
- **UNIVERSITY OF NORTH DAKOTA**: 393
- **UNIVERSITY OF WISCONSIN - LA CROSSE**: 369
- **Others**: 7,431

*Source: National Student Clearinghouse*
First-year campus and system retention rates for first-time, full-time undergraduate students, Duluth Campus

<table>
<thead>
<tr>
<th>Year of Matriculation</th>
<th>Retained Duluth Campus</th>
<th>Retained Other UM Campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>74.9%</td>
<td>78.8%</td>
<td>78.7%</td>
</tr>
<tr>
<td>2012</td>
<td>75.1%</td>
<td>79.9%</td>
<td>79.9%</td>
</tr>
<tr>
<td>2013</td>
<td>76.9%</td>
<td>80.4%</td>
<td>80.3%</td>
</tr>
<tr>
<td>2014</td>
<td>76.0%</td>
<td>82.0%</td>
<td>81.4%</td>
</tr>
<tr>
<td>2015</td>
<td>78.4%</td>
<td>83.4%</td>
<td>82.7%</td>
</tr>
<tr>
<td>2016</td>
<td>77.0%</td>
<td>81.7%</td>
<td>80.8%</td>
</tr>
<tr>
<td>2017</td>
<td>78.7%</td>
<td>83.6%</td>
<td>82.6%</td>
</tr>
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### University Gold Measures: Progress Card

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Campus</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Goal/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4-year graduation rate</strong></td>
<td>Duluth</td>
<td>39.2%</td>
<td>39.1%</td>
<td>41.0%</td>
<td>46.6%</td>
<td>45%/2017 cohort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Campus</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Goal/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-year graduation rate</strong></td>
<td>Duluth</td>
<td>66.6%</td>
<td>64.9%</td>
<td>65.2%</td>
<td>64.9%</td>
<td>68%/2015 cohort</td>
</tr>
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</table>
Four- and six-year system graduation rates for first-time, full-time undergraduate students, Duluth Campus

<table>
<thead>
<tr>
<th>Year of Matriculation</th>
<th>4-year rate</th>
<th>5-year rate</th>
<th>6-year rate</th>
</tr>
</thead>
<tbody>
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<td>2006</td>
<td>30.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>32.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>37.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>37.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>38.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>39.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>39.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>41.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>46.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Considerations and Challenges

✓ Increased competition for fewer students
✓ Change in student demographics (academic preparedness and ability to pay)
✓ Program capacity (availability of faculty; facilities)
✓ Residential capacity/regional housing crunch
✓ Cost competitiveness with regional competitors
✓ Inter-University transfers (UMD is a transfer feeder to UMTC)
✓ Decline in two-year transfers
✓ Volatile and uncertain international market
Current Enrollment Priorities

1. Plan for annual incremental undergraduate growth over the next five years.
2. Address capacity issues related to high demand programs and on-campus housing.
3. Maintain commitment to transfer students.
4. Enhance affordability and access.
5. Strengthen ethnic, social, economic, and geographic diversity.
6. Enhance support of students’ initial academic success.
7. Support timely graduation.
Questions and Discussion
AGENDA ITEM:  Update on Twin Cities Campus Liberal Education Requirements

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS:  Karen Hanson, Executive Vice President and Provost
              Robert McMaster, Vice Provost and Dean of Undergraduate Education
              Sally Gregory Kohlstedt, Professor, History of Science and Technology Program,
              Department of Earth Sciences, and Chair, Liberal Education Redesign Committee

PURPOSE & KEY POINTS

The purpose of this item is to discuss the history of liberal education at the University of Minnesota Twin Cities. The item will include an overview of the current liberal education requirements and the Liberal Education Redesign Committee’s work and next steps.
TO: Members of the Liberal Education Redesign Committee

FROM: Karen Hanson, Executive Vice President and Provost

DATE: November 9, 2017

RE: Redesign Committee Charge

Thank you for your willingness to serve on the Liberal Education Redesign Committee. The number and quality of the nominations and self-nominations for committee membership indicated robust interest in this committee, which is heartening. You were selected because of your evident interest and/or experience in these matters; and, of course, we tried to balance the group’s disciplinary and collegiate homes. The Pre-Planning Committee met over the past 18 months, and the campus has had a number of preliminary open conversations on liberal education. The charge of the Redesign Committee is to incorporate that preliminary work and to move to the next stage: to develop one or more possible designs/models for a revised liberal education curriculum. These designs will be discussed throughout this academic year, with the hope that we could have a vote by the full UMTC Faculty Senate in late spring or early fall of 2018. The plan is to be able to implement the results during the Fall 2019 or Fall 2020 academic year.

Some specific considerations include:

1. What design would serve the UMTC students best—a core curriculum, continuation and adjustment of the current distribution requirements, or another model?
2. What is the best credit load for a basic, required curriculum? The outcome needs to enable timely graduation, enough credits for major work, and space for electives.
3. Among the colleges/units that offer courses (undergraduate, professional, centers), should there be any limit on which of them may offer liberal education courses?
4. Should the majority of the liberal education curriculum be focused in the first two years or should liberal education be deliberately spread throughout the undergraduate experience?
5. How should the revised or new curriculum be assessed?
6. Should the curriculum be offered only by tenure and tenure-track faculty and long-term P&A instructors, as in the current arrangement?
7. By what process should the courses be determined for inclusion in the liberal education curriculum?
8. Should specific learning outcomes be attached to each course?

It is certainly likely that other issues/questions will arise during these conversations as well.

The committee’s work will be coordinated through the Office of Undergraduate Education, which will provide staff support and will keep me informed about your progress. I will hope for a preliminary report by the end of the fall semester.
I have asked Professor Sally Gregory Kohlstedt, Professor in the History of Science, to chair this Redesign Committee. Professor Kohlstedt has served in multiple leadership roles on our campus, including Associate Dean in the Institute of Technology (College of Science and Engineering), Director of the Center for Advanced Feminist Studies, Acting Chair, Department of Anthropology, Director, Program in the History of Science and Technology, and Interim Vice Provost and Dean of the Graduate School. She served on the very first liberal education committee in the early 1990s, the Howe Committee, and on the Council for Liberal Education during the 2005-06 redesign. She is a historian who has taught at all levels and has offered several LE courses over the years.

I can think of no more important effort at our University than the consideration of the core curriculum required of all our undergraduate students, so thank you again for agreeing to serve on this critical committee.
## Liberal Education Redesign Committee Member List

<table>
<thead>
<tr>
<th>College</th>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Science and Engineering</td>
<td>Randal</td>
<td>Barnes</td>
<td><a href="mailto:barne003@umn.edu">barne003@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
<td>Jay</td>
<td>Bell</td>
<td><a href="mailto:bellx007@umn.edu">bellx007@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>Carlson School of Management</td>
<td>Mary</td>
<td>Benner</td>
<td><a href="mailto:mbenner@umn.edu">mbenner@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Biological Sciences</td>
<td>Daniel</td>
<td>Bond</td>
<td><a href="mailto:dbond@umn.edu">dbond@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>Jonathan</td>
<td>Gewirtz</td>
<td><a href="mailto:jgewirtz@umn.edu">jgewirtz@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>Gayle</td>
<td>Golden</td>
<td><a href="mailto:ggolden@umn.edu">ggolden@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Science and Engineering</td>
<td>Sally</td>
<td>Gregory Kohlstedt</td>
<td><a href="mailto:sgk@umn.edu">sgk@umn.edu</a></td>
<td>Chair</td>
</tr>
<tr>
<td>Carlson School of Management</td>
<td>Vlad</td>
<td>Griskevicius</td>
<td><a href="mailto:vladagsg@umn.edu">vladagsg@umn.edu</a></td>
<td>Member</td>
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<tr>
<td>College of Education and Human Development</td>
<td>Rashne</td>
<td>Jehangir</td>
<td><a href="mailto:jehan001@umn.edu">jehan001@umn.edu</a></td>
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<tr>
<td>College of Science and Engineering</td>
<td>Ken</td>
<td>Leopold</td>
<td><a href="mailto:kleopold@umn.edu">kleopold@umn.edu</a></td>
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<tr>
<td>College of Liberal Arts</td>
<td>Malinda</td>
<td>Lindquist</td>
<td><a href="mailto:lindqust@umn.edu">lindqust@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Design</td>
<td>Gayla</td>
<td>Lindt</td>
<td><a href="mailto:glindt@umn.edu">glindt@umn.edu</a></td>
<td>Member</td>
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<tr>
<td>Office of Undergraduate Education</td>
<td>Robert</td>
<td>McMaster</td>
<td><a href="mailto:mccmaster@umn.edu">mccmaster@umn.edu</a></td>
<td>Ex officio</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>Peter</td>
<td>Mercer-Taylor</td>
<td><a href="mailto:merce011@umn.edu">merce011@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>Richa</td>
<td>Nagar</td>
<td><a href="mailto:nagar@umn.edu">nagar@umn.edu</a></td>
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<tr>
<td>School of Public Health</td>
<td>Ruby</td>
<td>Nguyen</td>
<td><a href="mailto:nguy0082@umn.edu">nguy0082@umn.edu</a></td>
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<td>Chris</td>
<td>Phelan</td>
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<tr>
<td>College of Liberal Arts</td>
<td>Matthew</td>
<td>Rahaim</td>
<td><a href="mailto:mrahaim@umn.edu">mrahaim@umn.edu</a></td>
<td>Member</td>
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<tr>
<td>College of Science and Engineering</td>
<td>Justin</td>
<td>Revenaugh</td>
<td><a href="mailto:justinr@umn.edu">justinr@umn.edu</a></td>
<td>Member</td>
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<tr>
<td>College of Liberal Arts</td>
<td>JB</td>
<td>Shank</td>
<td><a href="mailto:jbshank@umn.edu">jbshank@umn.edu</a></td>
<td>Member</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Sue</td>
<td>Staats</td>
<td><a href="mailto:staats@umn.edu">staats@umn.edu</a></td>
<td>Member</td>
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<tr>
<td>Budget Office</td>
<td>Julie</td>
<td>Tonneson</td>
<td><a href="mailto:tonne001@umn.edu">tonne001@umn.edu</a></td>
<td>Ex officio</td>
</tr>
<tr>
<td>College of Science and Engineering</td>
<td>Liliya</td>
<td>Williams</td>
<td><a href="mailto:llrw@umn.edu">llrw@umn.edu</a></td>
<td>Member</td>
</tr>
</tbody>
</table>

*Updated 9/14/2018*
The University of Minnesota’s liberal education requirements were established in the early 1990s and revisited in 2006 with modest changes. The University determined that a more thorough review would be appropriate after this period of time. The first step in this process was to form a pre-planning faculty committee who would determine whether a complete review and possible revision of the University’s requirements would be appropriate.

In May 2016, a Pre-Planning Committee was established. The Pre-Planning Committee met from May 2016 through September 2017. The goal was to review the status of our current LE requirements and determine whether the Twin Cities campus should consider a revision. Issues included the concern with the current requirement, who is eligible to teach in the current liberal education curriculum, and how a future curriculum may be connected to the Grand Challenge Curriculum. Input was gathered from the faculty and staff across the Twin Cities campus in three open forums and the feedback received was made available to the broader University.

The Pre-Planning Committee also discussed the connection of the University’s curriculum to the Minnesota Transfer Curriculum (McTC), reviewed national trends in liberal education, and met with the budget office to discuss the relatedness of the curriculum to the budget model.

Since the beginning of this process, this has been a faculty-led process and has included open forums and consultation with faculty committees, University Senate leadership, Faculty Consultative Committee, Senate Committee on Education Policy, and Council on Liberal Education.

In early Fall 2017, it was determined that there was sufficient faculty and University-community interest to warrant more extensive review and development of potential models for a revised curriculum. And in November 2017, the Liberal Education Redesign Committee began to meet. This committee is comprised of 20 faculty from across the University and from all colleges and is being chaired by Professor Sally Gregory Kohlstedt from the College of Science and Engineering. The work will be coordinated by the Office of Undergraduate Education, who is responsible for the University-wide liberal education curriculum.

Additional input continued to be sought on a decision process. The University is committed to adopting a proposal that has been distributed in advance to the faculty, has had extensive opportunity for faculty discussion, and most importantly, the opportunity for the faculty to vote to adopt the proposal. The difficulty of the decision-making process may be impacted by how many alternative curricula are developed. The Liberal Education Redesign Committee is also committed to avoiding options that either privilege or disadvantage the status quo.

The committee has been asked to consider the following:

- What design would best serve the UMTC students?
• What is the best credit load for a basic, required curriculum?
• Should there be any limit on which colleges or units may offer liberal education courses?
• Should the majority of the liberal education curriculum be focused on the first two years or spread throughout the undergraduate experience?
• How should the revised or new curriculum be assessed?
• Should the curriculum, be offered by tenure and tenure-track faculty and long-term P&A instructors, as in the current arrangement?
• By what process should the courses be determined for inclusion in the liberal education curriculum?
• Should specific learning outcomes be attached to each course?

The committee will develop one or more possible models for a revised liberal education curriculum and these models will be discussed throughout the academic year. The hope is that we will have a vote by the full UMTC Faculty Senate in late spring or early fall 2018. The overall plan is to implement the results by the fall 2019 or fall 2020 academic year.
Three Eras of UMTC Liberal Education

Prior to 1994: Collegiate-Based General Education Requirements

1994 – 2010: Campus-Wide Liberal Education (LE) Requirements
  • Established the model of Diversified Core and Designated Themes

2010 – present: Current Campus-Wide LE Requirements
  • From 2006-2007 a committee revisited the LE requirements and made some revisions such as adding a 5th theme requirement (Technology & Society).
Previous to early 1990s, collegiate-based requirements

1992 Howe Committee to establish campus-wide requirements: seven core requirements and four theme requirements. Writing requirement of four Writing Intensive (WI) courses, and First-Year Writing

Council for Liberal Education established to approve courses

Requirements were revisited in 2006-08, with modest revisions (reduction of 2 social sciences to 1, addition of Technology and Society theme, and creation of two categories: Arts and Humanities and Literature)
Current LE Requirements

- **Diversified Core (take all)**
  - Arts and Humanities
  - Biological Sciences
  - Historical Perspectives
  - Literature
  - Mathematical Thinking
  - Physical Sciences
  - Social Sciences

- **Themes (take 4 of 5)**
  - Civic Life and Ethics
  - Diversity and Social Justice in the U.S.
  - The Environment
  - Global Perspectives
  - Technology and Society

- **Writing**
  - First-Year Writing (WRIT 1301 or 1401)
  - Four WI courses, 2 of which must be upper-division (3xxx or above). One upper-division course must be taken within the major.
Liberal Education Core

Liberal Education Core courses employ teaching and learning strategies that engage students in doing the work of the field, include small group experiences, use writing to help students learn and reflect on their learning, and typically do not have prerequisites.

<table>
<thead>
<tr>
<th>LE Cores</th>
<th># of Courses</th>
<th>LE Cores</th>
<th># of Courses</th>
</tr>
</thead>
<tbody>
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<td>Arts and Humanities</td>
<td>133</td>
<td>Mathematical Thinking</td>
<td>26</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>23</td>
<td>Physical Sciences</td>
<td>38</td>
</tr>
<tr>
<td>Historical Perspectives</td>
<td>129</td>
<td>Social Sciences</td>
<td>82</td>
</tr>
<tr>
<td>Literature</td>
<td>80</td>
<td></td>
<td></td>
</tr>
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</table>
Liberal Education Themes

Liberal Education Theme courses engage students in thinking ethically about contemporary issues facing our world, reflecting on a shared sense of responsibility to community, connecting knowledge to practice, and fostering a sense of one’s role as a historical agent.

<table>
<thead>
<tr>
<th>LE Themes</th>
<th># of Courses</th>
<th>LE Themes</th>
<th># of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Life and Ethics</td>
<td>107</td>
<td>Global Perspectives</td>
<td>207</td>
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<tr>
<td>Diversity and Social Justice in the US</td>
<td>139</td>
<td>Technology and Society</td>
<td>52</td>
</tr>
<tr>
<td>The Environment</td>
<td>70</td>
<td></td>
<td></td>
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</tbody>
</table>
Liberal Education Courses by College

- CBS: 19
- CDES: 23
- CEHD: 49
- CFANS: 49
- CLA: 502
- CSE: 76
- CSOM: 2
- Other: 36
Percentage of Liberal Education Courses by College

- CBS: 2.51%
- CDES: 3.04%
- CEHD: 6.48%
- CFANS: 6.48%
- CLA: 66.40%
- CSE: 10.05%
- CSOM: 0.26%
- Other: 4.76%
## Course Enrollments in 0xxx to 5xxx Twin Cities Class Enrollment Sections by LE Categories

<table>
<thead>
<tr>
<th>AY 2017-2018</th>
<th>CSOM</th>
<th>CEHD</th>
<th>CSE</th>
<th>CBS</th>
<th>NURS</th>
<th>CLA</th>
<th>CCE</th>
<th>CDES</th>
<th>CFANS</th>
<th>Total</th>
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<tr>
<td><strong>Diversified Core</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>0</td>
<td>248</td>
<td>0</td>
<td>0</td>
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<td>8,367</td>
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<td>906</td>
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<td>9,521</td>
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<tr>
<td>Biological Science</td>
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<td>44</td>
<td>393</td>
<td>4,953</td>
<td>0</td>
<td>1,512</td>
<td>0</td>
<td>0</td>
<td>316</td>
<td>7,218</td>
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## Percent of Course Enrollments in 0xxx to 5xxx Twin Cities Class Enrollment Sections by LE Categories

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<th>CEHD</th>
<th>CSE</th>
<th>CBS</th>
<th>NURS</th>
<th>CLA</th>
<th>CCE</th>
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<tr>
<td>Arts &amp; Humanities</td>
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<td>0.0%</td>
<td>0.0%</td>
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<td>73.1%</td>
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<td>79.5%</td>
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<td></td>
<td></td>
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<tr>
<td>Civic Life &amp; Ethics</td>
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<td>1.6%</td>
<td>6.9%</td>
<td>2.9%</td>
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<td>Diversity &amp; Social Justice</td>
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<tr>
<td>Global Perspectives</td>
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<td>36.6%</td>
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<td>52.7%</td>
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<tr>
<td><strong>Grand Total (LE Courses)</strong></td>
<td>1.6%</td>
<td>5.9%</td>
<td>24.9%</td>
<td>4.8%</td>
<td>0.5%</td>
<td>52.9%</td>
<td>0.5%</td>
<td>2.7%</td>
<td>6.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Grand Total (All Courses)</strong></td>
<td>8.5%</td>
<td>9.7%</td>
<td>24.8%</td>
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<td>1.3%</td>
<td>37.7%</td>
<td>2.7%</td>
<td>3.2%</td>
<td>5.9%</td>
<td>100.0%</td>
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</table>
Average Number of Courses Completed by LE Category

- UMTC NHS students 2011 – 2017
- For double dipper courses, the course is counted in each category (core and theme)
- Total lines count each course once
- Data does not identify which LE courses were taken to fulfill an LE requirement.

A review of a sampling of degree audits showed students took on average 6.63 courses to fulfill the 11 LE categories. Many students entered with AP credit for some LE requirements.

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<td>Arts/Humanities</td>
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<td>2.47</td>
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<td>Any LE + WI</td>
<td>18.63</td>
<td>19.18</td>
<td>19.03</td>
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Origins, Charge, & Process of LE Discussions

- Faculty concerns:
  - Growth in the LE Curriculum
  - Who teaches in the LE Curriculum
  - Process for LE course approval

- Strategic Planning effort and creation of a Grand Challenge Curriculum

- Desire to decouple LE curriculum and budget for design purposes

- Need for a periodic review of a general education curriculum given that the basic framework was established in the early 1990s, and revisited in 2006 with modest changes

- A new model of student writing (Writing-Enriched Curriculum) has emerged (WEC)
Pre-Planning Committee Activity

- Discussed connection to the Minnesota Transfer Curriculum (MnTC)
- Reviewed some of the major national trends in liberal education
- Met with the budget office to discuss current budget model and the curriculum
- Had a discussion with the University of Virginia to learn more about their newly-developed (and in pilot phase) core curriculum
Three Open Forums on Liberal Education

- This is an exciting opportunity for the academic community to revisit our liberal education curriculum. Others have recently gone through a redesign process—Harvard, Duke,....

- The goal is to think broadly about liberal education at the University of Minnesota, Twin Cities

- Forums were modeled after the Grand Challenge Research sessions

- We provided three questions to get conversation going at each table, and provided time for discussion

- There was a note-taker at each table who compiled a summary from the conversations

- Summary conversations at the end of each session

- Two forums on the East Bank; one on the St. Paul Campus
Feedback from the Forums

• Major redesign or modest change to existing curriculum?

• Credit loading over all four years

• Possibility of common core curriculum

• Degree to which GCC should be included

• Concerns with transfer students (MN Transfer Curriculum)

• Concerns about students APing out of LE classes

• Including major courses in the LE Curriculum

• Range of opinions/no clear consensus
The MnTC is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to help students transfer their work in lower-division general education.
### Core Goal Areas
1. Communication
2. Critical Thinking
3. Natural Sciences
4. Mathematical/Logical Reasoning
5. History & the Social & Behavioral Sciences
6. The Humanities & Fine Arts

### Theme Goal Areas
7. Human Diversity
8. Global Perspective
9. Ethical & Civic Responsibility
10. People & the Environment

**Total credits** to complete the MnTC ten goal areas: 40 credits
LE Redesign Process

2016 – 2017: Pre-Planning Committee met over a period of 18 months and fostered preliminary, campus-wide conversations on LE

November 2017: The Liberal Education Redesign Committee was charged to incorporate that preliminary work and develop one or more possible designs/models for a revised curriculum.
The LE Redesign Committee (LERC) began meeting in November 2017.

20 faculty were selected to serve on the committee from 44 nominations.

Committee chaired by Sally Kohlstedt, CSE.
Committee Information Gathering

- Review of campus-wide meetings
- Open-ended conversations about higher education in 2018
- Investigation of general education/core curriculum at other universities
Committee Goals

- Clear and transparent requirements
- Simplified structure
- Provision for exploration and creativity
Framework

**Diversified Core**
- Arts and Humanities
- Biological Sciences
- Historical Perspectives
- Literature
- Mathematical Thinking
- Physical Sciences
- Social Sciences

**Themes**
- Civic Life and Ethics
- Diversity and Social Justice in the U.S.
- The Environment
- Global Perspectives
- Technology and Society

**Writing**
- First-Year Writing (WRIT 1301 or 1401)
- Four WI courses, 2 of which must be upper-division (3xxx or above). One upper-division course must be taken within the major.
Mission Fulfillment

AGENDA ITEM: Graduate and Professional Education, Part III: Impact and Outcomes of Graduate Education

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Scott Lanyon, Vice Provost and Dean of Graduate Education
            Kweku Konadu Ampounsah-Efah, College of Pharmacy student
            Austin Yantes, College of Food, Agricultural & Natural Resource Sciences student

PURPOSE & KEY POINTS

This presentation is the third of a four-part series discussing postbaccalaureate education. The item will give specific attention to the role of graduate students in advancing knowledge and research that impacts the state, the nation, and the world. The presentation will include two students summarizing their thesis work.

BACKGROUND INFORMATION

The Board discussed this topic at the following meetings:

- October 2018: Graduate and Professional Education, Part II: Key Aspects and Challenges, Mission Fulfillment Committee.
- September 2018: Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota, Mission Fulfillment Committee.
The October presentation to the Board evidenced that the management of graduate education is highly variable across the University’s 160+ graduate programs. The goal in this presentation will be to talk about the central role that graduate students play in helping the University accomplish its tripartite mission.

Based on the feedback received from the Board, this presentation will focus attention on:

- The role of graduate students in delivering the mission of the University of Minnesota
  - Teaching
  - Research
  - Outreach
- The value of a graduate education
- Graduate education outcomes
  - Example 6-yr PhD Completion Rates & Time to Degree
  - Career Path stories

GRADUATE STUDENT ROLE IN MISSION DELIVERY

Graduate students increase the research productivity of the university not only through their own original scholarship, but also as members of a faculty member’s research team. Indeed, graduate students are vital to keeping faculty research active and on the cutting edge of their discipline.

Graduate students also play a critical role in undergraduate education activities. A significant percentage of the discussion and lab sections of 1000 level courses are taught by graduate students.

The university’s outreach efforts are more difficult to quantify and track. Graduate students are heavily involved in working with communities across the state, nation and globe. They are particularly important in helping faculty connect with diverse communities.

VALUE OF POSTBACCALAUREATE EDUCATION

The university’s postbaccalaureate training activities are critically important to the state. 60% of our postbaccalaureate alumni remain and are employed in Minnesota. The importance of this to the state’s economy cannot be overstated. National forecasts project that the greatest job growth (between 13% and 17%) will be in new positions requiring advanced degrees. According to national statistics, positions requiring advanced degrees have the lowest unemployment rates and the highest annual starting salaries.
GRADUATE EDUCATION OUTCOMES
At previous meetings, interest was expressed in such outcome statistics as 6-yr Completion Rates for PhD programs and Time to Degree. Those statistics aren’t compiled for the university as a whole because the target for these statistics varies by discipline. Thanks to a Graduate School effort over the last nine years, each program has reassessed their targets and has taken steps to ensure those targets are being met. We track these statistics for each program and several representative examples will be shown in the presentation.

Probably the biggest misconception regarding graduate education has to do with the career paths followed by students with graduate degrees. The assumption has been that people getting a PhD will end up being faculty in higher education. This is frequently followed by a statement that there is a glut of PhDs on the market. The reality is that the vast majority of graduates are employed using their degree and fewer than half of graduate students will end up pursuing a career in higher education. Mention of a “glut” of PhDs is made most often with respect to the disciplines in the College of Liberal Arts. We will present a variety of career stories from CLA PhD alumni.

We will conclude by showcasing the work of current graduate students with two Three Minute Thesis (3MT®) presentations. Three Minute Thesis (3MT®) celebrates the exciting research conducted by PhD students. Developed by The University of Queensland, the exercise cultivates students' academic, presentation, and research communication skills. The competition supports their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience. A panel of judges scores each student to determine the winner.

3MT challenges students to communicate the significance of their projects to a general audience in just three minutes, with the aid of a single, static slide. The activity has proven very effective in developing academic, presentation, and research communication skills.
1. Role of graduate students in advancing the mission of the University of Minnesota
   • Research
   • Teaching
   • Outreach

2. Impact of graduate education

3. Graduate Education Outcomes
ROLE OF GRADUATE STUDENTS IN RESEARCH

GRADUATE SCHOOL
CONGRATULATIONS TO THE

2017

Best Dissertation Award Winners

AMEYA KIRTANE
BIOLGICAL & LIFE SCIENCES

SARAH LAGESON
SOCIAL SCIENCES & EDUCATION

DEBORAH SCHNEIDERMAN
MATHEMATICS, PHYSICAL SCIENCES & ENGINEERING

ANN ZIMO
ARTS & HUMANITIES

CONCEPTUAL REPRESENTATION
OF A FACULTY RESEARCH CAREER

Interest and funding increase

Interest and funding wanes

New research area is developed

> 40 years
CONCEPTUAL REPRESENTATION OF A FACULTY RESEARCH CAREER

- New research area is developed
- Interest and funding wanes
- Interest and funding increase
- <10 Years
ROLE OF GRADUATE STUDENTS IN TEACHING

GRADUATE SCHOOL
% Time Mastering Existing Knowledge

% Time Generating & Communicating New Knowledge

- Self-supported or Scholarship
- Teaching Assistantship
- Research Assistantship
- Fellowship

Research Masters Students

PhD Students
Discussion Sections Taught by Graduate Students
Fall 2018
Lab Sections Taught by Graduate Students
Fall 2018
Lecture Sections Taught by Graduate Students
Fall 2018
ROLE OF GRADUATE STUDENTS IN OUTREACH
ECONOMIC FORECASTS:
JOB GROWTH AS A FUNCTION OF DEGREE
2016-2026 job growth

https://www.bls.gov/emp/tables/education-summary.htm
2017 Median Annual Wage

- Doctoral Degree
- Professional Degree
- Master's Degree
- Bachelor's Degree
- Associate's Degree
- Postsecondary nondegree award
- Some college, no degree
- High School Diploma
- Less than a High School Diploma

https://www.bls.gov/emp/tables/education-summary.htm
<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Administration and Social Service Professions</td>
<td>78%</td>
</tr>
<tr>
<td>Business, management, and marketing</td>
<td>76%</td>
</tr>
<tr>
<td>Education</td>
<td>75%</td>
</tr>
<tr>
<td>Communication, journalism, and related programs</td>
<td>72%</td>
</tr>
<tr>
<td>Architecture and related services</td>
<td>72%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>66%</td>
</tr>
<tr>
<td>Psychology</td>
<td>62%</td>
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<tr>
<td>Health professions</td>
<td>62%</td>
</tr>
<tr>
<td>Legal professions</td>
<td>61%</td>
</tr>
<tr>
<td>Parks, Recreation, Leisure, and Fitness Studies</td>
<td>61%</td>
</tr>
<tr>
<td>All Postbaccalaureate Graduates</td>
<td>60%</td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>53%</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>53%</td>
</tr>
<tr>
<td>Engineering</td>
<td>52%</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>50%</td>
</tr>
<tr>
<td>Agriculture and Agriculture operations</td>
<td>47%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>47%</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>42%</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td>36%</td>
</tr>
</tbody>
</table>

Percent of 2013-2014 UMN Postbaccalaureate Graduates with reported wages in Minnesota

[https://apps.deed.state.mn.us/lmi/etd/Results.aspx](https://apps.deed.state.mn.us/lmi/etd/Results.aspx)
6-yr PhD Completion Rates &
Time to Degree

Chemistry
232 PhD students
6-yr PhD Completion Rates & Time to Degree

History

83 PhD students
STUDENT SUCCESS OUTCOMES: EXAMPLES FROM CLA

Three Career Path Categories:

1. Higher Education
2. Outside Higher Education, Conducting Research
3. Outside Higher Education, Non-research
Dr. Derek R. Peterson
2000 PhD in History
Writing Gikuyu: christian literacy and ethnic debate in northern central Kenya, 1908-1952

2016 Awarded the Guggenheim Fellowship in African Studies
2016 Elected Fellow of the British Academy.
2017 Awarded a MacArthur Fellowship.

Professor
Dept. of History & African Studies
Dr. Margot Canaday. 2004 PhD in Feminist Studies

The straight state: sexuality and American citizenship, 1900-1969

“The Straight State: Sexuality and Citizenship in Twentieth Century America” received awards/prizes from:

- Organization of American Historians
- American Political Science Society
- American Studies Association
- American Society for Legal History
- Association of American Law Schools

Associate Professor
Dept. of History
When worldviews collide: the role of emotion in reactions to symbolic threats
Dr. Damla Ergun
2010 PhD in Social Psychology
The interactive role of emotions and moral foundations in attitude polarization and strength
THREE MINUTE THESIS

- One single static PowerPoint slide is permitted. Slide transitions, animations or ‘movement’ of any description of the slide content are not allowed.
- No additional electronic media (e.g., sound and video files) are permitted.
- No additional props (e.g., notecards, scripts, pointers, costumes) are permitted.
- Presentations are limited to 3 minutes maximum.
- Presentations are to be spoken word (e.g., no poems, raps or songs).
Kweku Konadu Amponsah-Efah

COLLEGE OF PHARMACY
Pharmaceutics

The Influence of the Strength of Drug-Polymer Interactions on the Stability of Amorphous Pharmaceuticals

Advisor: Raj Suryanarayanan, Professor
Pharmaceutics
Austin Yantes

COLLEGE OF FOOD, AGRICULTURAL & NATURAL RESOURCE SCIENCES
Natural Resources Science and Management

The Need for Long-Term Vegetation Monitoring in Restored Wetlands

Advisor: Joe Magner, Research Professor
Department of Bioproducts and Biosystems Engineering
Mission Fulfillment

December 13, 2018

AGENDA ITEM: Consent Report

☐ Review  X  Review + Action  ☐ Action  ☐ Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs

- Medical School (Twin Cities campus)—Create fellowship in Neuropathology
- College of Education and Human Service Professions (Duluth campus)—Create undergraduate certificate in Teaching English as a Foreign Language
- College of Education and Human Service Professions (Duluth campus)—Create undergraduate minor in Teaching English to Speakers of Other Languages and Multilingual Education
- Morris Campus—Create undergraduate minor in Data Science

II. Request for Approval of Changed Academic Programs

- College of Education and Human Development (Twin Cities campus)—Change the name of the M.A. degree in Child Psychology to Developmental Psychology
- Swenson College of Science and Engineering (Duluth campus)—Create a sub-plan in Statistics within the M.S. degree in Mathematical Sciences
- Swenson College of Science and Engineering (Duluth campus)—Change the name of the graduate minor in Applied and Computational Mathematics to Mathematical Sciences

III. Request for Approval of Discontinued Academic Programs

- College of Education and Human Development (Twin Cities campus)—Discontinue M.A. degree and graduate minor in Multicultural Teaching and Learning
- College of Education and Human Development (Twin Cities campus)—Discontinue B.S. degree in Recreation Administration
- College of Education and Human Development (Twin Cities campus)—Discontinue undergraduate minor in Outdoor Recreation and Education
- College of Pharmacy (Twin Cities campus)—Discontinue graduate minor in Experimental and Clinical Pharmacology
- Medical School (Twin Cities campus)—Discontinue graduate minor in Rehabilitation Science
- Morris campus—Discontinue the B.A. degree in Social Science

IV. Request for Conferral of Tenure for Outside Hires

- Tracy Bibelnieks, associate professor with tenure, Mathematics and Statistics, Swenson College of Science and Engineering, University of Minnesota Duluth
- Marc Clark, professor with tenure, Biology, Swenson College of Science and Engineering, University of Minnesota Duluth

BACKGROUND INFORMATION

This report appears as a regular item on the Mission Fulfillment Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

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

PRESIDENT’S RECOMMENDATION

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

- **Medical School (Twin Cities campus)—Create fellowship in Neuropathology**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Neuropathology, effective summer 2019. The proposed program trains fellows to address diseases of nervous system tissues and will work closely with neurology and neurosurgery. The program promotes excellence in clinical services and the adoption of innovative approaches to commonly-encountered clinical problems. The proposed program makes use of existing courses and resources.

- **College of Education and Human Service Professions (Duluth campus)—Create undergraduate certificate in Teaching English as a Foreign Language**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create an undergraduate certificate in Teaching English as a Foreign Language, effective spring 2019. The proposed program is designed for any degree-seeking students or community members interested in teaching English overseas with a particular focus on the theory and methodology of teaching English as a foreign language. The proposed program makes use of existing courses and resources.

- **College of Education and Human Service Professions (Duluth campus)—Create undergraduate minor in Teaching English to Speakers of Other Languages and Multilingual Education**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create an undergraduate minor in Teaching English to Speakers of Other Languages and Multilingual Education, effective spring 2019. The proposed program is intended for individuals interested in supporting the academic success of English learners and multilingual students in mainstream classrooms as well as in bilingual and immersion education programs. The minor focuses on the theory and methodology of content-based language instruction, equipping teacher candidates with the skills they need to balance the teaching of language and content. The proposed program makes use of existing courses and resources.

- **Morris Campus—Create undergraduate minor in Data Science**

  The Morris campus requests approval to create a new undergraduate minor in Data Science, effective fall 2019. The proposed program provides quality undergraduate instruction in the natural and mathematical sciences so that its graduates are well prepared to seek employment at the baccalaureate level, to enter graduate or professional school, or to teach at the secondary school level. The proposed program makes use of existing courses and resources.
II. Request for Changes to Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Change the name of the M.A. degree in Child Psychology to Developmental Psychology**

  The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the Master of Arts (M.A.) degree in Child Psychology to Developmental Psychology, effective fall 2019. The proposed name change reflects current curricular alignment, as well as standards in the field.

- **Swenson College of Science and Engineering (Duluth campus)—Create a sub-plan in Statistics within the M.S. degree in Mathematical Sciences**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create a sub-plan in Statistics within the Master of Science (M.S.) degree in Mathematical Sciences, effective spring 2019. The proposed changes better reflect current curricular alignment and student demand.

- **Swenson College of Science and Engineering (Duluth campus)—Change the name of the graduate minor in Applied and Computational Mathematics to Mathematical Sciences**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to change the name of the graduate minor in Applied and Computational Mathematics to Mathematical Sciences, effective fall 2019. The proposed name change reflects current curricular alignment, the standards in the field, and the name of the accompanying master of science (M.S.) degree.

III. Request for Approval of Discontinued Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Discontinue M.A. degree and graduate minor in Multicultural Teaching and Learning**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue Master of Arts (M.A.) degree and graduate minor in Multicultural Teaching and Learning, effective summer 2019. This program shares content overlap with other existing programs, and potential students will be directed to other options. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Education and Human Development (Twin Cities campus)—Discontinue B.S. degree in Recreation Administration**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue Bachelor of Science (B.S.) degree in Recreation Administration, effective spring 2020. There has been consistently low enrollment in this program and fields have evolved in other directions. Faculty and staff will support currently enrolled students toward degree completion.
- **College of Education and Human Development (Twin Cities campus)—Discontinue undergraduate minor in Outdoor Recreation and Education**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the undergraduate minor Outdoor Recreation and Education, effective spring 2019. The minor was offered in conjunction with the Recreation Administration B.S. degree that is also being discontinued. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Pharmacy (Twin Cities campus)—Discontinue graduate minor in Experimental and Clinical Pharmacology**

  The College of Pharmacy on the Twin Cities campus requests approval to discontinue the graduate minor in Experimental and Clinical Pharmacology, effective spring 2019. There are no students currently enrolled in the program.

- **Medical School (Twin Cities campus)—Discontinue graduate minor in Rehabilitation Science**

  The Medical School on the Twin Cities campus requests approval to discontinue the graduate minor in Rehabilitation Science, effective spring 2019. This field has been replaced by other areas of study. There are no students currently enrolled in the program.

- **Morris campus—Discontinue the B.A. degree in Social Science**

  The Morris campus requests approval to discontinue the Bachelor of Arts (B.A.) degree in Social Science, effective summer 2019. This field has been replaced by other areas of study. Faculty and staff will support currently enrolled students toward degree completion.
Tenured Outside Hires

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

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

Tracy Bibelnieks
Associate Professor with tenure
Mathematics and Statistics
Swenson College of Science and Engineering

Dr. Bibelnieks has had a distinguished career as a faculty-scholar in Mathematics. She has a demonstrated record of achievement as a teacher and researcher. In addition, Dr. Bibelnieks brings significant industry experience and has important expertise in data analytics and applied mathematics.

Marc Clark
Professor with tenure
Biology
Swenson College of Science and Engineering

Dr. Clark is a noted biologist who has risen through the faculty ranks at NDSU after completing his doctoral degree at the University of Tennessee. Dr. Clark has an established record of achievement in grants, publications and successful collaboration and mentorship of graduate and undergraduate students.
Mission Fulfillment  

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

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

BACKGROUND INFORMATION

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

University Highlights
An anonymous faculty member and spouse have committed $1 million to support graduate students at the College of Design. The donation, a future commitment, is one of the largest received through the Driven by Design campaign and will support graphic design and apparel design graduate students who work closely with faculty through an assistantship in one of those areas.

Dennis and Victoria Johnson are the first College of Food, Agricultural, and Natural Resource Sciences (CFANS) donors to fully endow a scholarship in the Land-Grant Legacy Scholarship (LGLS) Program. Launched in 2017, the LGLS Program supports access to the University of Minnesota for students in greater Minnesota. The program offers a four-year University of Minnesota experience including a cohort community and a financial scholarship worth $20,000 over four years. With their gift, the Johnsons have chosen to support students pursuing majors in applied economics or agricultural and food business management.

The College of Science and Engineering will lead and house a new $10.3 million Center for Spintronic Materials in Advanced Information Technologies (SMART) focused on novel materials for advanced computing systems over the next four years. The center is supported through the Nanoelectronic Computing Research (nCORE) consortium. Jian-Ping Wang, electrical and computer engineering, will serve as director of the new center.

The West Central Research and Outreach Center is leading a new collaboration with the University’s Department of Computer Science and Engineering, Department of Bioproducts and Biosystems Engineering, and The Toro Company to develop autonomous vehicles for controlling weeds in pastures and row crops. The project has been recently funded through a $750,000 grant from the Minnesota Environmental and Natural Resources Trust Fund.

The Institute for Global Studies was awarded a $4 million grant to support the department and help fund fellowships for languages that are taught less frequently. The U.S. Department of Education awarded the grant to the Institute to increase students’ knowledge of global topics and support language programs.
The Institute on Community Integration’s Research and Training Center on Community Living (RTC-CL) began a new five-year, $4.3 million grant to continue to conduct a wide range of projects related to community supports for people with intellectual and developmental disabilities, including seven new studies in areas of employment for people with disabilities, direct support workforce development, community inclusion, and assistive technology.

The Laura and John Arnold Foundation (LJAF) and Pew Charitable Trusts announced a national research and reform effort to make probation and parole systems fairer and more effective. In partnership with LJAF and Pew, the University of Minnesota Law School’s Robina Institute will provide research support to help draft a model for a research-based policy framework.

The spring 2018 edition of *Perspectives*, the Law School’s alumni magazine, recently was recognized with two design excellence awards by the Minnesota Media & Publishing Association (MMPA).

The School of Nursing has been recognized with the Health Professions Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity Magazine*. The HEED Award honors U.S. nursing, medical, dental, pharmacy, osteopathic, veterinary, and other health schools and centers that demonstrate an outstanding commitment to diversity and inclusion.

The Council on Patient Safety in Women’s Health Care selected the University of Minnesota as its first place submission for the National Improvement Challenge on Safe Reduction of Primary Cesarean Birth. Melissa Avery, School of Nursing, who leads the Doctor of Nursing Practice specialty in nurse-midwifery, and Professor Phillip Rauk, Medical School, collaborated on the submission.

A new collaboration among the University of Minnesota School of Public Health, Mayo Clinic, and Hennepin Healthcare will train experts in a modern approach to health care, called learning health systems (LHS). This approach embeds researchers in a health care system, creating a nimble feedback loop among researchers and clinicians so they can more quickly, and together, improve the quality of patient care. The Learning Health System Mentored Career Development Program was chosen as 1 of 11 programs nationwide to receive $4 million over five years.

The University of Minnesota has received $1 million over the next four years from the National Science Foundation (NSF) for fundamental quantum research that will help develop materials that could someday be used in quantum computing. Svitlana Mayboroda, mathematics, has partnered with materials scientists Jim Speck and Claude Weisbuch at the University of California, Santa Barbara on this project.

The University of Minnesota has received a $1.75 million grant over three years from the National Science Foundation (NSF) as part of their Smart & Connected Communities grant program. The grant, entitled Leveraging Autonomous Shared Vehicles for Greater Community Health, Equity, Livability, and Prosperity (HELP), supports research on how to leverage the emergence of self-driving vehicles, also known as autonomous vehicles, to rethink and redesign future transportation services and enable smart and connected communities where everyone benefits. Zhi-Li Zhang, computer science and engineering is the lead researcher on the grant.
University of Minnesota alumni and campaign volunteers Robert P. Sands, '62 B.A., '65 J.D., and Sally Glassberg Sands, '77 Ph.D., have made a $7.4 million estate commitment to keep a liberal arts education affordable for promising students. This brings the Sands’ total giving to the College of Liberal Arts (CLA) to $12.57 million—all for need-based scholarships.

A number of University of Minnesota faculty are among the most influential researchers across the globe, according to a newly released list. Twenty-one current U of M researchers are named in the 2018 Highly Cited Researchers list by insight and analytics firm Clarivate Analytics. The international list, now in its fifth year, recognizes researchers whose citation records place them in the top 1 percent of citation counts for their field over the course of a decade.

The University of Minnesota Medical School, Duluth Campus - Memory Keepers-Medical Discovery Team (MK-MDT), has been awarded over $1.5 million for two years in National Institutes of Health (NIH) funding through the National Institute on Aging (NIA) for their grant entitled, “Indigenous Cultural Understandings of Alzheimer's Disease and Related Dementias - Research and Engagement (I-CARE).”

Following the Higher Learning Commission's visit in April, University of Minnesota Duluth's accreditation was reaffirmed for another 10 years.

Faculty and Staff Activities and Awards
Investigators Alptekin Aksan (mechanical engineering), William Arnold (civil, environmental, and geoenineering), Marc Hillmyer (chemistry), Paige Novak (civil, environmental, and geoenineering), and Timothy Smith (bioproducts and biosystems engineering) received a $94,000 planning grant from the National Science Foundation’s Engineering Research Center (ERC) program to develop the framework for an ERC that will ultimately lead to innovations with respect to how water is treated and managed in the United States and beyond.

Ravi Bapna, information and decision sciences, was recognized as a Distinguished Fellow of the INFORMS Information Systems Society, one of the highest honors in the field of Information Systems. He also won the Best Information Systems Paper Award in the major journal, Management Science.

University of Minnesota Morris Chancellor Michelle Behr has been invited to serve on Governor-elect Tim Walz's "One Minnesota Advisory Board." Led by Lieutenant Governor-elect Peggy Flanagan. The board will advise the new administration through its transition to the governor's office.

Martin Freeman, department of medicine, is the recipient of the Vay Liang and Frisca Go Award for Lifetime Achievement. This award honors scientists who have significantly contributed to the field of clinical and basic pancreatic science. The awardees possess the qualities of invaluable leadership and stewardship while serving as mentors and role models to those in the community.
Brad Greenwood, information and decision sciences, was the recipient of the Sandy Slaughter Early Career Award by the INFORMS Information Systems Society. The award recognizes and honors early career individuals who are on a path towards making outstanding intellectual contributions to the information systems discipline.

Megan Gunnar, Institute of Child Development, was recently elected president of the International Society for Developmental Psychobiology (ISDP). Founded in 1968, ISDP is a non-profit organization that encourages research on behavior development, paying special attention to the effects of biological factors.

Garry W. Jenkins, dean, Law School, has been appointed to the Uniform Law Commission (ULC), representing the state of Minnesota. Jenkins received his appointment from Minnesota Gov. Mark Dayton, which was made in consultation with Minnesota Attorney General Lori Swanson and Minnesota Supreme Court Chief Justice Lorie Skjerven Gildea. The ULC seeks to provide well-researched and drafted legislation to bring clarity and stability to critical areas of statutory law across jurisdictions.

David R. Johnson, Institute on Community Integration, received the George S. Jesien Distinguished Achievement Award from the Association of University Centers on Disabilities (AUCD). This national award recognizes an executive, faculty, or staff member who has demonstrated a distinguished career of excellence and leadership in support of AUCD’s mission to advance policy and practice for and with people living with developmental and other disabilities, their families, and communities.

Rutherford Johnson, business department, UMC, was named a Fellow of the Royal Geographical Society in London in recognition of his application of geographical and geospatial analysis in economics. The society, founded 1830 and chartered by Queen Victoria in 1859, is the United Kingdom’s learned society and professional organization for geography around the world.

Uwe Kortshagen, mechanical engineering, has been elected as a Fellow of the American Physical Society (APS). The number of APS Fellows elected each year is limited to no more than 1/2 of 1 percent of the membership. Kortshagen is being honored "for contributions to our fundamental understanding of non-linear electron transport and plasma-nanoparticle interactions in low temperature plasmas and the development of plasma based synthesis of nanoparticles."

Ryan Mattke, University Libraries, recently accepted the Governor's Commendation Award for the Minnesota Historical Aerial Photographs Online (MHAPO) website, which includes thousands of digital copies of historical aerial photographs, mostly from between the 1920s and the 1990s, covering all 87 counties in Minnesota. The award honors activities that exemplify a commitment to "coordinated, affordable, reliable and effective" use of a Geographic Information System (GIS) to improve services within Minnesota.

William McGeveran, Law School, will serve as reporter for The Uniform Law Commission’s recently formed Study Committee on Online Privacy Protection. The committee’s charge is to study the need for and feasibility of a uniform or model law providing protection of online privacy. As the reporter, McGeveran’s function is to serve as the committee’s subject-matter expert.
Two University of Minnesota School of Nursing faculty were named to the inaugural class of fellows of the American Medical Informatics Association (AMIA). Karen Monsen and Sripriya Rajamani were among the 130 fellows included in the inaugural class. The new program recognizes AMIA members who apply informatics skills and knowledge within their professional setting, who have demonstrated professional achievement and leadership, and who have contributed to the betterment of the organization.

Francesco Parisi, Law School, received the prestigious EALE Award for lifetime achievement from the European Association of Law and Economics. The association grants the award “for significant contributions to the field of Law and Economics, in particular to the development of this scientific movement in Europe.”

The documentary film *Education for Every Child: Armenia’s Path to Inclusion*, directed by Jerry Smith (Institute on Community Integration), has received a Gold Award at the 2018 MarCom Awards, an international creative competition that recognizes outstanding achievement by marketing and communication professionals.

Natalia Tretyakova, medicinal chemistry, has been named a Fellow of the American Association for the Advancement of Science (AAAS). Election as an AAAS Fellow is an honor bestowed upon AAAS members by their peers, and recognizes efforts on behalf of the advancement of science or its applications that are scientifically or socially distinguished.

Connie Wanberg, Carlson School of Management, has been recognized as one of the 2018 Top 50 Undergraduate Professors in the world, by Poets & Quants.

Bonnie Westra, School of Nursing associate professor emerita, was named the 2018 recipient of the Virginia K. Saba Informatics Award from the American Medical Informatics Association (AMIA). This award recognizes the recipient’s distinguished career and significant impact on the care of patients and the discipline of nursing. It honors a professional with exemplary principles and practices and a substantial record of contribution to the field of nursing informatics.

Diane Wiese-Bjornstal, kinesiology, has been inducted into the National Academy of Kinesiology (NAK) as a fellow. NAK is composed of distinguished scholars with significant contributions to the kinesiology field.

Linli Xu, marketing, has been named a Young Scholar by the Marketing Science Institute. This honor recognizes promising scholars in marketing and closely related fields whose work suggests they are potential leaders of the “next generation” of marketing academics.

**Student Activities and Awards**
The Academy of Managed Care Pharmacy (AMCP) University of Minnesota chapter recently received recognition by being named chapter of the year at the AMCP Nexus. This student-run organization promotes managed care education and appreciation.
Alexa Barta ’18 (UMC) earned a Fulbright U.S. Student Program award for 2018–19. A statistics and Spanish alumna, Barta will spend nine months teaching English in Brazil, beginning February 2019.

Madalyn Carlin (School of Nursing) received first place and Hanna Middlebrook (School of Nursing) received second place in the Best Student Poster competition at the 21st Annual NPWH Premier Women’s Healthcare Conference.

The Law School’s National Moot Court Respondent Team (Allison Chadwick, Brendan Johnson, and Kally Nizzari) won the following awards at the Region 14 tournament: Region 14 champions; best Respondent brief; best overall brief; and best oral advocate in the finals (Nizzari). The team advances to the national final rounds.

Cheryl Dalby (Law School, ’95) has accepted the position of chief executive officer of the Minnesota State Bar Association, Hennepin County Bar Association, and Ramsey County Bar Associations. The combined CEO position was created after the boards of directors of the three associations decided in June 2018 to adopt a shared staff model to better coordinate efforts, increase efficiencies, and improve member value.

The American Bar Association’s Section of Administrative Law and Regulatory Practice recently named R. David Hahn (Law School, 3rd year) the 2018 winner of the 2018 Gellhorn-Sargentich Law Student Essay Award Competition. The competition was designed to encourage law schools to attract students to administrative law practice fields and to encourage scholarship.

Montana Lawrence ’20 (UMR), was elected to the National Junior Hereford Association (NJHA) board of directors. As a NJHA board member, Lawrence will travel on behalf of the program to meet fellow members and share her experiences and thoughts of her involvement in Hereford. The NJHA is one of the largest junior cattle programs in the country that aims to create educational programs to lay the foundation for the beef industry’s future leaders. It is governed by 12-member board of directors who act as ambassadors for Hereford.

Sidney Peters, Gopher women’s hockey alumna and graduate of the School of Kinesiology, is one of the nine finalists for the 2018 NCAA Woman of the Year Award. The award recognizes academic and athletic excellence, community involvement and service, as well as leadership among graduating female college athletes.

Roxanne Rothschild (Law School, ’93) was recently appointed executive secretary of the National Labor Relations Board. As executive secretary, Rothschild serves as chief administrative and judicial management officer of the board. Her duties include representing the board in dealing with parties to cases and communicating on behalf of the board with labor organizations, employers, employees, members of Congress, other agencies, and the public.

After receiving more than 189 submissions from the international design community, the Sandy Hook Permanent Memorial Commission unanimously selected The Clearing by Ben Waldo (College of Design B.D.A. ’12) and Daniel Affleck of SWA Group as the design for the Sandy Hook Permanent Memorial, which will honor the 26 victims of the 2012 shooting at Sandy Hook Elementary School.
Mochen Yang (‘18, Carlson School of Management) won the Nunamaker-Chen Dissertation Award for best PhD dissertation from the INFORMS Information Systems Society. The award recognizes and rewards outstanding dissertation research by scholars in the field of Information Systems.