



Mission Fulfillment Committee

February 2018

February 8, 2018

1:30 p.m. - 4:45 p.m.

Boardroom, McNamara Alumni Center

MIS - FEB 2018

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

AGENDA ITEM: Update on the Twin Cities 5-Year Enrollment Plan

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on the Twin Cities campus 5-year enrollment plan. The plan identified 10 priorities areas for the campus to focus on from 2016-2021:

1. Plan for modest undergraduate growth over the next five years.
2. Admit for success.
3. Maintain affordability and access for Minnesota students.
4. Provide a high-quality education and student experience.
5. Maintain commitment to transfer students.
6. Value ethnic, social, economic, and geographic diversity.
7. Support timely graduation.
8. Adjust enrollment levels and set tuition rates to provide adequate revenues.
9. Continue to enhance need-based and merit-based financial aid programs.
10. Be attentive to state, national, and global workforce needs.

The item will include an update on the enrollment plan, and an overview of new data, initiatives, and strategies.

The Board of Regents approved the plan in March 2016.

January 28, 2018

University of Minnesota-Twin Cities 2018-2023 Undergraduate Enrollment Plan Office of Undergraduate Education

The University of Minnesota has a long and distinguished history of providing a world-class undergraduate education. The mission statement for the UMTC’s Office of Undergraduate Education is clear: Provide a distinctive, transformative educational experience of the highest quality in an urban environment within a research University that cares deeply about the quality of teaching and learning to prepare students for challenging and productive careers, positions of leadership in our society, graduate or professional education, and lifelong learning.

Undergraduates studying at the University have many advantages over our peer institutions, including access to the resources of a dynamic urban environment for internships and employment, 150 majors and 135 minors to choose from, the possibility of coursework in professional schools and colleges (public health, law, pharmacy), and use of cutting-edge academic facilities. The U of M attracts the very best students from the state of Minnesota while continuing to increase the number of Minnesota admissions. At the same time, the U of M continues to enhance its national and international reputation; the number of national (non-resident non-reciprocity) students has risen to its highest point ever.

The Twin Cities enrollment plan approved by the Board of Regents in March 2016 identified ten priority areas that the campus will focus on over a five-year period. The document below updates the 2016 plan with new data, initiatives, and strategies.

1. Plan for modest undergraduate growth over the next five-year period.

Given current collegiate enrollment targets on the Twin Cities campus, total undergraduate enrollment should increase to approximately 33,000 students (from the 30,500 students enrolled in Fall 2015). Figure 1 depicts the swings in first-year undergraduate enrollment from the mid-1950s to the present. Maximum enrollment was reached during the Viet Nam War years of the mid-1960s while the low point, based on a planned reduction, occurred in the early 1990s when first-year enrollment dipped to 3,262 students.

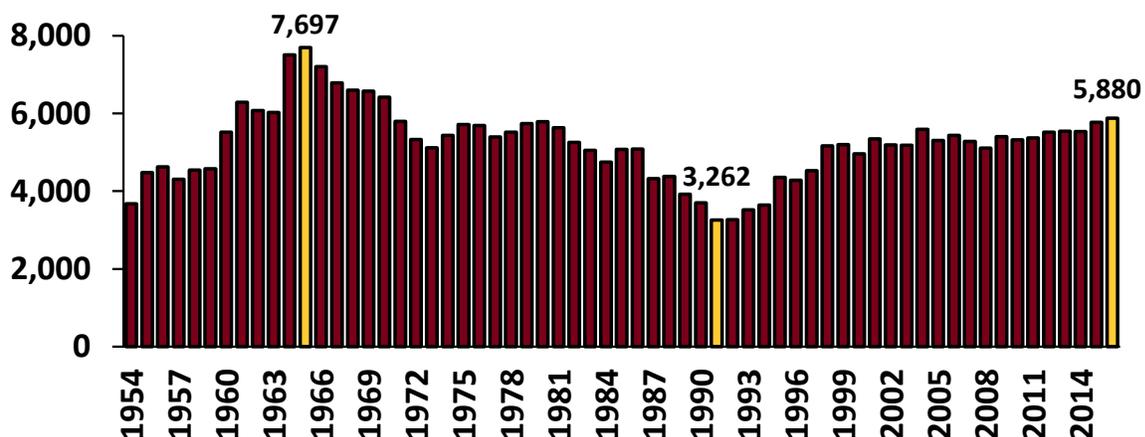


Figure 1. Undergraduate enrollment trends 1954-2016

The goal of reaching between 32,000 and 33,000 students assumes that there is additional capacity in certain colleges. Table 1 depicts a possible growth model for New High School (NHS) students, New Advanced Standing (NAS) students, and Inter University Transfers (IUTs). For Fall 2017, the UMTC enrolled 6,195 freshmen—nearly 300 over the target of 5,900. Despite this over-yielding, the targets will remain at approximately 6,000 for the next few years with a slight increase to 6,100 in Fall 2021 to accommodate the planned growth. Transfer targets will remain between 2,250 and 2,275 for fall and between 870 and 880 for spring. The UMTC will continue to enroll a larger percentage of transfer students than our peers, as approximately 35 percent of the overall enrollment matriculates through the transfer route.

System-wide Enrollment Management

As the UMTC continues to plan for modest enrollment growth, it is necessary to be mindful of the impact on the U of M System Campuses. The System-wide Enrollment Management Committee is currently looking at data to better understand the individual application pools, overlap with applications, and enrollment decisions among the campuses.

College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<i>New Freshman (NHS) Potential Targets</i>								
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100
<i>New Transfer (NAS/IUT) Potential Targets</i>								
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275
Fall IUT	191	200	200	200	200	200	200	200
Spring NAS	850	870	880	880	880	880	880	880
<i>Total Undergraduate Headcount Enrollment</i>								
Total UG	31,535							32,900

Table 1. UMTC enrollment growth model for Fall 2017 through Fall 2024

Each year, the UMTC looks closely at the metrics for the freshman class, based on administrative and Board of Regents goals (Table 2). In terms of the geographical distribution, the UMTC goal for the freshman class is 65 percent students from Minnesota, 15 percent reciprocity students, 14-15 percent non-resident (NRNR) students, and 5-6 percent international students. The percent students from Minnesota for transfer students is closer to 70 percent. Of course, these percentages will vary from year to year. In terms of NRNR students, our primary pipelines and enrollments (outside the reciprocity states) include Illinois and California, with new target regions of the New York Metro area and the Dallas-Fort Worth area.

Measure	Number	Percent
Total new freshmen (NHS)	6,195	100.0%
Average ACT Score	28.4	
Average High School Rank	86.6	
Female students	3,349	54.1%
Male students	2,840	45.8%
Students of color	1,434	23.1%
Minnesota residents	3,872	62.5%
Wisconsin/North Dakota/South Dakota	962	15.5%
Other U.S. states	979	15.8%
International	382	6.2%

Table 2. Characteristics of the Fall 2017 Freshman Class

Collegiate-Based Enrollment Plans

Each of the seven freshman-admitting colleges have established their own targets in collaboration with the Office of the Provost. These targets are readjusted each year based on both capacity in the college and University-wide considerations, such as housing and classrooms. The basic plan for each college is as follows:

- Carlson School of Management (CSOM)**
 CSOM has continued to grow from its original target of 500 freshmen each year (based on the capacity of Hanson Hall) to over 627 in Fall 2017. Their official Fall 2018 NHS target range is 580 to 600. The CSOM transfer (NAS) target is 80. CSOM applications are consistently strong.
- College of Biological Sciences (CBS)**
 CBS has also seen steady growth from a target of 500 to 590, with plans to grow to 700 in the next few years given the number and quality of the applications. Their official Fall 2018 NHS target range is 600 to 625. The CBS transfer (NAS) target is 65. Given the strong demand for high school students in STEM fields, CBS is a college targeted for growth.
- College of Design (CDES)**
 CDES had a freshman enrollment of 274 in Fall 2017. Their official Fall 2018 NHS target range is 260 to 280. The CDES fall transfer (NAS) target range is 115 to 120 and spring target is 45 to 50. CDES is unlikely to significantly grow given constraints on studio space and resources. CDES is the only college that directly admits all students directly to the major.
- College of Education and Human Development (CEHD)**
 CEHD had a freshman class of 484 in Fall 2017. Their official Fall 2018 NHS target range is 455 to 480. The CEHD fall transfer (NAS) target 135 and spring target is 50. CEHD enrolls a high percentage of students of color, first-generation, and Pell-eligible students. They have established one of the strongest first-year experience classes to enhance retention.

- College of Food, Agricultural, and Natural Resource Sciences (CFANS)**
 CFANS had a freshman class of 384 in Fall 2017 with plans for growth to 500 freshman each fall. Their official Fall 2018 NHS target range is 375 to 400. The CFANS fall transfer (NAS) target 150 and spring target is 85. Given the strong demand for high school students in STEM fields, CFANS is a college targeted for growth. CFANS also attracts many Greater Minnesota students.
- College of Liberal Arts (CLA)**
 CLA had a freshman class of 2,659 in Fall 2017. Their official Fall 2018 NHS target is 2,450. The CLA fall transfer (NAS) target 1,250 and spring target is 650. CLA enrolls many students (CLA alternate choice) who have identified CSE, CBS, and/or CSOM as their first choice college, but, due to space limitations, are not admitted to these. Advisors assist these students in identifying CLA majors (including economics; biology, society, and the environment; and the BAs in chemistry, physics, computer science...) that are aligned with their primary academic interests.
- College of Science and Engineering (CSE)**
 CSE had a freshman class of 1,177 in Fall 2017, up from 800 ten years ago. Their official Fall 2018 NHS target is 1,150. The CSE fall transfer (NAS) target is 300. CSE has the most pressure from high-ability students with thousands of applications each year, and many non-resident applicants select CSE as their first choice. The average ACT for CSE freshmen is close to 32.

Big Ten and Peer-Group Enrollment Comparisons

The University of Minnesota is often considered very large in terms of its undergraduate enrollment. In reality, UMTC enrollment is about average for a large flagship institution, with institutions such as Penn State, Ohio State, Indiana, Texas, and Florida being much larger. Our undergraduate enrollment is similar to UW-Madison, University of Michigan, University of Washington, and UCLA. The UMTC graduate and professional enrollment is among the largest in the country, with nearly 18,000 students.

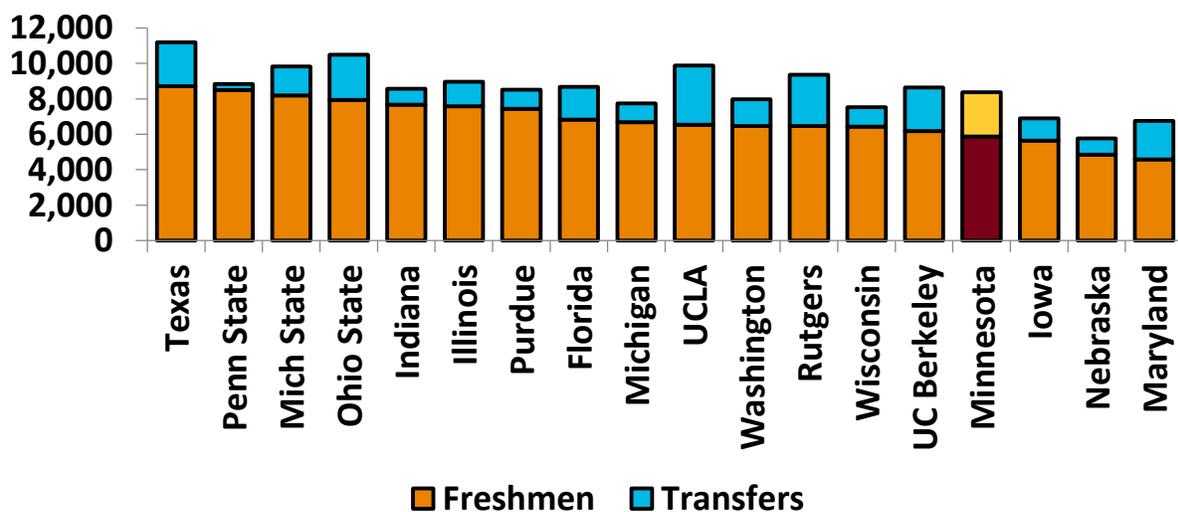


Figure 2. UMTC and Peer Freshman and Transfer Enrollments

Where Our Admitted Students Enroll

It is now possible to determine where our students enroll if they are admitted and do not matriculate at the UMTC through the National Data Clearinghouse (Table 3). For students applying to the UMTC from the Twin Cities metropolitan area, the five top institutions include UW-Madison, St. Thomas, Iowa State, U of M Duluth, and St. Olaf (in numerical order). The rankings change with students applying from Greater Minnesota, where U of M Duluth is the top choice, followed by UW-Madison, St. Thomas, NDSU, and St. Cloud State University. Table 3 depicts the rankings for reciprocity, Non-resident (NRNR), and International students. Such analyses help the Office of Admissions to determine our closest competitors, and to develop enhanced recruitment strategies.

TC Metro	Greater MN	Reciprocity	NRNR	Intl
UW-Madison	UM-Duluth	UW-Madison	U Illinois	U Illinois
St. Thomas	UW-Madison	UW-La Crosse	U Iowa	UCSD
Iowa State	St. Thomas	Marquette U	UW-Madison	Penn State U
UM-Duluth	NDSU	UW-Eau Claire	Iowa State	Purdue U
St. Olaf	St. Cloud State	UW-Milwaukee	Purdue U	Ohio State

Table 3. Where UMTC admitted (but do not enroll) students enroll (2012-15 combined data).

2. Admit for success.

Given the strong relationship between academic performance and student success, the University has continued to admit to its campuses, colleges, and degree programs students who will benefit from the curriculum, and who have a strong probability of graduating in a timely manner. To accomplish this, Admissions will continue to conduct a holistic review of prospective students' records, considering both primary factors (academic characteristics such as ACT, coursework, and GPA) and secondary factors (personal characteristics such as leadership, veteran status, and extracurricular activities). Programs, colleges, and campuses must maintain appropriate levels of selectivity to ensure students' preparation for success at the University. The UMTC campus will maintain an average ACT of 28 in the entering freshman classes (established in the University Progress Card).

The number of applications to the UMTC campus has grown significantly over the past decade, reaching a peak in 2016 at 49,128. Application numbers saw a slight downturn for the Fall 2017 class (Figure 3). As the number of applications has risen, the number of offers (admits) has grown in large part since the better students applying have more offers and yield rates generally decline. The size of the freshman class has grown by nearly 1,000 students.

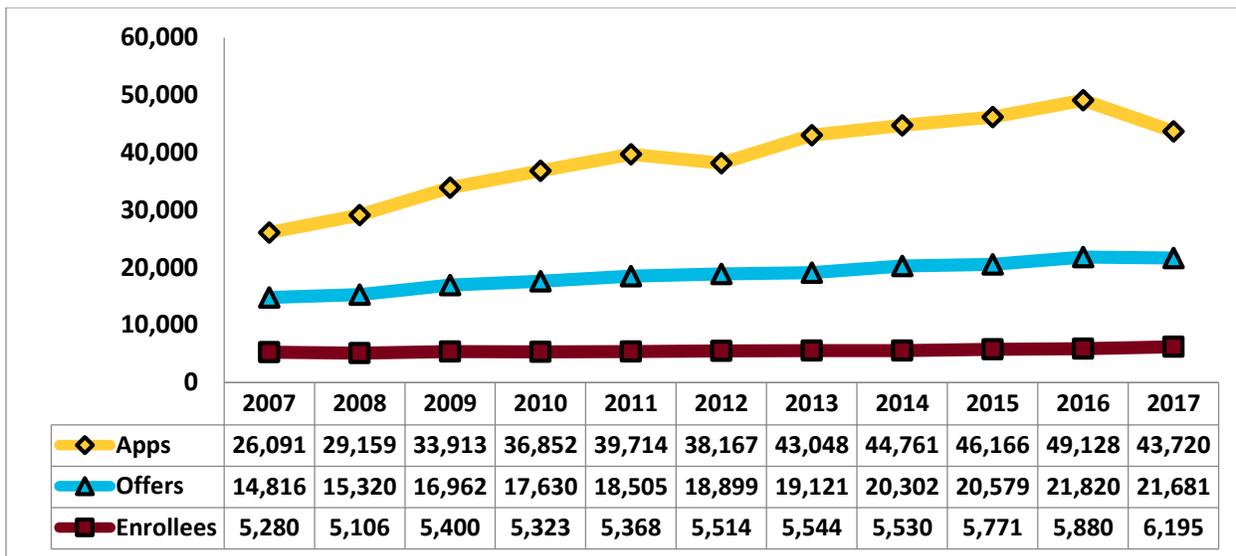


Figure 3. Twin Cities Campus Fall Semester New Freshman (NHS) Applicants, Offers, and Enrollees

Holistic Review Process

Most selective institutions use a process of holistic review, meaning that the entirety of an application is considered in the review process. This review allows for each application to be reviewed in the context of their individual situation.

At the University of Minnesota, we believe that selecting students from a highly talented group of applicants requires an individual assessment of all application materials submitted for each student; every application is read in its entirety.

Admission decisions are based on a very careful, overall assessment of each student's academic preparation and performance, as well as the additional information provided in the application, based on the primary and secondary factors listed below. Note that no single factor is the deciding factor in the decision. Applicants are first considered for admission to the colleges listed in their application, in the order in which they are listed. Then, applicants are automatically considered for other U of M freshman-admitting colleges that may be a good fit with their academic interests and preparation.

Primary Factors

Because academic preparation is key to student success in college, the strongest consideration in the decision is given to students' academic preparation, or primary review factors:

- Coursework through high school graduation. (Admitted students typically exceed the University's high school requirements. See course requirements.)
- Grades in academic coursework
- Class rank/Grade Point Average
- ACT or SAT scores

Secondary Factors

Individual circumstances listed below are also considered as part of the overall assessment of each application. Enrolling a diverse student body—with students bringing differing experiences, talents, and perspectives to their scholarly community—is essential to achieving the development

outcomes of a University of Minnesota education. Our university community is strengthened by our students representing different races, economic backgrounds, geographic origins, genders, religions, ethnicities, sexualities, talents, and beliefs.

Our holistic review takes into consideration the individual circumstances that make each individual student unique. We consider the following secondary factors in our decision review:

- Outstanding talent, achievement, or aptitude in a particular area
- An exceptionally rigorous academic curriculum (enrollment in honors, AP, IB, or college-level courses)
- Strong commitment to community service and leadership
- Military service
- Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body
- Evidence of having overcome social, economic, or physical barriers to educational achievement
- First-generation college student
- Significant responsibility in a family, community, job, or activity
- Family employment or attendance at the University of Minnesota
- Personal or extenuating circumstances
- Information received in open-ended questions

Figure 4 depicts the Fall 2016 ACT ranges for the seven freshman-admitting colleges. Although the “Average” ACT is now above 28, a more meaningful number is the middle range of ACT scores that are normally reported by institutions. As the graph depicts, the middle range for 2016 freshman in CSE is 30 to 33 (average of 31.7), whereas the middle range for CEHD is 21 to 27 (average of 24). Each college maintains its own profile based on demand, mission, diversity, and history. The UMTC admits /enrolls many students with ACT scores above 31 (Upper Quartile), and many with ACT scores below 26 (Lower Quartile). While high school rank is a primary review factor in the admissions process, an increasing number of high schools are moving away from utilizing class rank. If we do not have a class rank for a student, the Office of Admissions reviews GPA and rigor of curriculum in place of that primary review factor.

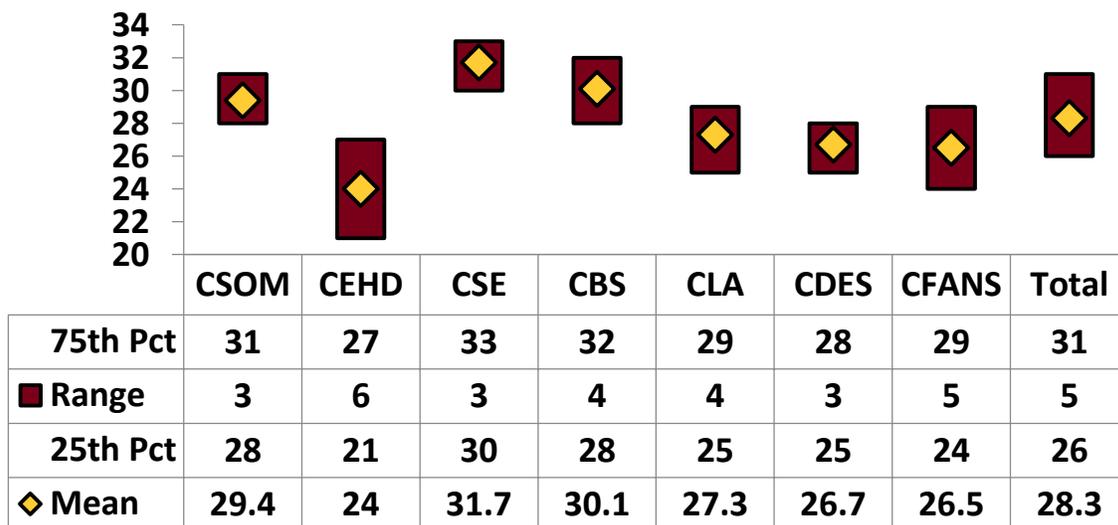


Figure 4. Average and middle-range ACT scores for the UMTC Freshman-admitting colleges

3. Maintain affordability and access for Minnesota students.

The University’s undergraduate degree programs must remain affordable and accessible to a broad cross-section of students from Minnesota. By **affordability**, we refer to stabilizing or reducing the average inflation-adjusted indebtedness at graduation. By **access**, we emphasize the point that, as a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The UMTC campus should continue to enroll approximately 65 percent Minnesota residents in the freshman class and approximately 68 percent in the transfer class. **However, the University needs to be mindful of the total number, not only the percentage, of Minnesota students who are enrolled (e.g., the percentage could decrease while the total number of Minnesota students might increase).**

The UMTC should continue to attract students from all parts of the state, and be attentive to enrolling students from Greater Minnesota. Figure 5 depicts the growing number of Minnesota residents in the freshman class, which has grown over a ten-year period (2007 to 2017) from 3,503 students to 3,872 students. Likewise, the total number of undergraduate students enrolling from Minnesota high schools on the UMTC campus has grown from 19,865 to 20,790 (2001 to 2017).

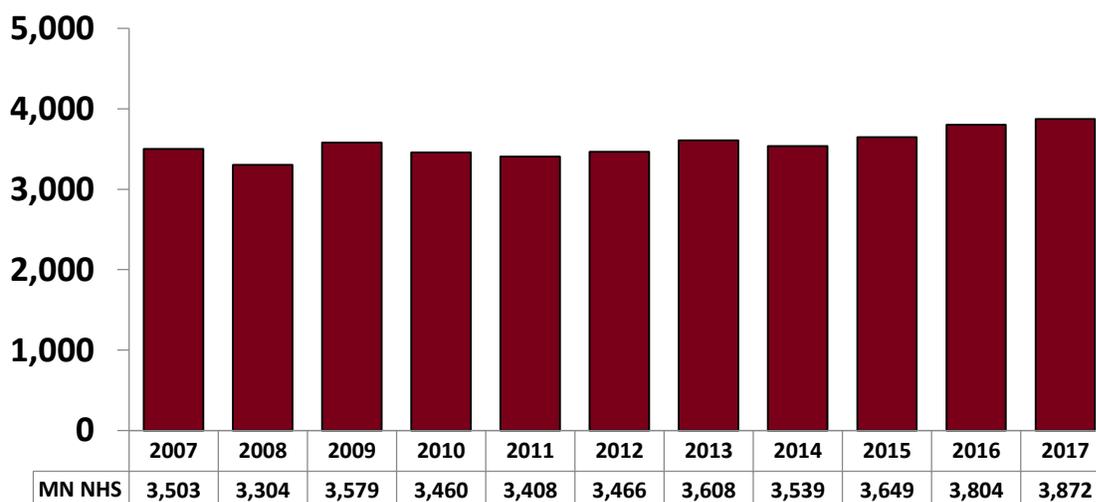


Figure 5. Number of Minnesota high school freshmen enrolling on the UMTC campus

Looking at the disaggregated geographical data from 2001 to 2017, the number of freshmen from the Twin Cities metropolitan region has gone up from 2,602 to 2,932 while the number from Greater Minnesota has gone down from 994 to 940. In large part, this is related directly to the Greater Minnesota population decreases. However, the actual percentage of the Greater Minnesota high school graduates attending the UMTC (market share) over this same period has increased from 3.32 percent to 3.7 percent.

It should also be noted that Minnesota residents have access to five University of Minnesota campuses. In discussions around the UMTC enrollment of Minnesota students, it is important to note that many Minnesotans enroll on the system campuses as well; in Fall 2015, 30,860 (71%) of the 43,457 undergraduates enrolled system-wide were Minnesota residents.

In an effort to make the University more affordable and accessible to Minnesota residents, we created the Promise Scholarship which provides low- and middle-income Minnesota families

with financial support. The Promise program helps make college possible for all students throughout Minnesota. In 56 counties, the University of Minnesota provides Promise Scholarships to at least half of undergraduate students enrolled system-wide.

4. Provide a high-quality education and student experience.

The University must adjust enrollment levels within the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of providing a very high-quality undergraduate educational experience. Curricular planning and scheduling, as well as student support services, and the resources of the physical campuses, must be closely coordinated with enrollment management.

Some of our goals over the next five years include the following:

- **Housing:** The basic undergraduate housing plan produced by the 2015 Housing Task Force remains in place. This includes accommodating 90 percent of freshmen in University owned and managed housing, 25 percent of sophomores continuing in housing, and 10 percent of new fall transfers in University housing (this will require approximately 7,000 beds for undergraduates in 2020-2021).

Although Pioneer Hall will be under construction until Fall 2019, University Housing has negotiated some longer-term leases that will accommodate student housing needs for several years. There were some capacity concerns when the 2017 freshman class went nearly 300 students over target; however, the Housing Office's flexibility allowed all of the 2017 freshmen requesting University housing to be accommodated.

- **Advising:** Based on the recently-completed Academic Advising Report, moving the University closer to the recommended 250 students per advisor ratio.
 - **Enhancements to advising:** Major enhancements to academic advising continue across the Twin Cities campus. Based on the recommendations from the 2015 Undergraduate Advising Task Force Report, 18 new collegiate advising lines have been added to move closer to the recommended 250 students per advisor ratio. According to the 2017 SERU survey, 77.2 percent of students reported seeing their advisor monthly or once per semester and students' advising satisfaction increased with more frequent visits.

The newly formed Advising Steering Committee, comprised of advising leaders across campus, continue to address issues and strategies to enhance undergraduate advising. OUE has invested in central advising training and support resulting in over 45 trainings a year, a central advising webpage for advisors, and a soon-to-be-launched student advising webpage. Continued enhancements to the University's system-wide APLUS tool now provides online scheduling for advisor appointments, improved alerts that notify advisors when students are off-track, and comprehensive notes and reporting of student behaviors. These collective efforts demonstrate ongoing enhancements to undergraduate academic advising.

- **Classrooms:** Migrating additional classrooms to the Active Learning format, in response to increasing demand from faculty and instructors.

The Office of Classroom Management (OCM) directly supports high-quality teaching and learning by faculty and students in University teaching and learning environments. OCM is the central point of contact, and single point of responsibility and accountability, for all general purpose classroom, computer lab, and study space issues on the Twin Cities campus. OCM also has system-wide responsibility for academic scheduling.

Over the next five years, OCM will work on the following initiatives:

- “Right-size the inventory” to meet modern square footage standards (by selectively reducing number of seats in rooms).
- Increase inventory of table and chair rooms by replacing tablet-arm chairs with movable tables and chairs to accommodate modern educational practices.
- Partner with University Services to develop an integrated planning process for renovations and capital projects.
- Partner with colleges and departments to increase active and flexible learning environments. As an example of a partnership with colleges, in Summer 2017 OCM partnered with College of Design to combine two lecture halls (Rapson 54 and 56) into a new 112-seat Active Learning Classroom (16 tables of 7) that supports the unique, collaborative, and team-based structure of the product design program.
- **Chemistry:** Increasing the capacity for basic and advanced chemistry seats, which represent a major bottleneck for enrollment growth and degree completion.
 - Managing chemistry enrollments has become a complex task requiring a careful monitoring of capacity and student demand. For Fall 2017 1,076 students enrolled in Chemistry 1065 and 1,060 students enrolled in Chemistry 1015, the introductory courses. The Office of Undergraduate Education continues to work closely with the School of Chemistry in ensuring access for this heavy demand.
 - A Chemistry Access Working group with representatives from the undergraduate colleges with programs requiring chemistry (CBS, CEHD, CFANS, CLA, and CSE) and OUE met Fall 2016-Spring 2017. The group developed a plan to prioritize access to CHEM 1061/1065 by intended major and identified students most likely to be successful based on admission data. The group’s work, in combination with a revised placement exam, eliminated access issues for Fall 2017 registration. Chemistry access will continue to be monitored.
 - Additionally, a new placement exam system (ALEKS) has been implemented to better determine placement of academically-prepared students into chemistry who need access to chemistry course to fulfill major requirements. This system was implemented in 2017 and will continue to be monitored to determine success. Success will be measured by decreased rates of grades of D, F, or W.
- **Academic Support:** Enhancing specialized student support units, including the Center for Planning and Exploration (CAPE), which assists “undecided” students in finding a major, and the SMART Learning Commons, which provides tutoring for the most difficult classes.

- **Co-Curricular:** Expanding the capacity for co-curricular opportunities, including undergraduate research (UROP and other programs), internships, study abroad, and service learning. A specific goal is to increase the number of Undergraduate Research Opportunity Program (UROP) grants awarded annually from 700 to 1,000.
- **Curricular Enhancements**
 - The Office of Undergraduate Education has worked with colleges and departments to eliminate overlapping and confusing degree requirements so that they can be efficiently tracked in the degree audit system. Work with the College of Liberal Arts led to clarification of their disciplinary breadth requirement.
 - The Office of Undergraduate Education has worked with colleges and departments to increase curricular transparency, in support of clear degree requirements for students. Meetings with the Department of Physics and the Department of Biomedical Engineering resulted in documented requirements in the degree audit system.
 - The Office of Undergraduate Education, along with Academic Support Resources and the Office of the Provost, developed best practices for Integrated Degree Programs to increase consistency in how such programs are implemented. Specifically, the best practices serve as a guide for how departments can ensure students admitted to an IDP complete their undergraduate degree within four years.

Providing an exceptional educational experience and improving student success for all undergraduates (as measured by improved timely graduation rates) will require continued investments. The likely source for such investments would be undergraduate tuition and housing fees.

5. Maintain commitment to transfer students.

Educating transfer students is an integral part of the University's mission. Currently, the UMTC campus enrolls a much higher percentage of transfer students than our peers, providing hundreds of students an opportunity to complete a UMTC degree after having started at another institution. This higher education path is particularly important for students completing two-year degrees at Minnesota State institutions. The UMTC should enroll a balance of new high school students and transfer students who can benefit from completing a degree program at the University of Minnesota. **Facilitating transfer among the University of Minnesota campuses, as well as from Minnesota State institutions, is an important part of serving Minnesota students.** The U of M should continue to enroll at least 35 percent of its students as transfers and to monitor specific pipelines where students have had the most success at the University. The University should work with the Minnesota State system (which currently provides between 40-45 percent of transfers) to make certain transfer between the systems is as straightforward as possible.

Figure 2 (p. 4) depicts the freshman and transfer enrollments for the U of M and Big Ten peers. Although overall undergraduate enrollment is less than many of our peers (as discussed previously), the number and percentage of transfer students at the UMTC is quite high at 35 percent. Such a high percentage is the result, in part, of the urban profile of the UMTC, and the number of community colleges (and others) with students wishing to transfer.

Transfer students come to the UMTC from several sectors, the largest being from the Minnesota State system (Figure 5). For the Fall 2016-17 academic year, 28 percent of the transfers (approximately 2,900 students each year) are from the two-year Minnesota State institutions

while seven percent are from the Minnesota state four-year institutions. Seven percent transfer from the Minnesota private institutions and six percent transfer from the Wisconsin system. Approximately 8.5 percent transfer from other U of M campuses (Inter University Transfers). Thirty-seven percent of transfers come from non-Minnesota and Wisconsin locations.

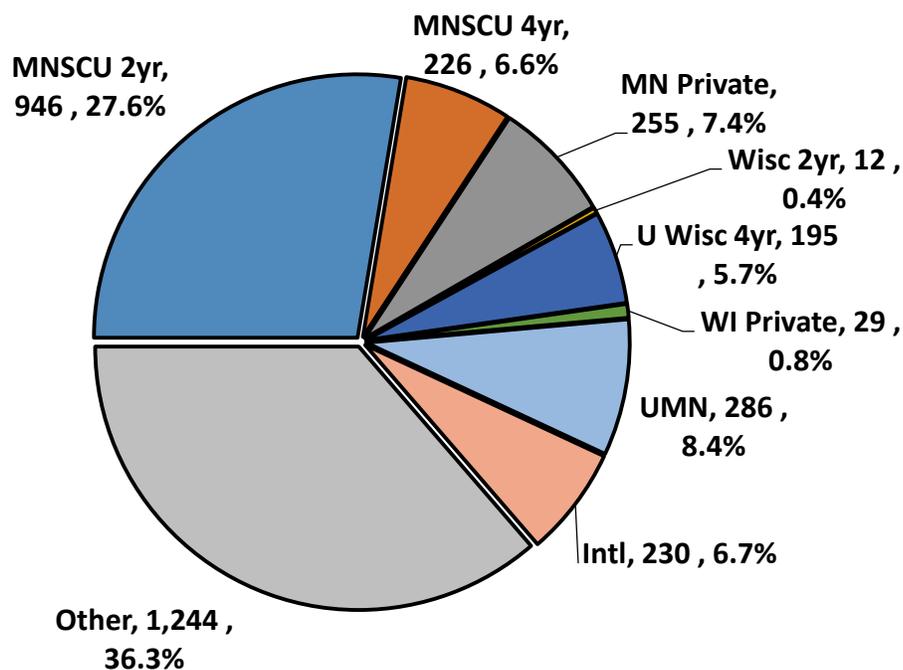


Figure 6. Primary previous institution of Twin Cities Campus academic year 2016-17 (fall and spring) new external transfers (NAS) and inter-campus transfers (IUT)

Continued Enhancements to the Transfer Student Experience

In April 2017, the Office of Undergraduate Education hosted the first annual Transfer Student Summit. OUE invited collegiate representatives and other departments who work closely with transfer students to discuss our strategies and challenges in supporting students. Three themes emerged which were the focus of the campus Transfer Student Advisory Committee for the remainder of 2017. Those themes were Communication, Major Pathways, and Student Support and Resources. In addition to focusing on enhancements in these areas, we continue to provide amazing transfer programs/support including Orientation, Transfer Welcome Days, Transfer Student Ambassadors, upper-class connections with Transfer Insiders, Tau Sigma Transfer Honors Society, Transfer Living and Learning community in the 17th Avenue residence hall, advisement to the Transfer Student Board, and monthly newsletter tailored to transfer students, among other efforts.

Transfer Evaluation System (TES)

In December 2017, Academic Support Resources (ASR), the Office of Admissions, and the Office of Undergraduate Education (OUE) worked to implement a campus-wide electronic system for tracking and processing transfer course evaluations. The goal of the TES is to improve the transfer experience by increasing transparency and efficiency, while ensuring fairness and academic integrity in transfer evaluations.

The UMTC will continue to:

- Increase campus-wide collaboration of transfer student admission, recruitment, and enrollment efforts.
- Enhance efforts to ensure students a seamless transition to the University through central orientation and welcome programs, communication, and connections with transfer student peers.
- Increase transfer student engagement in high-impact experiences such as research, internships, service-learning, and study abroad.
- Streamline and enhance transparency of transfer credit processing to promote transfer student degree progress.
- Monitor the APLU’s newly developed Student Achievement Measure (SAM), which is an “unofficial” graduation rate that accounts for students who leave, and complete a four-year degree elsewhere. The UMTC four-year SAM graduation rate is 3-4 percentage points higher than the official IPEDS rate (IPEDS counts only students who start and complete at the same institution) and the six-year SAM rate is 8 points higher.

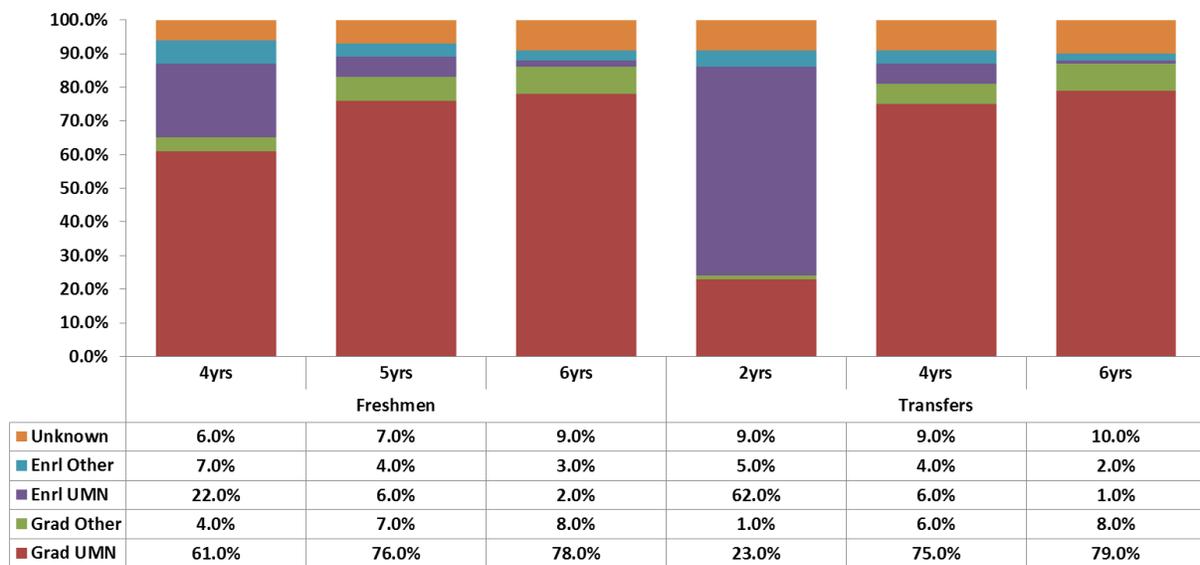


Figure 7. Student Achievement Measure: Twin Cities Campus Freshman (NHS) and Transfer (NAS) Graduation (2010 Cohort)

6. Value ethnic, social, economic, and geographic diversity.

The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, other states, and other countries. The University should maintain a national and global presence, as part of attracting a broad range of undergraduate students and serving as a talent magnet for the state. As the diversity of the state of Minnesota increases, the University must continue to attract, retain, and graduate students from multicultural backgrounds. The University should be attentive to the diversity in Minnesota high schools in its admissions’ process. The enrollment plan should continue to build pipelines from

other states where students will be attracted to the University of Minnesota and continue to geographically diversify our international student body.

The racial and ethnic diversity in the freshman class continues to increase. Figure 8 depicts this trend from 2001 to 2017, with 2017 reaching a maximum of 23.1 percent (with a greater number of students).

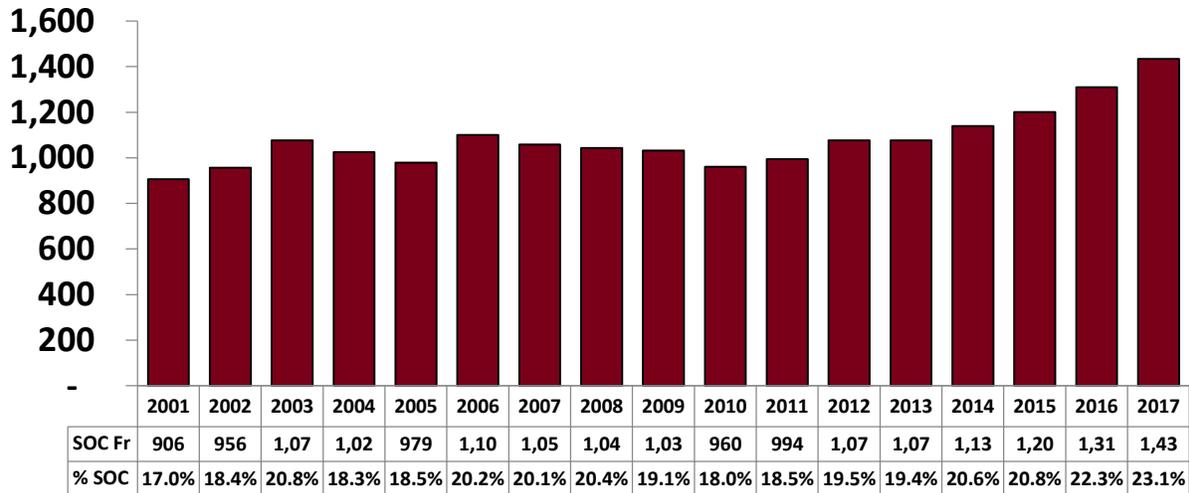


Figure 8. Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Headcount Enrollment

The total number of undergraduate students of color and American Indian students also continues to increase. Figure 9 shows these trends for a longer time span from 2000 to 2017, which depict increases for American Indian (175 to 442), Asian (2,245 to 3,586), African American (1,092 to 1,752), and Hispanic (506 to 1,210) students. The category of Hawaiian is relatively new, but growing. In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. This work will continue to evolve through the understanding of the multicultural landscape, concentrating on early outreach, and focusing efforts on Minnesota. Admissions will enhance efforts with Minneapolis-St. Paul public high schools to increase participation recruitment events held throughout the Twin Cities. On an annual basis, we will record both direct contacts with students, and specific places where Admissions is reaching out, and report on admit and confirm rates for under-represented minorities with the goal of increasing access to the UMTC at the freshman and transfer levels.

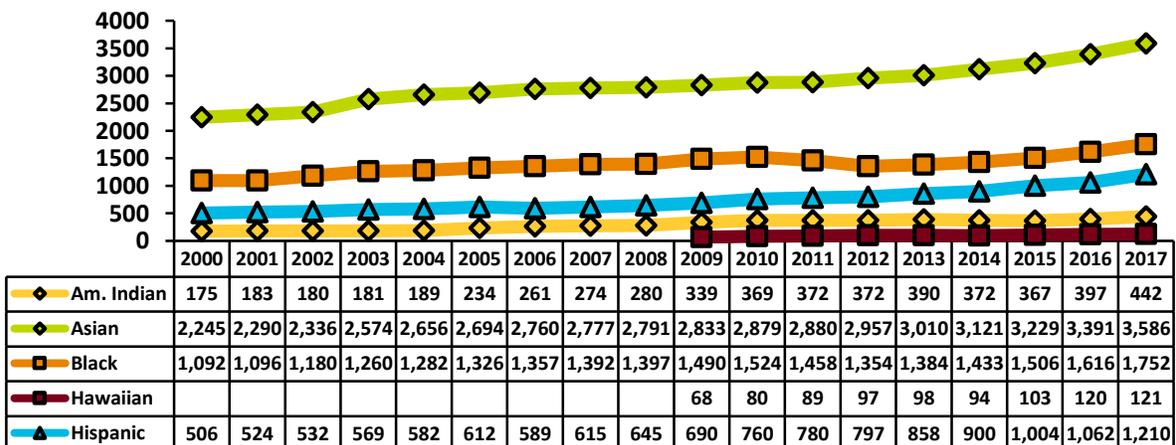


Figure 9. Twin Cities Campus Student of Color and American Indian Undergraduate Headcount Enrollment

International enrollment represents 5-6 percent of the incoming freshman class and approximately 9 percent of the transfer class. Historically, the UMTC had enrolled a very small percentage of international students (Figure 10), but intentionally increased recruitment and enrollment starting in 2006-07. For Fall 2017, international enrollment was at an all-time high for freshmen at 371 students.

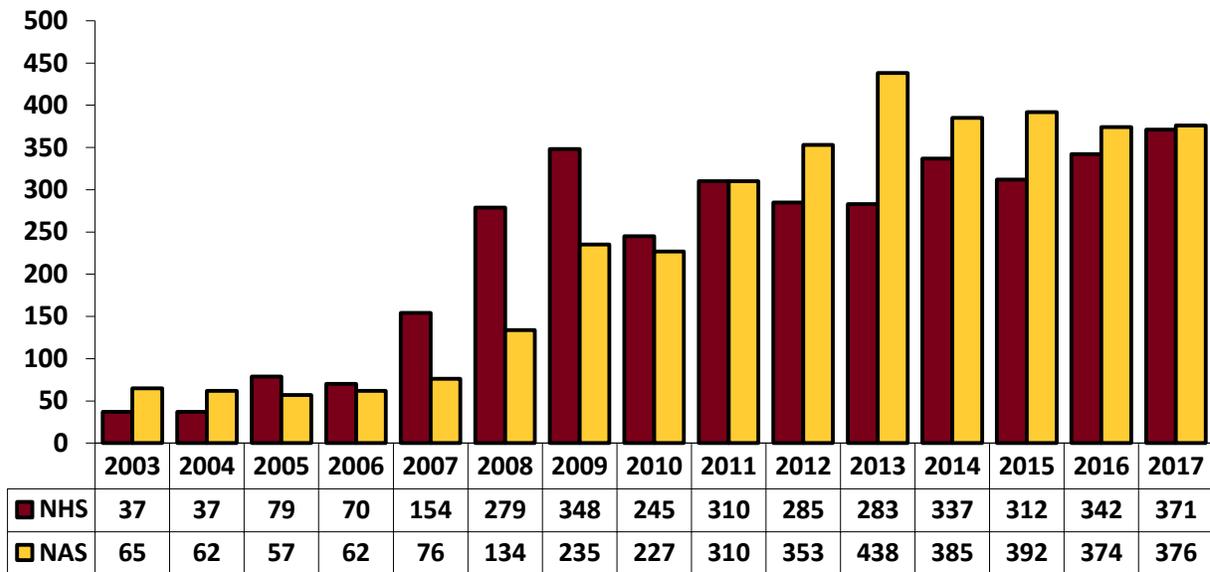


Figure 10. Twin Cities Campus Fall Semester International New Freshman (NHS) and External Transfer (NAS) Student Headcount Enrollments

Currently, most of the international students arrive from three countries—China, India, and Korea. One of the goals is to continue increasing the geographical diversity of the class.

7. Support timely graduation.

The University should allocate resources to ensure students admitted to its campuses, colleges, and degree programs are adequately supported to complete the degree programs and graduate in a timely way. Strategies for financial aid must be closely linked to strategies for enrollment management. The UMTC four-year graduation rate for New High School (NHS) students should reach/exceed 65 percent, the six-year graduation rate should reach/exceed 82 percent, the three-year transfer graduation rate should reach/exceed 65 percent, and the four-year graduation rate for Pell-recipient students should reach/exceed 54 percent (as established in the University Progress Card).

A high priority for the Board of Regents, President, and Provost has been to improve retention and graduation rates on the UMTC campus. In looking at the historical four-year graduation rates (Figure 11), the campus has risen from a startling low of 15.2 percent for the freshman class of 1992. Based on a series of new educational policies, including the implementation of the 13-credit tuition banding strategy in the late 1990s, by 2000 the four-year graduation rate had doubled to 32 percent and for the 2010 freshman class had surpassed 60 percent. The UMTC four-year rate now stands at 68.4 percent, with a goal of reaching 70+ percent in the next few years.

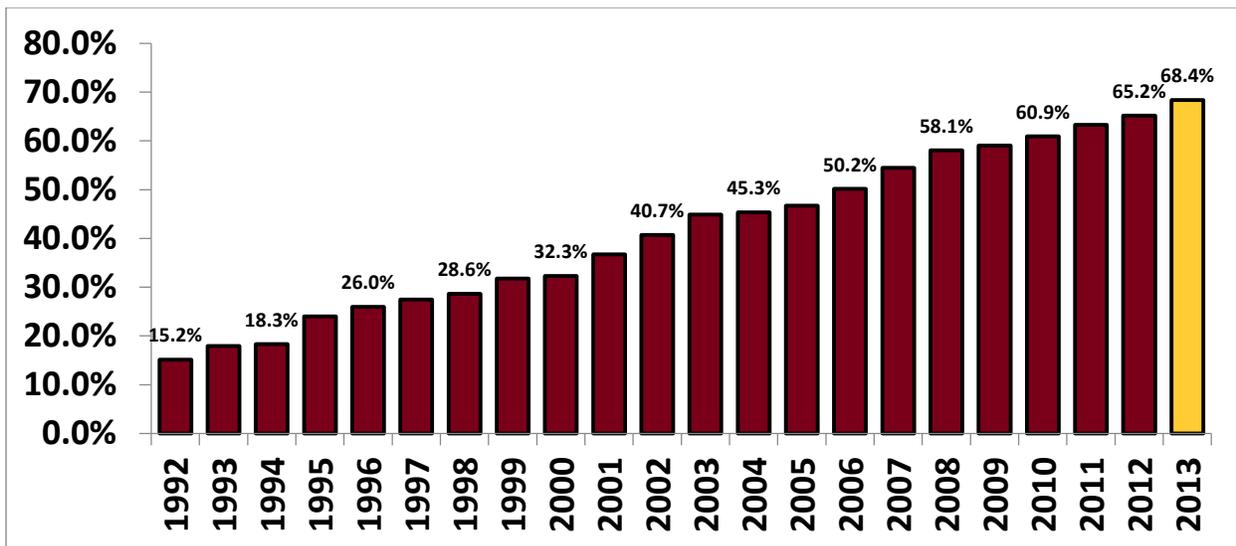


Figure 11. Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year Graduation Rate by Year of Entry

Over this same period, the UMTC six-year graduation rate has risen from 45 percent for the 1992 entering class to 80 percent for the most recent 2011 class (Figure 12). The six-year rate is especially important as it is used in several major rankings—including U.S. News and World Report, and the NCAA.

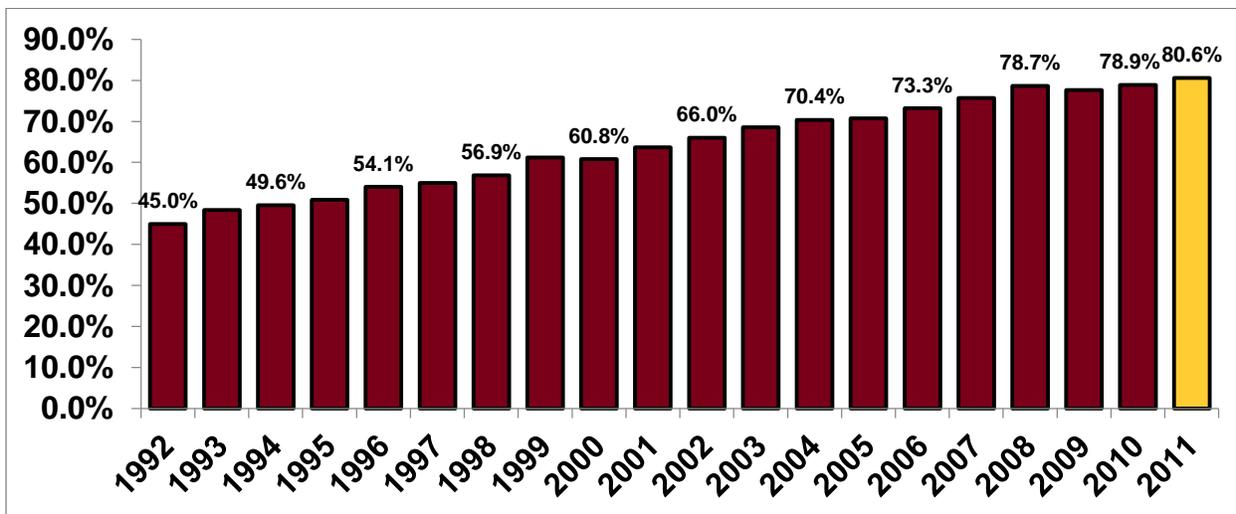


Figure 12. Twin Cities Campus Fall Semester New Freshman (NHS) Six-Year Graduation Rate by Year of Entry

A more recent priority has been to improve the transfer graduation rates as well. Although somewhat problematic given that transfer students enter with varying numbers of credits and academic status, the UMTC decided that the best measure was a three-year rate after transferring, assuming that most students enter with approximately 60 credits. It should be noted that the federal Department of Education, through IPEDS, has released very limited data on the graduation of part-time freshman and transfer entrants for the first time, but as it covers only six- and eight-year graduation and enrollment outcomes, it does not provide useful data on timely completion, particularly for transfer students. The UMTC three-year rates have risen to 62.4 percent for the transfer class of 2013 (Figure 13).

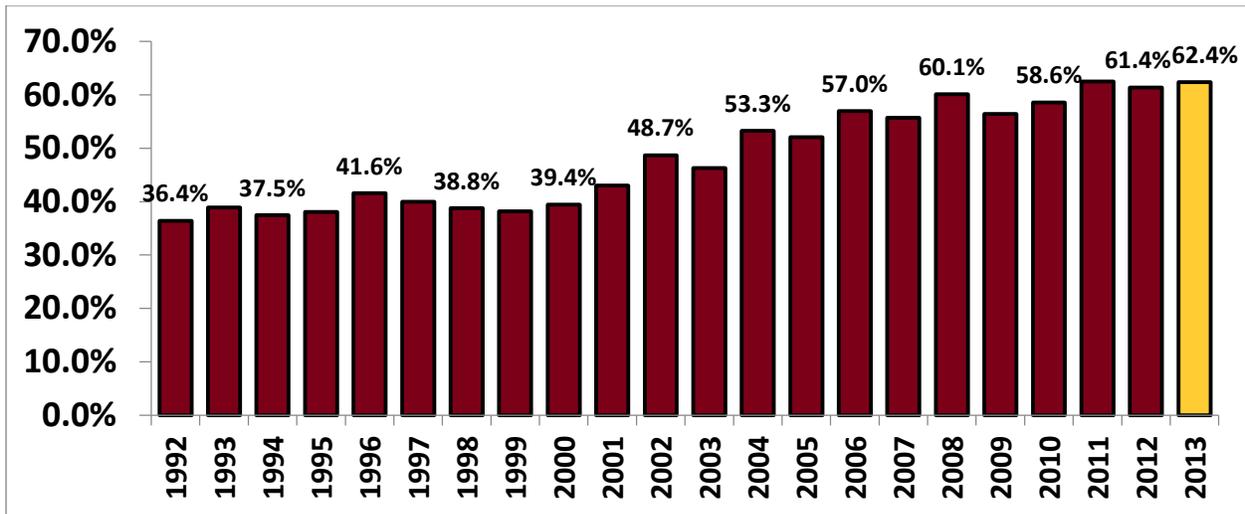


Figure 13. Twin Cities Campus New External Transfer (NAS) 3-Year Graduation Rate

The UMTC also looks carefully at the disaggregated graduation rates of many sub-groups of students—students of color, first generation students, low-income students, President’s Emerging Scholars (PES) students, and collegiate graduation rates. Figure 14 depicts the graduation rates for our Pell-eligible students, which has now risen to nearly 60 percent, up from 31 percent just over a decade ago. Multiple campus-wide efforts (PES, MCAE, CAPE, enhanced advising) in improving the graduation rates and gaps for under-resourced students appear to be paying off, with an objective of zeroing out any gaps for future cohorts.

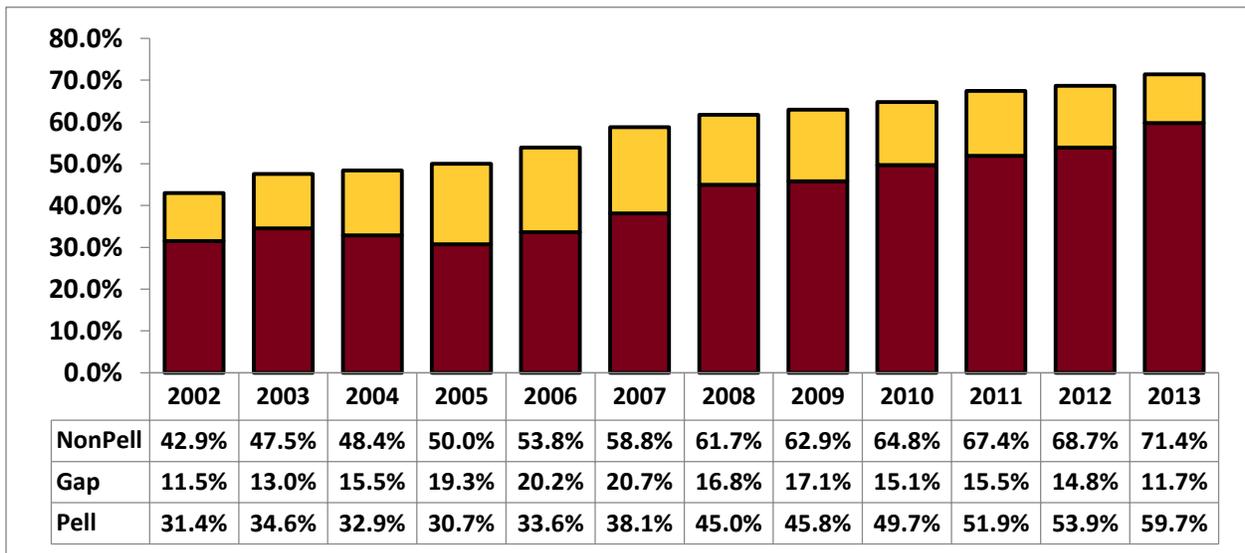


Figure 14. Twin Cities Campus Fall Semester Domestic New Freshman (NHS) Four-Year Graduation Rate by Pell Grant Status in First Year

Finally, the disaggregated four-year graduation rates for each of the freshman-admitting colleges depict the progress made by each (Table 4). Of particular note are the increases by CEHD (23 to 65 percent), CSE (46 to 69 percent), and CFANS (48 to 62 percent). CSOM continues to maintain very high rates, currently at 85 percent.

College	2006	2007	2008	2009	2010	2011	2012	2013
CSOM	77.4%	74.3%	79.0%	80.2%	74.8%	84.2%	82.5%	84.7%
CEHD	23.4%	35.1%	43.9%	47.4%	55.1%	61.4%	63.7%	65.1%
CSE	46.4%	55.5%	55.3%	59.8%	59.0%	56.9%	65.9%	68.8%
CBS	61.6%	59.8%	71.2%	69.2%	74.2%	75.9%	75.7%	77.4%
CLA	52.5%	54.1%	56.1%	54.3%	57.7%	59.3%	59.8%	64.5%
CDES	54.6%	57.5%	58.1%	71.5%	68.9%	71.0%	65.8%	69.2%
CFANS	48.0%	53.9%	59.0%	59.3%	57.2%	63.6%	64.2%	62.3%
Total	50.2%	54.1%	58.1%	59.1%	60.9%	63.3%	65.2%	68.4%

Table 4. Twin Cities Campus New Freshman (NHS) Four-Year Graduation Rates by Entry College

8. Adjust enrollment levels and set tuition rates to provide revenues.

The University should establish and adjust enrollment levels and set tuition rates to provide adequate revenue to support high-quality educational programs within the overall mission of each campus and its colleges. Each year the University should carefully consider both resident and non-resident rates based on maintenance and enhancement of quality academic programs, market forces, peer comparisons, available financial aid resources, and adequacy of state support.

Non-Resident (National and International) Non-Reciprocity Tuition (NRNR)

Over the next few years, the University will attempt to raise non-resident tuition rates (NRNR) to the mid-point of the Big Ten, to approximately \$35,000 in tuition and required fees in 2020-2021. As decided by the Board of Regents in December 2017, the planned increases for the UMTC campus include 15 percent for the 2018 entering class. However, continuing NRNR students will experience up to a 5.5% tuition increase in the second through fourth year.

As part of this plan, the University will evaluate the role of “tuition discounting” and other strategies to ensure the U of M remains accessible to non-resident students. The University greatly values the geographical diversity that our national and international students bring to campus and wants to continue to maintain and enhance this.

Resident Tuition

Over the next five years, the University will attempt to keep resident tuition rate increases to a minimum, using the Higher Education Price Index (HEPI) and other measures, as a guide each year.

As of 2017-18 the UMTC tuition and fees rate lies just above the middle of the Big Ten public universities. The highest tuition rates are at Penn State and Illinois, with the lowest rates at Nebraska and Iowa. The UMTC non-resident rate, the lowest in the Big Ten after the planned reduction in 2008, has steadily risen and now sits between Nebraska and a clustered Ohio State/Illinois/Purdue rate.

9. Continue to enhance need-based and merit-based financial aid programs.

The University maintains a variety of financial aid programs, which can be categorized roughly into need-based (including middle-income support) and merit-based financial aid. To ensure fiscal access for Minnesota students, and to attract the very best students, the University should continue to provide both need-based (including middle-income) and merit-based financial aid. The general allocation of financial aid resources should be biased toward need-based financial aid, but strong support for merit-based scholarships is also needed to attract the best and brightest students, who often have multiple competing offers. The general allocation of financial aid resources should be two-thirds toward need-based aid and one-third toward merit-based aid. A major priority should be increasing institutional aid for all categories.

Some of the additional goals for financial aid policy/practice include:

- As a public institution, the University supports access for all qualified students, and its review of applicants for undergraduate admissions is need-blind. A student's ability to pay is not a factor in determining admissibility.
- In support of retention and timely graduation, multi-year financial aid packages (four years for freshmen, two years for transfer students) will be offered whenever possible. Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
- Financial aid packages will be tailored to each student's circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University funds, federal and state aid programs, external scholarships, and donor-directed funds.
- The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
- The University should strive to grow system-wide institutional gift aid to \$275 million (established in the University Progress Card).

Need-Based Strategies

The backbone for the UMTC’s need-based program is a combination of nearly \$28 million in Federal Pell Grants, \$36 million in Minnesota State Grants, and \$17 million in the U of M’s Promise Scholarships, which provides grants to low- and middle-income students (dollar amounts reflect 2016-2017 data). The strategy focuses on students with the greatest financial need, but includes middle income families making up to \$120,000. Table 5 depicts the expected need-based aid based for four income scenarios (\$25,000, \$50,000, \$100,000, and \$120,000) for a Minnesota resident.

A low-income student with a family adjusted gross income (AGI) of \$25,000 (Column 2) will need to cover the 2017-18 Cost of Attendance (\$27,348). This family’s Expected Family Contribution (EFC), as generated from the Federal FAFSA, would be zero. This student would be packaged with a nearly \$6,000 Pell Grant, \$5,892 in State Grant funds, \$600 in SEOG funds, and a \$4,134 U of M Promise Grant. The total gift aid offered would be \$16,546, nearly \$2,000 over the tuition and fees of \$14,488. In order to fully package this student, she/he would also be offered \$2,700 in Work Study, a \$5,500 Student Loan, and a \$2,600 Parent Loan. This student might also receive a merit scholarship, which would then lower the loan amounts.

For an adjusted gross income of \$50,000, the student would be offered \$11,019 in gift aid and for an AGI of \$120,000 would be offered a \$306 U of M Promise grant.

Cost of Attendance (COA)	\$27,348	\$27,348	\$27,348	\$27,348
Tuition and Fees	\$14,488	\$14,488	\$14,488	\$14,488
Adjusted Gross Income (AGI)	\$25,000	\$50,000	\$99,999	\$119,999
Expected Family Contribution (EFC)	\$0	\$4,750	\$14,778	\$25,356
Typical Aid Package				
Pell	\$5,920	\$1,170	\$0	\$0
State Grant	\$5,892	\$6,651	\$0	\$0
SEOG (Supplemental Educational Opportunity Grant)	\$600	\$600	\$0	\$0
U Promise	<u>\$4,134</u>	<u>\$2,598</u>	<u>\$1,056</u>	<u>\$306</u>
Subtotal Gift Aid	\$16,546	\$11,019	\$1,056	\$306
Work Study	\$2,700	\$2,700	\$2,700	\$820
Student Loan (Sub/Unsub offered)	\$5,500	\$5,500	\$5,500	\$5,500
Parent Loan (amount offered)	<u>\$2,602</u>	<u>\$8,129</u>	<u>\$18,092</u>	<u>\$20,722</u>
Total Aid Package (offered)	\$27,348	\$27,348	\$27,348	\$27,348

Table 5. Expected need-based aid based on four income scenarios, 2017-2018

The total amount of gift aid distributed on the UMTC campus is depicted on Table 6. The total gift aid continues to rise, reaching a total of nearly \$150 million for 2016-17 (the latest financial aid data available). The financial aid years of 2009-10 and 2010-11 were anomalies due to the Federal stimulus funding that the state of Minnesota allocated through the State Grant Program.

A goal for the Twin Cities campus is to continue building its need-based and merit-based scholarship programs, which have grown by over \$20 million to a total of \$60 million each year. The newly-established capital campaign announced by President Kaler also has ambitious goals for enhanced undergraduate scholarship support.

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
University Scholarships	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9	\$57.8	\$58.0	\$59.8
PELL (Federal)	\$27.8	\$33.9	\$31.6	\$30.2	\$29.4	\$29.2	\$27.9	\$27.7
Other Federal	\$9.1	\$7.5	\$3.1	\$3.2	\$3.0	\$3.0	\$3.1	\$3.4
State/Local Government	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5	\$29.6	\$32.0	\$35.6
Private	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5	\$9.2	\$9.7	\$10.2
Athletic	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6	\$8.7	\$10.1	\$10.5
Regents Scholarship (employees)	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7	\$0.8	\$0.9	\$0.8
TOTAL GIFT AID	\$135.6**	\$146.4**	\$130.6	\$128.5	\$134.6	\$138.3	\$141.7	\$147.9

Table 6. GIFT AID (in \$ millions) Twin Cities Degree-Seeking Undergraduate Students

Of course, a major objective for the Twin Cities campus is to minimize student debt (Table 7). Each year the administration carefully evaluates debt trends, focusing on: (1) the percent who graduate without student loan debt and (2) average loan debt (for those who borrow).

For the period 2008-09 to 2016-17, the percent **who do not borrow** student loans (e.g., those without student loan debt) increased from 35 to 43 percent—a positive indicator of enhanced financial aid. At the same time, the average amount borrowed at graduation continued to drop from a high point of \$27,578 in 2010-11 to \$25,994 for 2016-17.

Year of Graduation	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Graduates	6,542	6,758	6,861	7,439	7,420	7,387	7,382	7,507	7,594
% with NO Debt	35%	36%	34%	36%	37%	38%	40%	43%	43%
<u>Student Loan Debt (for students with debt excluding PLUS parent loans)</u>									
Average	\$25,433	\$26,348	\$27,086	\$27,578	\$27,158	\$26,406	\$26,091	\$26,068	\$25,994
Median	\$23,455	\$23,503	\$24,337	\$24,646	\$24,594	\$24,433	\$24,000	\$23,318	\$23,009

Table 7. Student Loan Debt (for those with debt) Twin Cities Campus Bachelor's Degree Recipients

Finally, Figure 15 shows for the period 2000 through 2017 with Minnesota resident long-term trends on total University scholarships/grants, total student loans, resident tuition rate, and fall enrollments. Minnesota resident enrollment grew in the early 2000s but has remained stable. Total student loans borrowed by Minnesota resident peaked in 2011-12 but has declined even as tuition rates increased. Even though resident tuition rates grew by 185 percent since 2000, total scholarship dollars given to Minnesota residents has increased by 385 percent. A similar resident tuition pattern would be found at many of the UMTC's peer institutions.

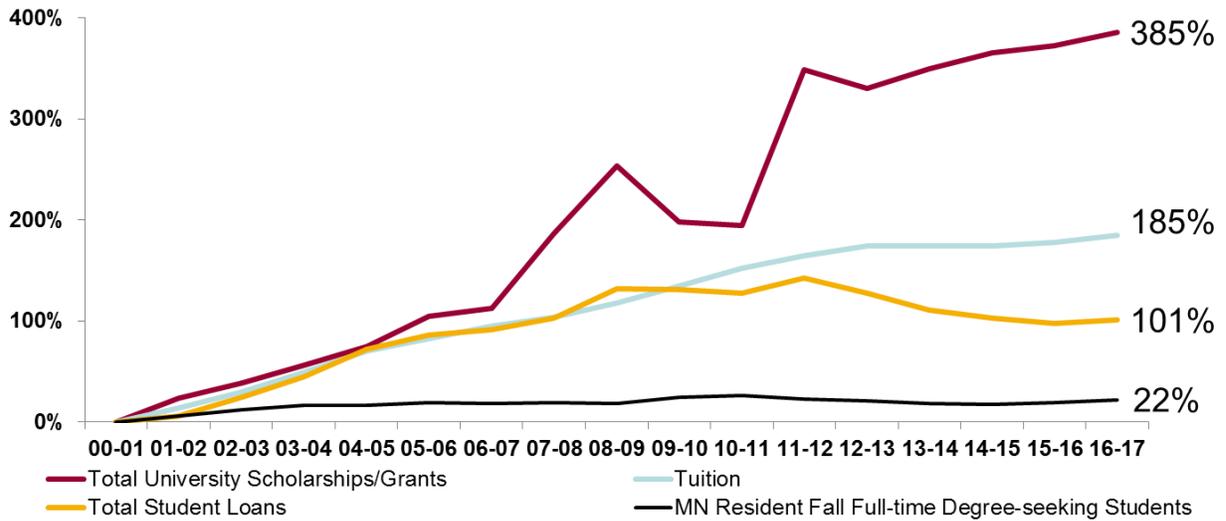


Figure 15. Twin Cities Undergraduate Minnesota Resident Total Amount University Scholarship and Total Amount Student Loans Change Since 2000

10. Be attentive to state, national, and global workforce needs.

As a state land-grant university, the University’s enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world. Over the next five years, the University should increase the number of STEM graduates (including fields outside of the traditional STEM areas), be attentive to fields important to the State of Minnesota’s future (e.g., food science, health disciplines, environmental science, climate change), and be responsive to emerging fields and new technologies (e.g., data science). For the current year, the UMTC expects to graduate 3,300 STEM majors. Given recent trends in STEM enrollments, a reasonable goal is to graduate 3,600 STEM majors in 2020-21.

STEM definition

For federal reporting purposes, each degree program at the University of Minnesota (and other institutions) is assigned a six-digit Classification of Instructional Program (CIP) code representing its field of study. The first two digits of that code represent the broadest categorization of fields. The University of Minnesota uses the following two-digit CIP codes to represent STEM:

- 01: Agriculture, Agriculture Operations, and Related Sciences
- 03: Natural Resources and Conservation
- 04: Architecture and Related Services
- 11: Computer and Information Sciences and Support Services
- 14: Engineering
- 15: Engineering Technologies and Technicians
- 26: Biological and Biomedical Sciences
- 27: Mathematics and Statistics
- 40: Physical Sciences
- 41: Science Technologies/Technicians
- 51: Health Professions and Related Programs

Given the enrollment growth in several of the UMTC colleges that focus on STEM (CBS, CSE, and CFANS), the number of STEM graduates has been increasing (Figure 16). In 2017 there were 3,519 STEM graduates, up from 2,240 a decade ago.

The State of Minnesota has established a series of “legislative metrics” for the entire University of Minnesota system. Three of these involve undergraduate student success and one specifically sets targets for STEM degree production. The most recent legislative target required the U of M system to increase STEM graduates by two percent over the period 2014-16, which was achieved.

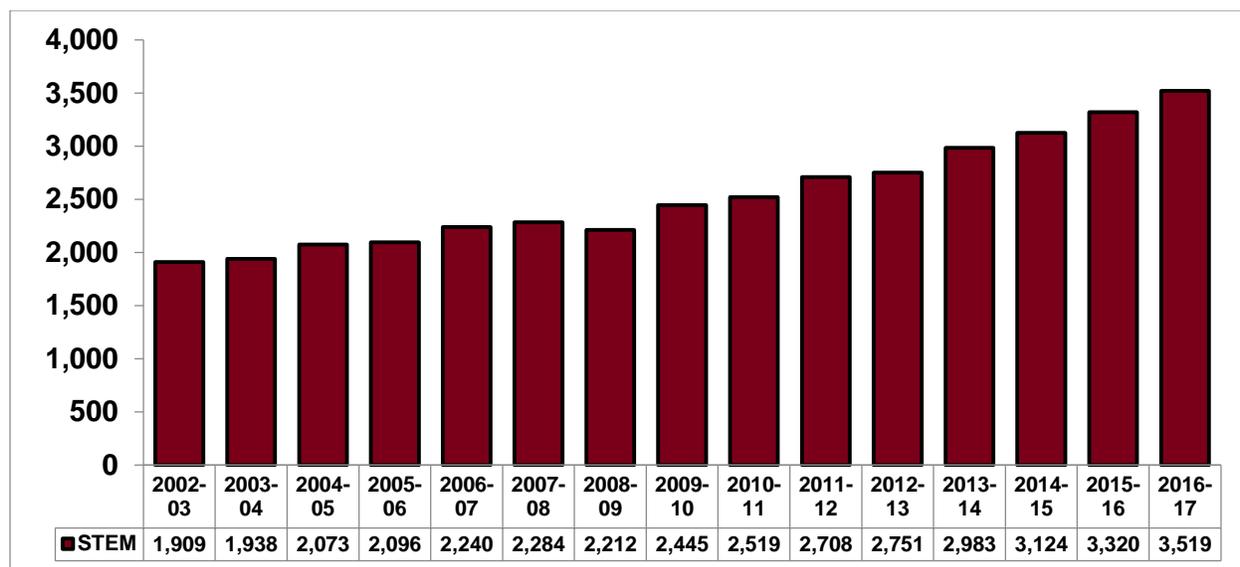


Figure 16. Twin Cities Campus Baccalaureate STEM Degrees Awarded

UMTC Enrollment Management Priorities

The Office of Undergraduate Education tracks dozens of initiatives related to undergraduate student success. Nonetheless, each year a smaller high priority list is generated to enable the enrollment management staff and various committees to focus their energy on 5-10 specific efforts. The current high priority initiatives are listed below.

1. Plan for modest enrollment increases
 - a. Focus on STEM colleges (CSE, CNBS, CFANS) & CSOM
 - b. Maintain high quality experience
2. Align UMTC enrollment plan with system enrollment plan
3. Continue to focus on Minnesota high school graduates
 - a. Under-resourced students
 - b. Greater Minnesota students
4. Enhance student support units
 - a. SMART Learning Commons
 - b. Center for Planning and Exploration (CAPE)
5. Increase Need-based and Merit-based aid



**Board of Regents
February 8th, 2018**

Twin Cities Enrollment Management Plan

Karen Hanson

Executive Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education

Twin Cities Campus

➤ Highest priority initiatives for UMTC Enrollment

1. Plan for modest enrollment increases
 - Focus on STEM colleges (CSE, CBS, CFANS) & CSOM
 - Maintain high-quality experience
2. Align UMTC enrollment plan with system enrollment plan
3. Continue to focus on Minnesota high school graduates
 - Under-resourced students
 - Greater Minnesota students
4. Enhance student support units
 - SMART Learning Commons
 - Center for Planning and Exploration (CAPE)
5. Increase Need-based and Merit-based aid

1. Undergraduate Enrollment growth

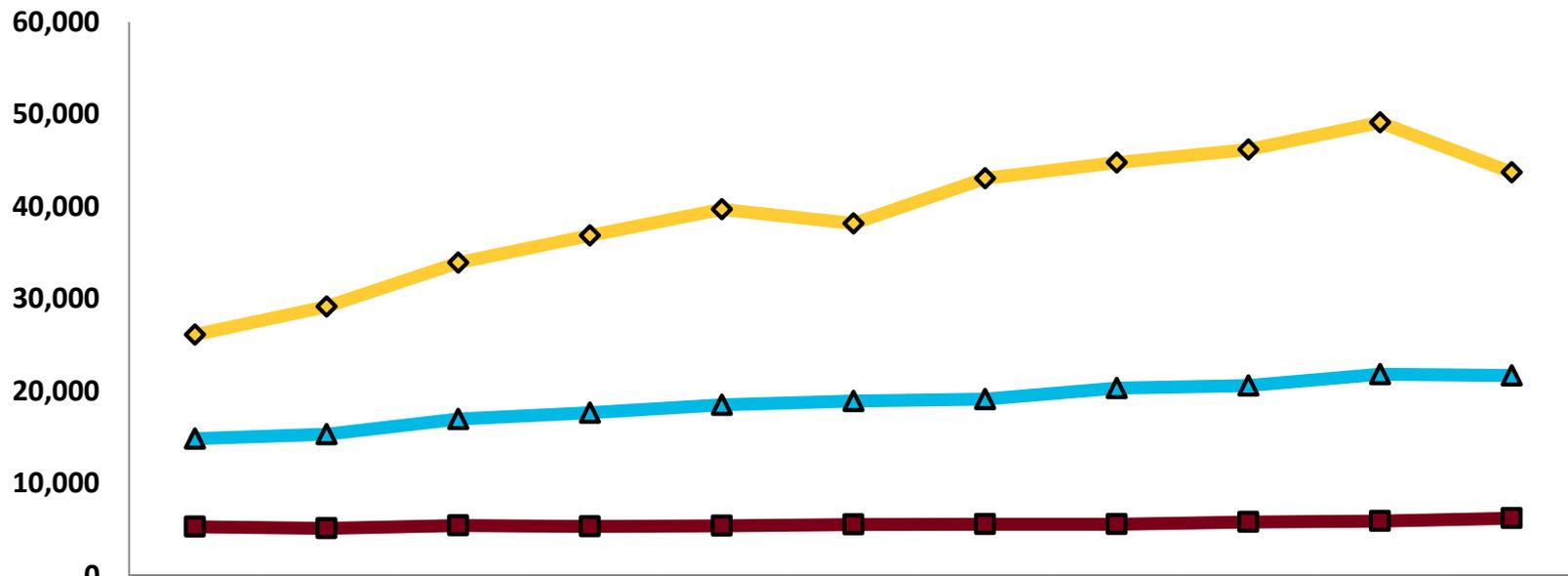


CURRENT: 31,535 full-time undergraduates

TARGET: Gradual increase to approximately 32,000 to 33,000 by 2024

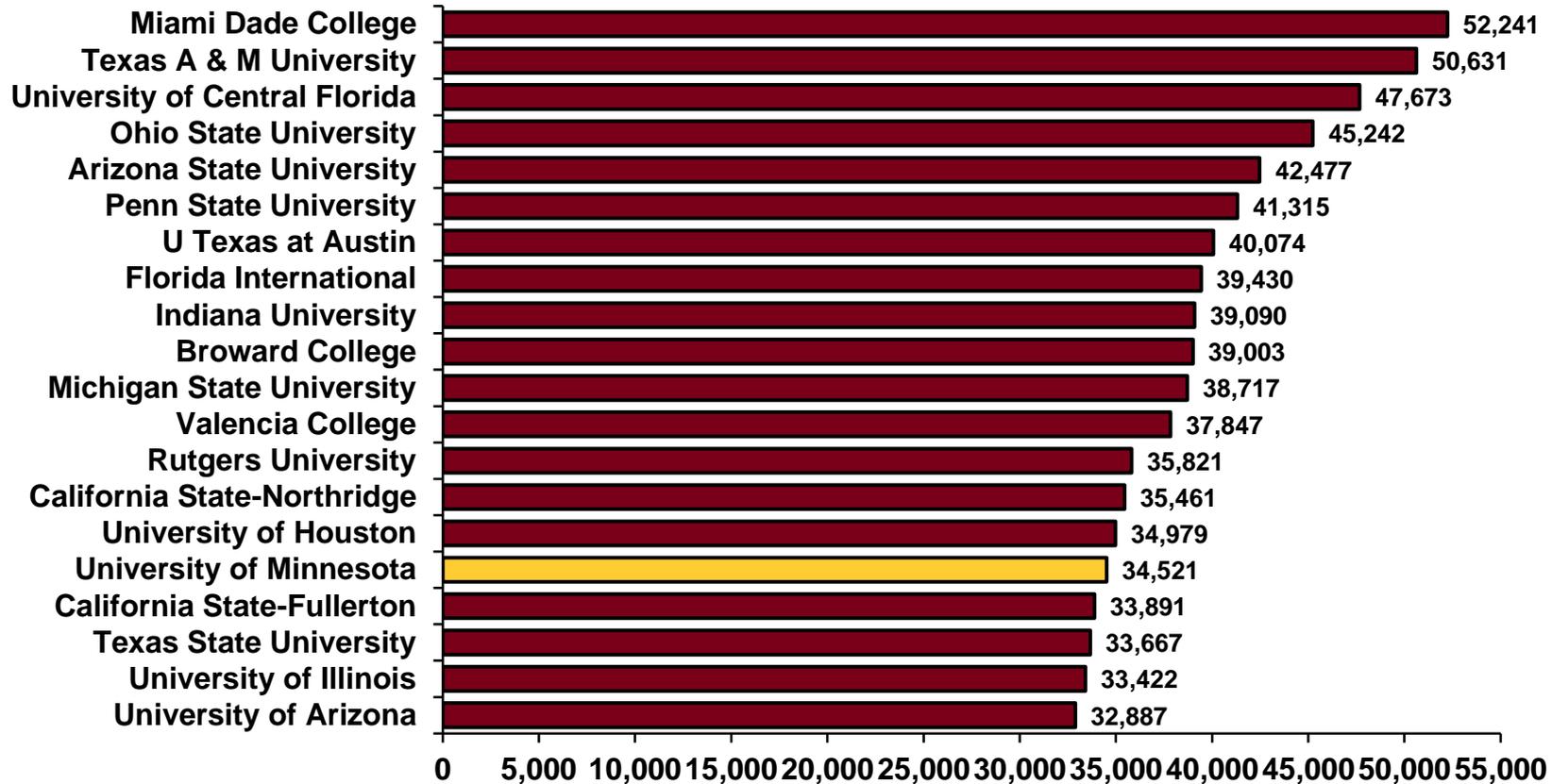
FOCUS: STEM, Health, Environment

Twin Cities Campus Fall Semester New Freshman (NHS) Applicants, Offers, and Enrollees



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
◆ Apps	26,091	29,159	33,913	36,852	39,714	38,167	43,048	44,761	46,166	49,128	43,720
▲ Offers	14,816	15,320	16,962	17,630	18,505	18,899	19,121	20,302	20,579	21,820	21,681
■ Enrollees	5,280	5,106	5,400	5,323	5,368	5,514	5,544	5,530	5,771	5,880	6,195

20 Largest On-Campus Undergraduate Enrollments – Fall 2016



Example Model for Undergraduate Headcount Enrollment Increase

College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<i>New Freshman (NHS) Potential Targets</i>								
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100
<i>New Transfer (NAS/IUT) Potential Targets</i>								
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275
Fall IUT	191	200	200	200	200	200	200	200
Spring NAS	850	870	880	880	880	880	880	880
<i>Total Undergraduate Headcount Enrollment</i>								
Total UG	31,535							32,900

Note: Fall 2017 represents actual enrollment, all other figures are model estimates



Collegiate-Based Enrollment Plans

The seven freshman-admitting colleges have each established their own targets in collaboration with the Office of the Provost. These targets are readjusted each year based on both capacity in the college and University-wide considerations such as housing and classrooms. The basic plan for each college is as follows:

Carlson School of Management (CSOM)

CSOM has continued to grow from its original target of 500 freshmen each year (based on the capacity of Hanson Hall) to over 627 in Fall 2017. Their official Fall 2018 NHS target range is 580 to 600. The CSOM transfer (NAS) target is 80. CSOM applications are consistently strong.

College of Biological Sciences (CBS)

CBS has also seen steady growth from a target of 500 to 590, with plans to grow to 700 in the next few years given the number and quality of the applications. Their official Fall 2018 NHS target range is 600 to 625. The CBS transfer (NAS) target is 65. Given the strong demand for high school students in STEM fields, CBS is a college targeted for growth.

College of Design (CDES)

CDES had a freshman enrollment of 274 in Fall 2017. Their official Fall 2018 NHS target range is 260 to 280. The CDES fall transfer (NAS) target range is 115 to 120 and spring target is 45 to 50. CDES is unlikely to significantly grow given constraints on studio space and resources. CDES is the only college that directly admits all students directly to the major.

College of Education and Human Development (CEHD)

CEHD had a freshman class of 484 in Fall 2017. Their official Fall 2018 NHS target range is 455 to 480. The CEHD fall transfer (NAS) target 135 and spring target is 50. CEHD enrolls a high percentage of students of color, first-generation, and Pell-eligible students. They have established one of the strongest first-year experience classes to enhance retention.

College of Food, Agricultural and Natural Resource Sciences (CFANS)

CFANS had a freshman class of 384 in Fall 2017 with plans for growth to 500 freshman each fall. Their official Fall 2018 NHS target range is 375 to 400. The CFANS fall transfer (NAS) target 150 and spring target is 85. Given the strong demand for high school students in STEM fields, CFANS is a college targeted for growth. CFANS also attracts many Greater Minnesota students.

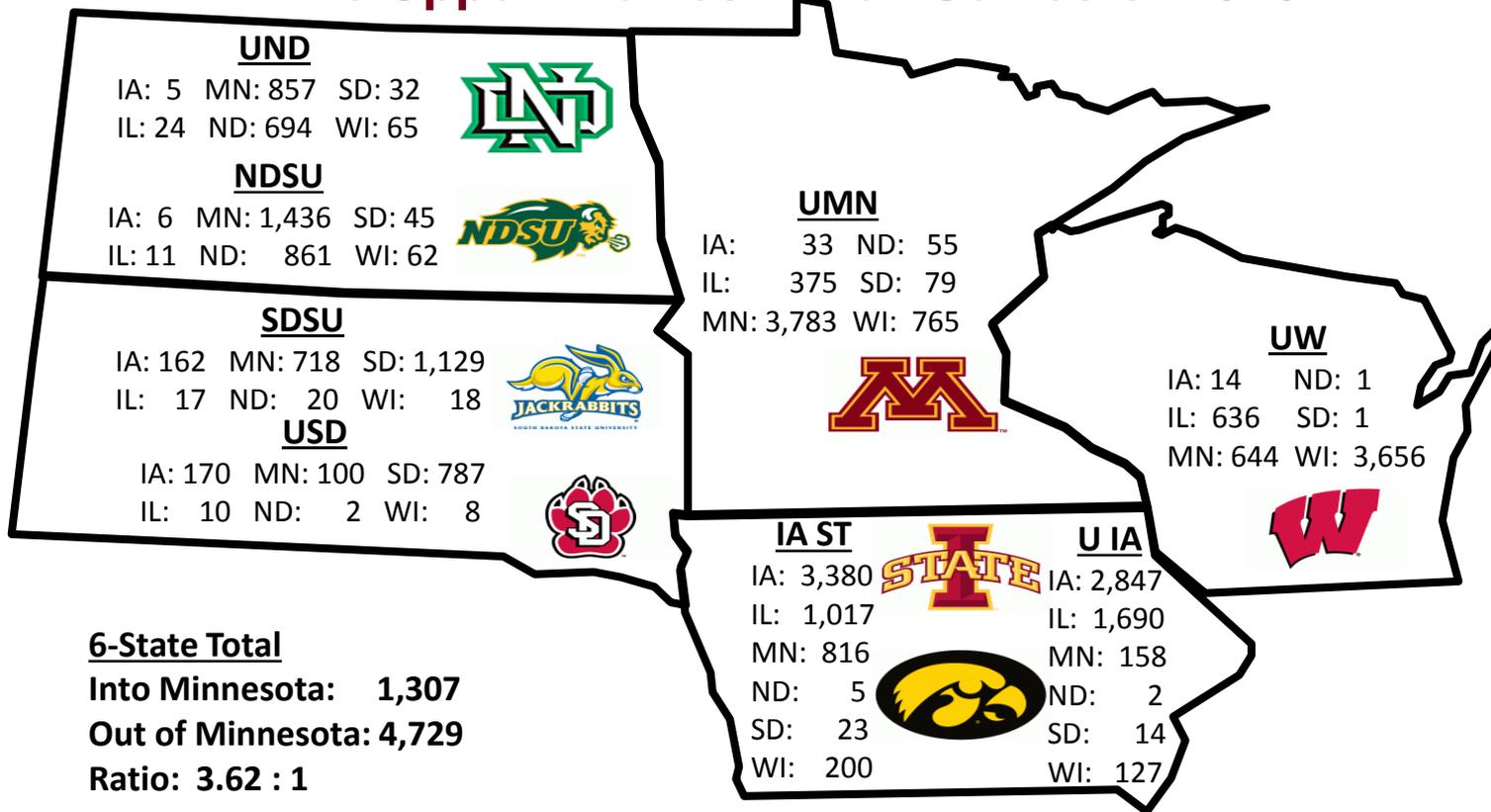
College of Liberal Arts (CLA)

CLA had a freshman class of 2,659 in Fall 2017. Their official Fall 2018 NHS target is 2,450. The CLA fall transfer (NAS) target 1,250 and spring target is 650. CLA enrolls many students (CLA alternate choice) who have identified CSE, CBS, and/or CSOM as their first choice college, but, due to space limitations, are not admitted to these. Advisors assist these alternate choice students in identifying CLA majors (including economics; biology, society, and the environment; and the BAs in chemistry, physics, computer science...) that are aligned with their primary academic interest.

College of Science and Engineering (CSE)

CSE had a freshman class of 1,177 in Fall 2017, up from 800 ten years ago. Their official Fall 2018 NHS target is 1,150. The CSE fall transfer (NAS) target 300. CSE has the most pressure from high-ability students with thousands of applications each year and many non-resident applicants select CSE as their first choice. The average ACT for CSE freshman is close to 32.

Migration of New Freshmen Entering Major Public Universities in the Upper Midwest: Fall Semester 2016



6-State Total

Into Minnesota: 1,307

Out of Minnesota: 4,729

Ratio: 3.62 : 1

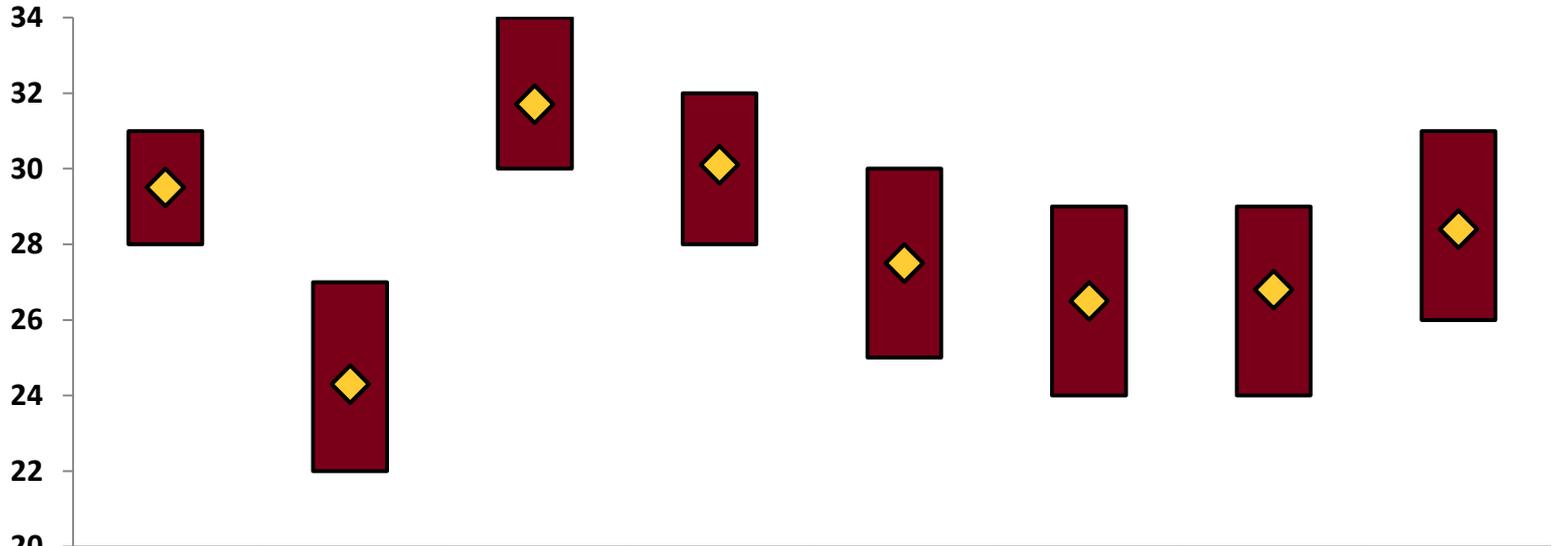
2. Admit for success

- Students who have a strong probability of being retained and graduating in a timely manner (i.e., 4 years)
- Holistic review of applicants using primary and secondary characteristics
- Appropriate selectivity

TARGET: Maintain average ACT of ≥ 28



Twin Cities Fall 2017 New Freshman (NHS) ACT Composite Scores by College: 25th Percentile, 75% Percentile, 25th to 75th Range, and Mean



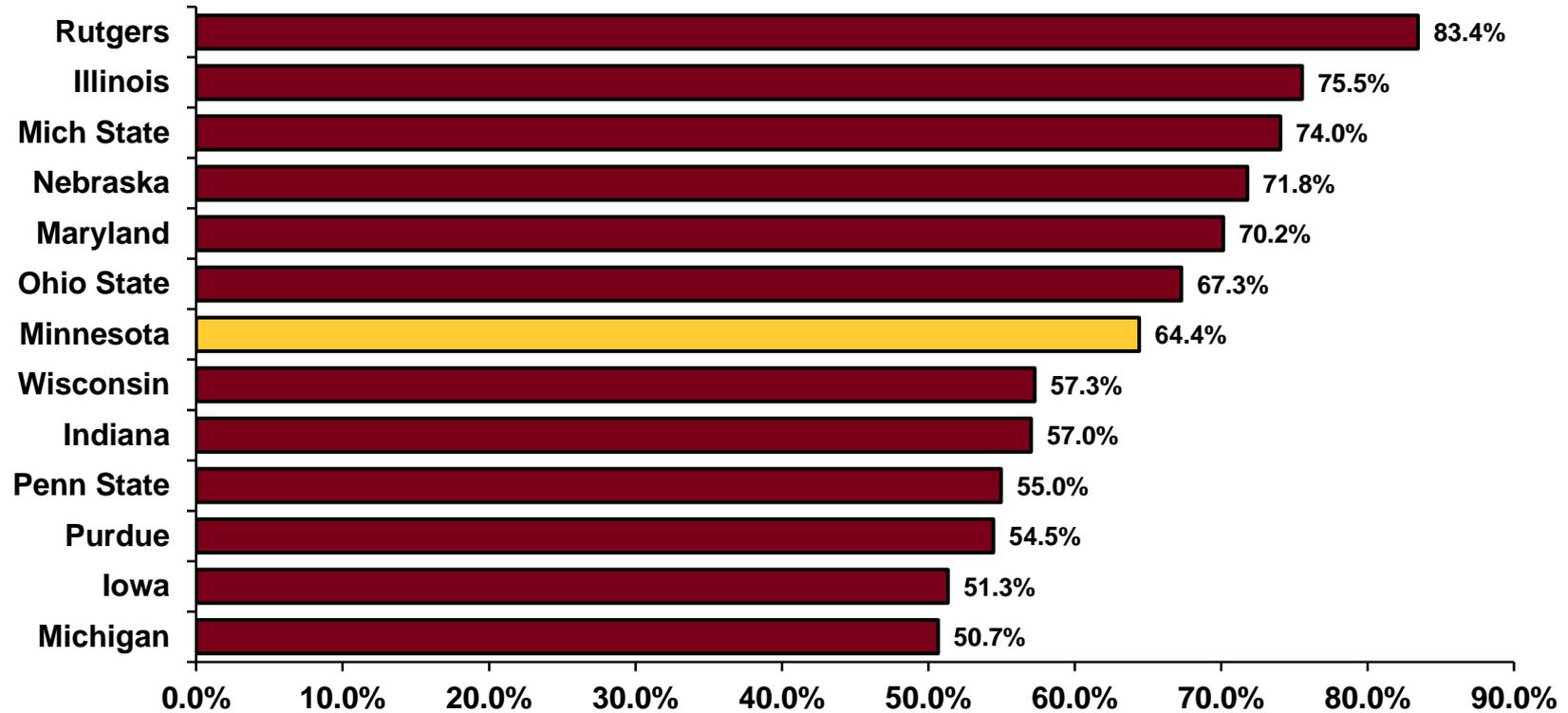
	CSOM	CEHD	CSE	CBS	CLA	CDES	CFANS	Total
75th Pct	31	27	34	32	30	29	29	31
■ Range	3	5	4	4	5	5	5	5
25th Pct	28	22	30	28	25	24	24	26
◆ Mean	29.5	24.3	31.7	30.1	27.5	26.5	26.8	28.4



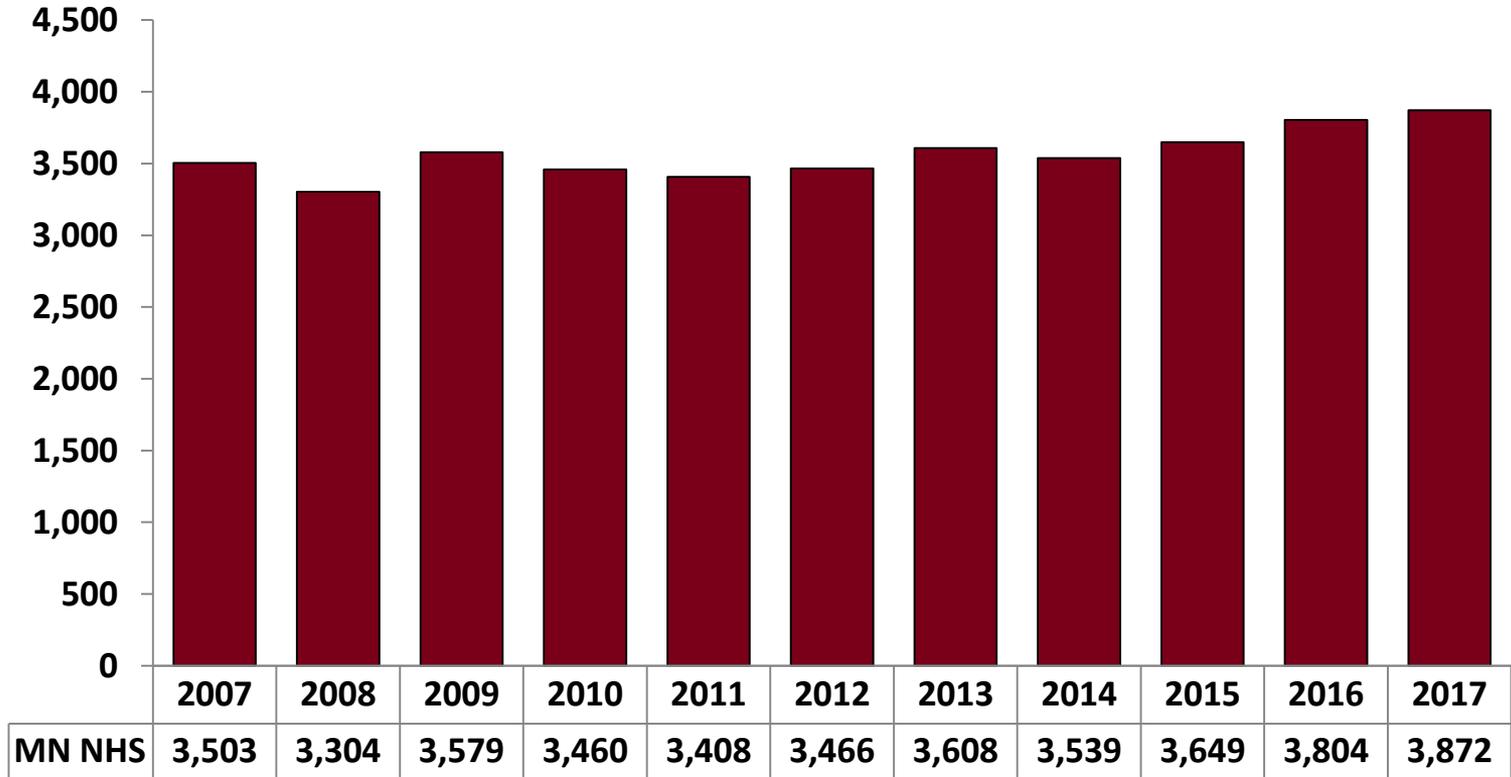
3. Affordability and access for MN residents

- The Four Major Geographies for UMTC Freshmen
 - 65% Minnesota residents
 - 15% Reciprocity (declining)
 - 14-15% Non-residents (increasing)
 - 5-6% International

Percentage of Fall 2016 New Freshmen from Home State: Big 10 Academic Alliance Members



Twin Cities Campus New Entering Freshmen (NHS) from Minnesota



4. High-quality education and student experience

Adjust enrollments to capacity of resources and make continued investments to provide an exceptional educational experience.

	Target Goal
Housing	6,800+ beds (house 90% fr, 20-25% soph, 10% fall transfer)
Advising	18 new advisors: improve advisor/student ratios to 250:1
Classrooms	Support for active learning classrooms (College of Design)
Chemistry	Chemistry Access Working group with 5 colleges
Academic Support	New Committee on Academic Learning Support (CALs)
Co-curricular	Goal for 1,000 UROPs on TC campus;

Student Success Initiatives



CAPE (Center for Academic Planning and Exploration)

- Coaches for undecided students

SMART Learning Commons

- Tutoring for the most demanding courses

PES (President's Emerging Scholars)

- Enrolls 525 students each year

First-Year Programs and Welcome Week

- An intensive introduction to college life

Advising Support and All-University Committee

- Increased advising capacity and enhanced training, improved use of APLUS

CAPE (Center for Academic Planning and Exploration)

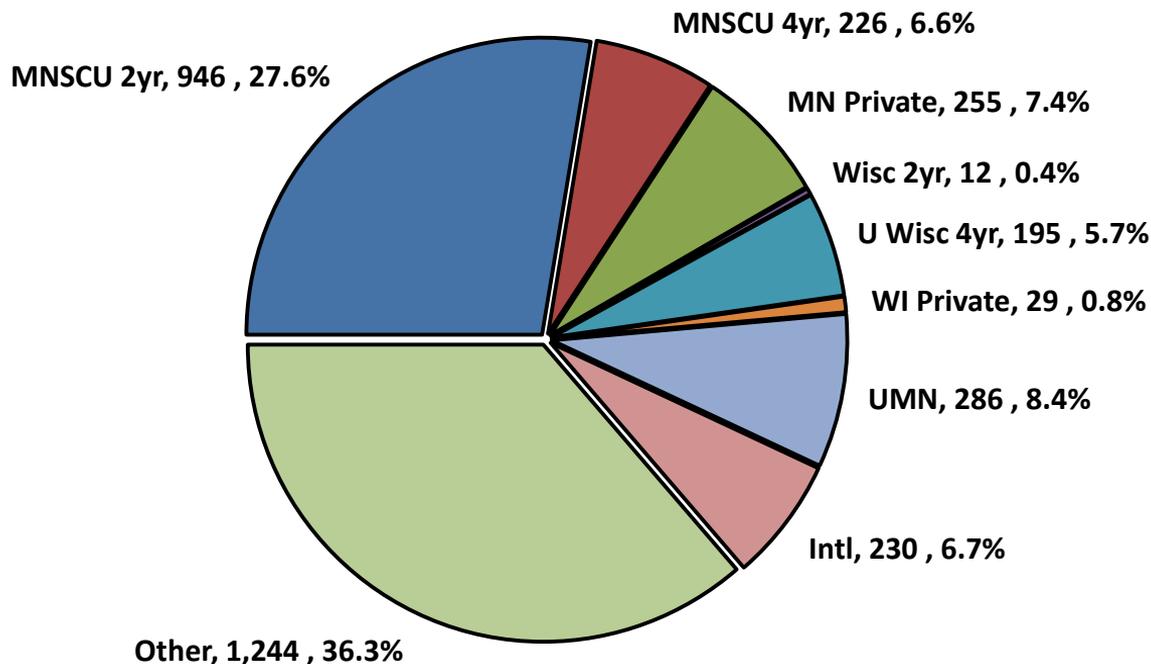
- **CAPE served 4,336 students in 2016-2017**
- 514 students worked intensively with CAPE to find their major
- 802 students attended the Major Minor Expo
- Retention: 95.6% of students who successfully worked with CAPE were enrolled the following year
- 43% of students served were students of color or international students (36% students of color/7% international students)
 - *"My coach helped me to choose a major by helping me through the process as opposed to just telling me what I should major in and I think that is an extremely valuable skill"*

5. Maintain commitment to transfer students

- In December 2017, Academic Support Resources (ASR), the Office of Admissions, and the Office of Undergraduate Education (OUE) worked to implement a campus-wide electronic system for tracking and processing transfer course evaluations.
- The goal of the TES is to improve the transfer experience by increasing transparency and efficiency, while ensuring fairness and academic integrity in transfer evaluations.

TARGET: Continue to enroll approximately 33% of new undergraduates as transfer students

Primary previous institution of Twin Cities Campus academic year 2016-17 (fall and spring) new external transfers (NAS) and inter-campus transfers (IUT)



Top 25 Primary Previous Institutions of Twin Cities Campus 2016-17 (Fall + Spring) Internal (IUT) and External (NAS) Transfer Students

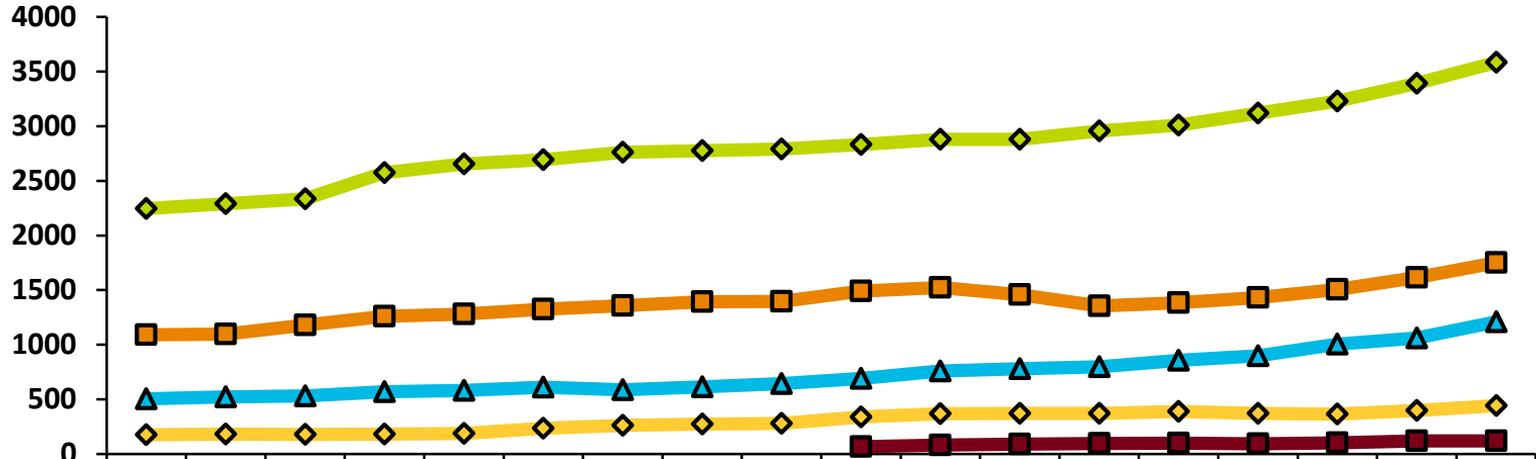
Institution	N	Institution	N	Institution	N
MNSCU2: Normandale CC	282	MNSCU4: St Cloud State	60	Wisc: UW Madison	29
UMN: UofM Duluth	224	INTL: Shandong U Fin/Econ	58	Priv: U of Northwestern StP	28
MNSCU2: Mpls CTC	195	MNSCU4: Winona State	46	Priv: Augsburg College	27
MNSCU2: Century College	118	Priv: U of St Thomas (MN)	45	MNSCU2: Rochester CTC	27
MNSCU2: Anoka-Ramsey CC	114	UMN: UofM Morris	44	ND: UND Grand Forks	25
MNSCU2: N Hennepin CC	110	Wisc: UW Eau Claire	43	INTL: Inti College	24
MNSCU2: Inver Hills CC	95	IA: Iowa State University	41	Priv: Gustavus Adolphus	23
MNSCU4: MSU Mankato	90	Wisc: UW Milwaukee	33	WA: Edmonds CC	23
MNSCU2: St Paul College	79	ND: NDSU Fargo	29	Priv: Hamline University	23



6. Value ethnic, social, economic, geographic diversity

- Maintain a national and global presence to attract a broad range of students (14-15% “national” and 5-6% international)
 - Undergraduates consistently comment on the value of geographical diversity to their experience
- Attract, retain, and graduate students from multicultural backgrounds
- Be attentive to the diversity in MN high schools in recruitment and admissions
- Continue to build pipelines from other states and countries

Twin Cities Campus Student of Color and American Indian Undergraduate Headcount Enrollment



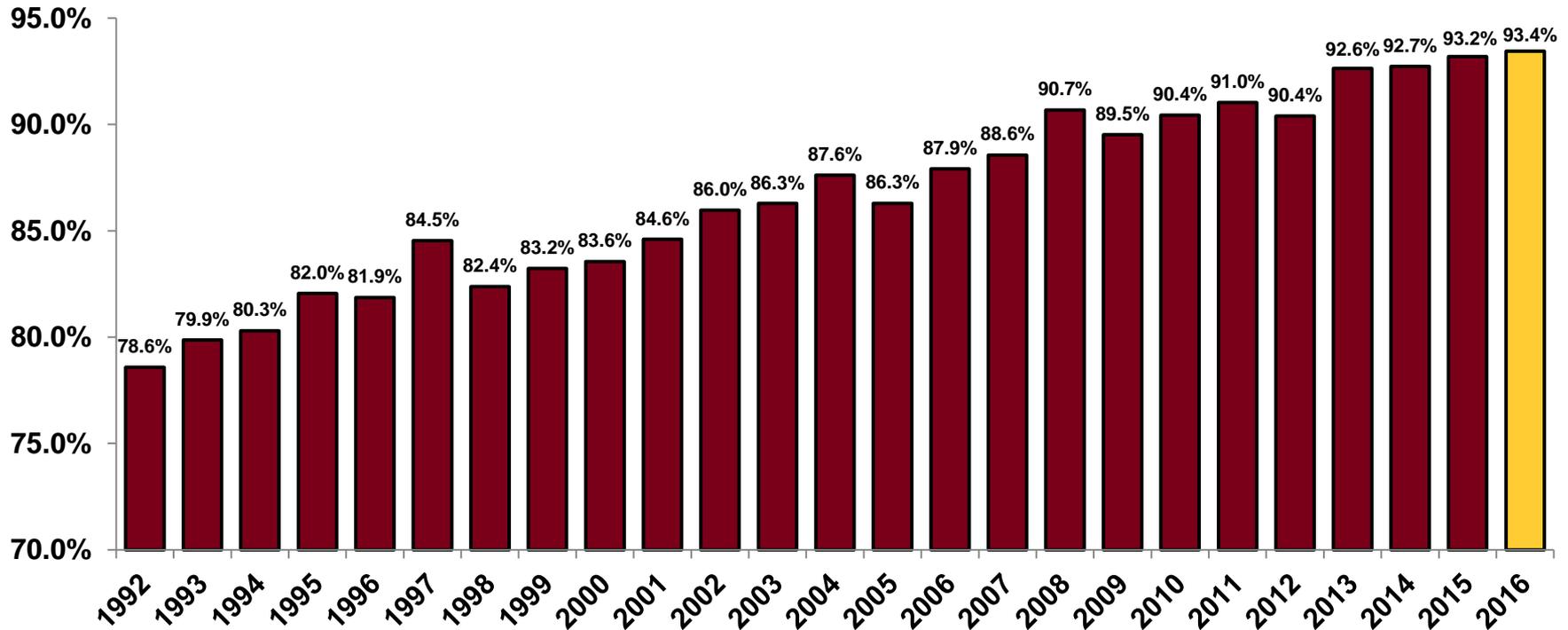
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Am. Indian	175	183	180	181	189	234	261	274	280	339	369	372	372	390	372	367	397	442
Asian	2,245	2,290	2,336	2,574	2,656	2,694	2,760	2,777	2,791	2,833	2,879	2,880	2,957	3,010	3,121	3,229	3,391	3,586
Black	1,092	1,096	1,180	1,260	1,282	1,326	1,357	1,392	1,397	1,490	1,524	1,458	1,354	1,384	1,433	1,506	1,616	1,752
Hawaiian										68	80	89	97	98	94	103	120	121
Hispanic	506	524	532	569	582	612	589	615	645	690	760	780	797	858	900	1,004	1,062	1,210

7. Support timely graduation

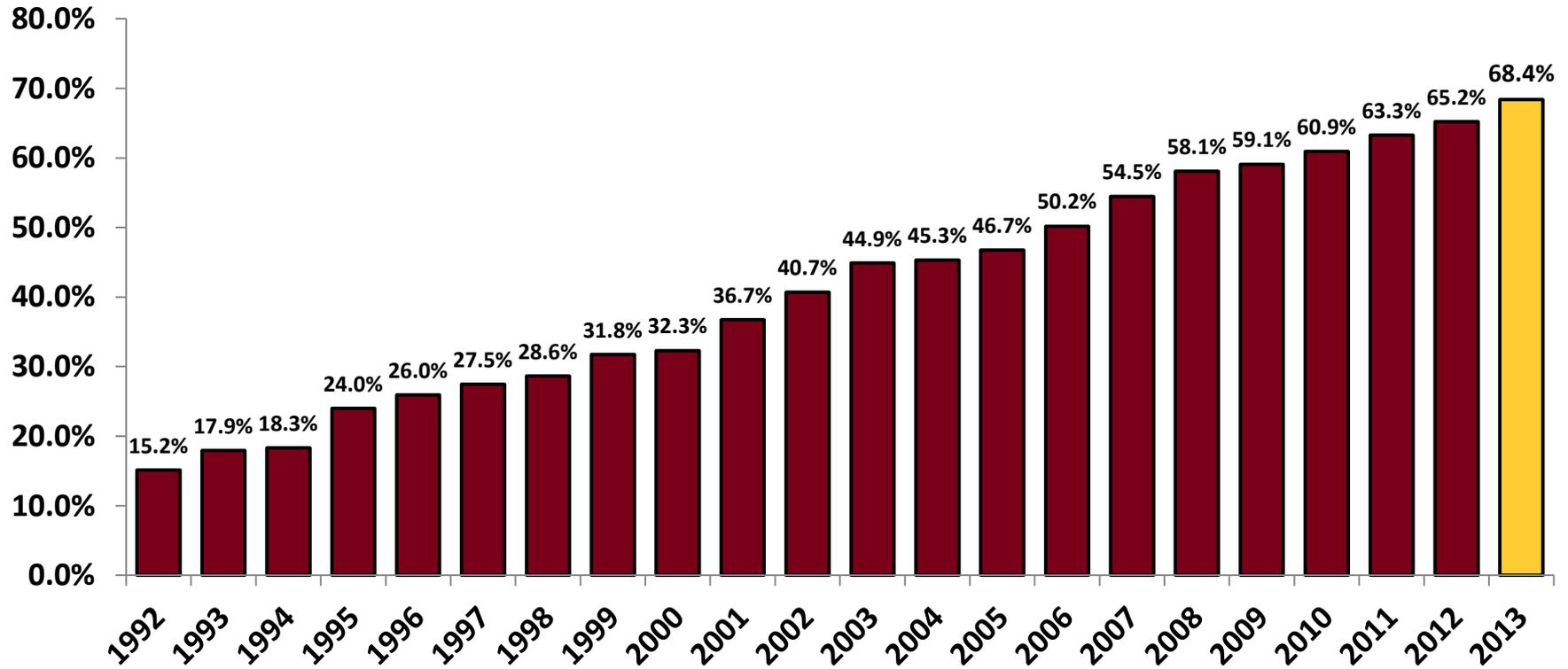
- Link financial aid, tuition, and enrollment strategies
- Allocate resources to support students

Graduation rates		goal
New High School (freshmen)	Four-year	65%
New High School	Six-year	82%
New High School, Pell recipients	Four-year	54%
Transfer	Three-year	65%

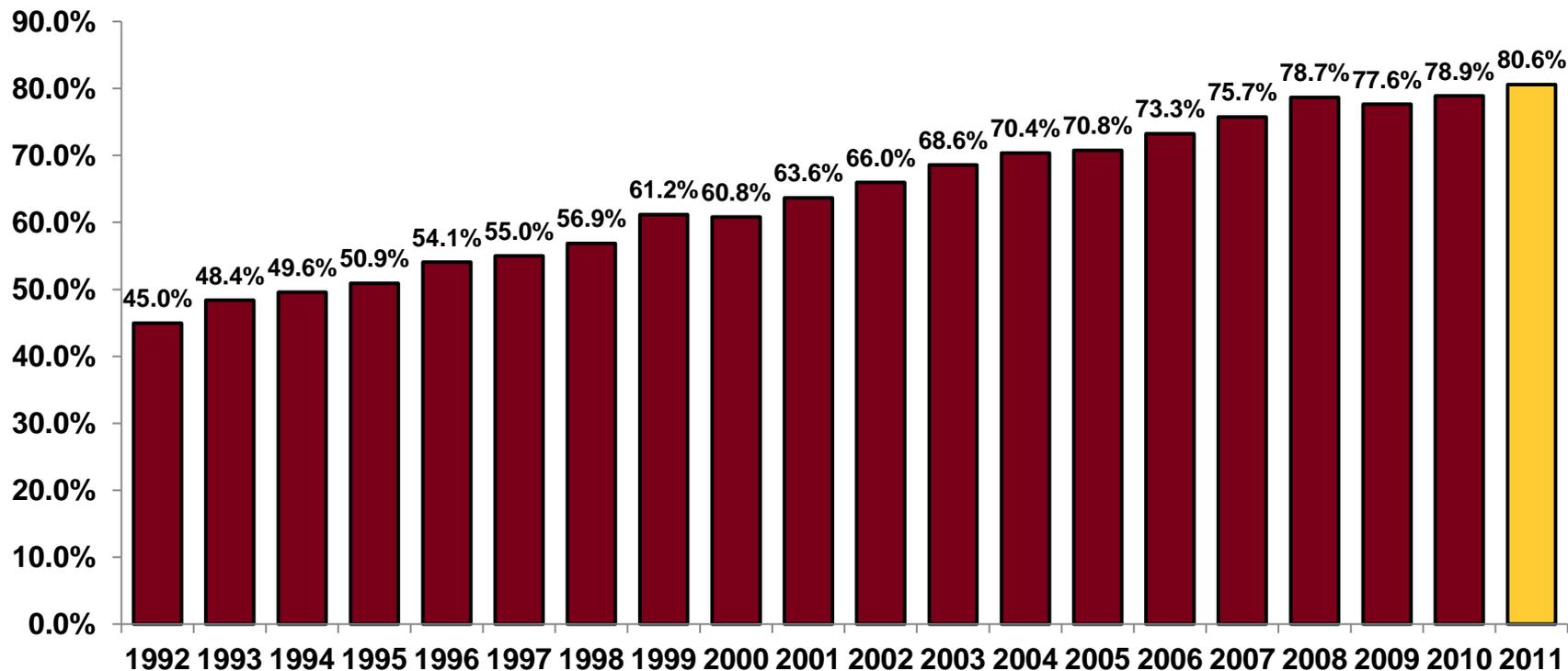
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention Rate



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



Twin Cities Campus Fall Semester New Freshman (NHS) Six-Year Graduation Rate By Year of Entry



9. Continue need-based and merit-based aid programs



- Distribute need-based aid (including middle income) to ensure fiscal access for MN students
- Allocate merit-based aid to attract the very best students
- Maintain allocation of all financial aid at roughly 2/3 need-based, 1/3 merit-based
- Grow overall institutional gift aid to \$275 million
- *Committee working on redesigning financial aid models and price sensitivity RFI*
- *Plans for the Capital Campaign*

GIFT AID (in \$ millions)

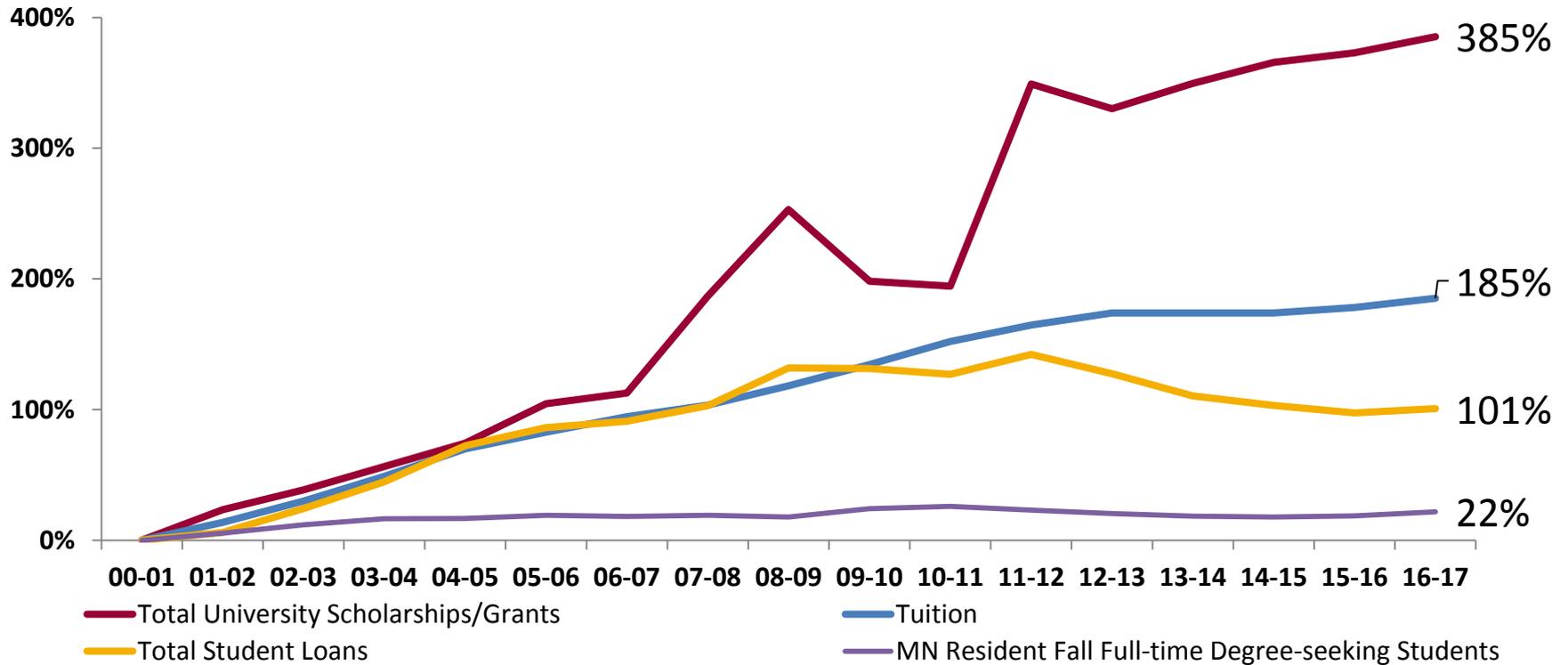
Twin Cities Degree-Seeking Undergraduate Students

FINANCIAL AID YEAR (Fall, Spring, Summer)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
University Scholarships	\$38.2	\$39.3	\$52.4	\$51.8	\$53.9	\$57.8	\$58.0	\$59.8
PELL (Federal)	\$27.8	\$33.9	\$31.6	\$30.2	\$29.4	\$29.2	\$27.9	\$27.7
Other Federal	\$9.1	\$7.5	\$3.1	\$3.2	\$3.0	\$3.0	\$3.1	\$3.4
State/Local Government	\$44.3**	\$49.3**	\$26.0	\$25.8	\$29.5	\$29.6	\$32.0	\$35.6
Private	\$7.6	\$7.9	\$8.0	\$7.9	\$8.5	\$9.2	\$9.7	\$10.2
Athletic	\$7.8	\$7.9	\$8.8	\$9.0	\$9.6	\$8.7	\$10.1	\$10.5
Regents Scholarship (employees)	\$0.7	\$0.6	\$0.6	\$0.8	\$0.7	\$0.8	\$0.9	\$0.8
TOTAL GIFT AID	\$135.6**	\$146.4**	\$130.6	\$128.5	\$134.6	\$138.3	\$141.7	\$147.9

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



Twin Cities Undergraduate Minnesota Resident Total Amount University Scholarship and Total Amount Student Loans Change Since 2000



10. Direct attention to workforce needs

- Help to meet workforce needs of MN and the world
- Particular attention to STEM fields important to MN
 - Food science
 - Health disciplines
 - Environmental science
 - Climate change
 - Emerging fields and new technologies

TARGET: Increase number of STEM majors who graduate from 3,300 now to 3,600 by 2020-21



QUESTIONS AND DISCUSSION



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

AGENDA ITEM: Resolution Related to Diversity in Twin Cities Undergraduate Enrollment

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is action on the Resolution Related to Diversity in Twin Cities Undergraduate Enrollment. The resolution calls for enhanced recruitment in the Twin Cities metro area, improved retention efforts and graduation rates, monitoring of the Student Experience in the Research University (SERU) survey results that address student satisfaction – with the goal to improve these metrics for African American, Latinx, and American Indian students.

The committee reviewed a draft resolution at its December 2017 meeting. Since that review, the resolution was revised to include American Indian students in the sixth and seventh "whereas" statements and items 3 and 5 in the "therefore be it resolved" statements.



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.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

AGENDA ITEM: System-Wide Strategic Plan: Academic Investment Strategy Principles and Direction

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to discuss principles to guide an academic investment strategy that is informed by and complements the System-wide Strategic Plan. The discussion will address:

- A foundation for future planning that aligns with established University principles for academic program planning.
- Principles underlying the annual compact and budget planning process.
- Ongoing academic program review processes.
- Capital planning.

Feedback from the committee will inform future academic planning to preserve and enhance the University’s excellence and reputation and the advancement of the land-grant mission in alignment with institutional priorities.

BACKGROUND INFORMATION

The [System-wide Strategic Framework](#) highlights the “distinctive strengths and forms of excellence that exist across our University” to support development of learners and leaders; facilitate excellence in scholarly research and creative work; and build partnerships addressing the needs of Minnesota and the critical challenges of a diverse and changing state and world. The framework anticipates that long-term planning and resource allocation across the system will consider the system’s strategic priorities, programmatic distinctiveness, fiscal viability, student demand, and community need.

A report on Academic Investment Strategy Principles and Directions is included in the docket.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 8, 2018**

**System-Wide Strategic Plan:
Academic Investment Strategy Principles and Direction**

As a System, the University of Minnesota has extensive resources to sustain and develop the State of Minnesota. Each campus offers a distinctive learning environment to equip students with knowledge and life-long skills; the resources of a globally-engaged research university provide a wealth of opportunities across the System to advance and translate knowledge and model creativity; and many units work with our broader community to address critical issues in Minnesota and throughout the world.¹

An academic investment strategy that is informed by and complements a system-wide strategic plan should presumably be congruent with established University principles for academic program planning. Compact and budget planning guidelines already developed for FY 2019 emphasize that “budgeting in alignment with strategic planning is expected at the central, the campus, and at unit levels.” As the system-wide planning processes bring into sharper focus key strengths and opportunities within and across our five campuses, a foundational framework for academic investment planning is available in the principles that have guided annual budget discussions, capital planning, review of academic program proposals, and the development of campus strategic plans. System-wide application of this framework requires collaboration with the chancellors, with deans and vice presidents, and with other academic administrators with system-wide responsibilities.

This set of planning principles has been adapted to multiple planning contexts to ensure that decision-making is appropriately aligned with institutional, campus, college, and unit mission and strategic directions, as well as with institutional and unit budget compacts. Application of the principles also fosters consultation and, where appropriate, joint planning across academic units. Scaled up to system-wide academic investment planning, it provides a coherent set of guiding principles that foreground quality; centrality to mission; comparative advantage; enhancement of academic synergies; attention to issues of resources and demand (including accreditation or competitive requirements, as well as Minnesota workforce needs, in addition to market demand); efficiency and effectiveness; and development and leveraging of resources:

- **Quality:** This measure includes the quality of the faculty (in their teaching, research, and service) as reflected in peer national ratings; number, venue and impact of publications; external funding; the quality and accomplishments of students and staff; library collections, and other indices. Consideration of diversity in our programs, in our hiring, and in our student recruitment must be included in judging quality.
- **Centrality:** Each program should be evaluated in terms of its contribution to the core mission of the University of Minnesota. Judgments of the centrality of research, instruction, and service also include assessments of a program's contribution to sustaining and stimulating related work elsewhere in the University

¹ Executive Summary, University of Minnesota System-Wide Strategic Framework, June 2017

- **Comparative Advantage:** What are the unique characteristics of each program that make it particularly appropriate for this University or campus? Comparative advantage involves characteristics and aims that make for exceptional strength in a particular arena, compared to other programs in Minnesota or at peer institutions.
- **Enhancement of Academic Synergies:** Is the program organized to promote and facilitate synergies across and among academic and programmatic units? Productive interdisciplinary, multicultural, and international collaborations should be encouraged.
- **Demand and Resources:** Evaluation of a program should consider current and projected demand—number and quality of applications, quality of acceptances, services required to support other programs, etc.—and the potential and real availability of resources for funding at an appropriate level.
- **Efficiency and Effectiveness:** Effectiveness in achieving articulated ends is crucial, and because resources are always limited, those ends should be achieved in a cost-effective manner.
- **Development and Leveraging of Resources:** Resources needed to support academic research, education, and outreach are derived from a wide range of public and private sources. An important criterion for evaluating new and current programs is their potential to leverage existing resources and to expand the resource base.

Overarching Principles

Our framework for academic investment will recognize that there are significant planning complexities within the context of a comprehensive and decentralized multi-campus system—and especially for a system configured in the way the University of Minnesota is—that is, as a land-grant institution with a large, globally engaged research (R1) campus and distinct, smaller campuses serving distinct geographic regions.

Academic investments informed by system-wide planning should leverage the strengths of five distinct campuses while also ensuring opportunities that can best advance the excellence and impact of our collective work to fulfill the University-wide mission. We must ensure that academic investments are grounded in our tripartite mission and our foundational commitments, including commitments to access, diversity, and outreach. Especially at a time of constrained resources and competitive challenges, we must invest in areas that build on our signal strengths and distinctive responsibilities, and yet remain alert to opportunities to leverage strengths and resources through collaborations and partnerships-- thus benefiting students and the state, minimizing redundancy, and enhancing efficiency.

“First principles” for a system-wide academic investment strategy include these imperatives:

- Be attentive to the strategic plans approved by the Board for the Twin Cities campus and by the campuses in Crookston, Duluth, Morris, and Rochester.
- Sustain curricular, research, and outreach/engagement areas crucial to the quality, impact, and reputation of a globally engaged research and teaching institution.
- Build on areas of special distinction and on the strengths of our faculty; build areas where we have demonstrable opportunities for greater impact in education, research, and engagement.

- Maintain excellence in graduate and professional education, consistent with our state-chartered mission.
- Support interdisciplinary and collaborative research and teaching across structural boundaries, in alignment with advances in the production of knowledge, technological changes, and social challenges, in order to benefit our students and state.
- Build on established processes of shared governance and faculty responsibility for curricular planning, academic hiring assessments, peer review, delineation of academic fields, advancement of disciplinary and interdisciplinary innovation, and the development and evaluation of student work.
- Maintain a commitment to public accountability and operational excellence (minimizing redundancy, optimizing efficiency, ensuring prudent use of physical resources and facilities, and seeking opportunities to collaborate to strengthen higher education within MN).
- Monitor enrollment strategies and student demographics; aggregate campus data to inform strategic analysis and projections.

System-wide Strategic Planning: Some Campus Strengths

In October 2017, President Kaler discussed with the Board some intersections between strategic plans throughout the system and outlined some signal strengths of our five campuses:

Crookston: Provides a strong focus on high-quality online education; regional hub for Northwest Minnesota’s undergraduates; serves Greater Minnesota with the Center for Rural Entrepreneurial Studies.

Duluth: System’s only campus with land- and sea-grant traditions; commitment to Northeast Minnesota community engagement, including indigenous populations; provides practical and impactful research with a focus on natural resources and the environment.

Morris: Unique history as a Native American boarding school, which informs its current student demographics; distinctive national identity as one of 30 Council of Public Liberal Arts Colleges; core focus on experiential learning and sustainability.

Rochester: Academic focus on health sciences fits workforce demands of Southeastern Minnesota; campus designed for ongoing educational innovation; strong success rate for students of color.

Twin Cities: Comprehensive metropolitan campus that is research-focused and globally engaged; Top Ten for research activity among all U.S. public research universities; offers 149 undergraduate degree programs.

Policy Questions

Each of our five campuses has a distinctive mission and set of academic strengths. Today’s discussion will help shape future planning for these campuses by eliciting the Regents’ views of the principles that should guide academic investment—including how we might build on or amend the criteria of our established review model to better guide system-wide academic investments.

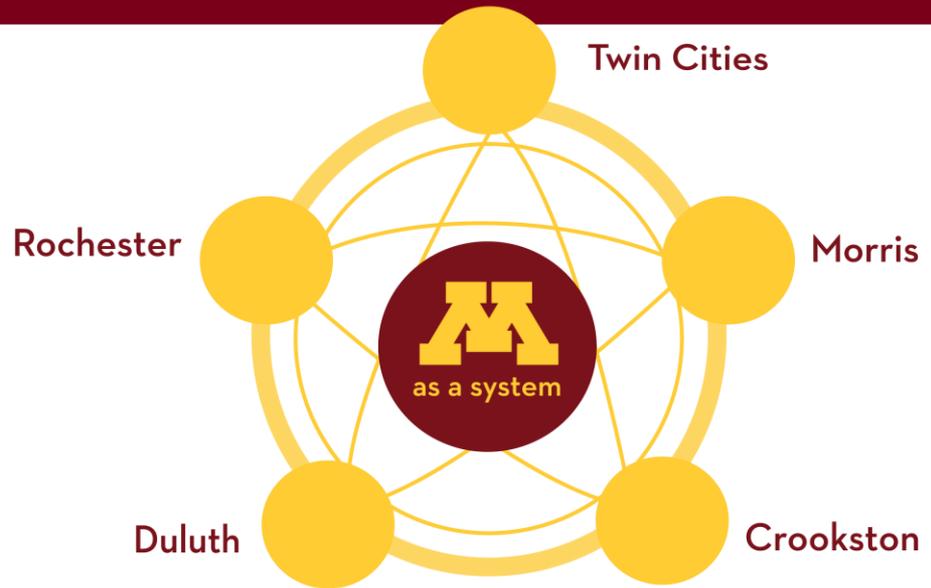
Policy questions for today’s discussion may include:

- Does the University’s established model for strategic decision-making align with the Board’s view of the principles that should undergird system-wide academic investment planning? How should we scale the core criteria to a system-level, given the academy’s reliance on a distributed model of academic assessments, where faculty and other experts who are closest to the fields of inquiry and to pedagogical issues play a key role? What additional expertise is required?
- Are there additional academic investment principles the Board envisions emerging from this year’s planning—for example, principles that may relate to how each campus is situated within the U of M system, the Minnesota higher education ecosystem, and the U.S. higher education system?
- Are there special considerations (strengths, opportunities, challenges) specific to the Minnesota higher education landscape that should guide academic investment decision-making for the University of Minnesota?
- Do the established principles adequately capture the impact and importance of our outreach and engagement mission and our institutional focus on addressing the most critical challenges of Minnesota and the world?
- How can we most effectively achieve the goal of leveraging the distinctive strengths and forms of excellence that exist across our University while achieving a “One University” focus on collective advancement of the University-wide mission? (And how can we best address the tensions that may arise from particular campus aspirations?)

System-Wide Strategic Plan

Academic Investment Strategy Principles and Direction

Board of Regents Mission Fulfillment Committee | February 8, 2018



Eric W. Kaler | President

Karen Hanson | Executive Vice President
and Provost

UMN Planning Principles

- **Quality**
- **Centrality to Mission**
- **Comparative Advantage**
- **Enhancement of Academic Synergies**
- **Demand and Resources**
- **Efficiency and Effectiveness**
- **Development and Leveraging of Resources**



'First Principles' for System-Wide Academic Investment Strategy

- Be attentive to the TC campus strategic plan and plans of UMC, UMD, UMM, UMR
- Sustain curricular, research, and outreach/engagement areas crucial to the quality, impact, and reputation of a globally engaged research/teaching institution
- Build on areas of special distinction and on the strengths of our faculty
- Maintain excellence in graduate and professional education, consistent with mission
- Support interdisciplinary and collaborative research and teaching
- Build on shared governance and faculty responsibility for curriculum, academic matters
- Maintain a commitment to public accountability and operational excellence
- Monitor enrollment strategies, student demographics to inform strategic analysis



Policy Questions for Discussion

- **Does the U's established model for strategic decision-making align with the Board's view of principles that should undergird system-wide academic investment planning?**
- **Are there additional academic investment principles the Board envisions—i.e., principles that may relate to how each campus is situated within the UMN system, the MN higher ed ecosystem, and the U.S. higher ed system?**
- **Are there special considerations (strengths, opportunities, challenges) specific to the MN higher ed landscape that should guide UMN academic investment decision-making?**
- **Do the established principles adequately capture the impact and importance of our outreach/engagement mission and our institutional focus on addressing the critical challenges of MN and the world?**
- **How can we best achieve the goal of leveraging the distinctive strengths and forms of excellence across our University while achieving a “One University” focus on collective advancement of the U-wide mission?**





UNIVERSITY OF MINNESOTA

Driven to Discover[®]

Crookston Duluth Morris Rochester Twin Cities

The University of Minnesota is an equal opportunity educator and employer.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

AGENDA ITEM: Update on Twin Cities Campus Climate Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Michael Goh, Interim Vice President for Equity and Diversity
Maggie Towle, Interim Vice Provost for Student Affairs and Dean of Students

PURPOSE & KEY POINTS

The purpose of this item is to discuss updates on recommendations outlined in the January 2015 [Campus Climate Report](#) and initiatives intended to secure a welcoming campus culture. The discussion will focus on the University’s ongoing efforts to create and maintain a Twin Cities campus climate in which everyone feels welcome, respected, and valued.

The commitment to a welcoming climate for all is part of the University’s foundational commitment to access, diversity, and inclusion, and this commitment in turn is consonant with the broader values of respect, tolerance, and shared responsibility that are emphasized in the Twin Cities campus strategic plan, *Driving Tomorrow*.

In 2014, President Kaler launched the Campus Climate Initiative on the Twin Cities campus and charged a work group to develop strategies for a collaborative campus climate effort that builds on efforts in the colleges and schools, the work of the Office for Equity and Diversity (OED) and the Office of the Executive Vice President and Provost (EVPP), and the collective efforts of individual students, faculty, and staff. Drawing on campus-wide conversations that extended over the course of a year – in January 2015 – the work group outlined and recommended a broad-based effort to “facilitate, sustain, and advance a culture that supports equity, inclusion, and community by fostering dialogue, collective action, and personal growth.” The University moved forward to advance four interrelated Campus Climate priorities:

- **Engage the whole community:** Comprehensive communications and engagement campaign including [robust web-based resources](#).
- **Increase the diversity of our campus community:** Measurable, meaningful increases in the number of underrepresented faculty, staff, and students on campus.
- **Enhance competency within our community:** Prioritize the use of resources to raise awareness of how others may perceive the campus climate and how the climate may be improved.

- **Leverage the TC Campus Strategic Plan:** Advance strategies that highlight diversity and a good campus climate as integral to academic excellence—most prominently in the strategic plan’s goals related to rejecting complacency and fostering an invigorated campus climate; recruiting field-shaping researchers and teachers; and building a culture of reciprocal engagement.

Enhanced Campus Climate Efforts

To strengthen and better align the campus climate efforts that are undertaken centrally and those that are undertaken within colleges and units, President Kaler charged OED with leading an enhanced effort, to include a survey of relevant climate-enhancement activities across the campus and a campus climate needs assessment. The assessment will compile both anecdotal and empirical data, including information from the comprehensive snapshot of student experiences obtained through the annual Student Experience in the Research University (SERU) survey. We also plan to expand use of salient research and scholarship by University faculty. To support these expanded efforts, an existing congruent position in University Relations has been moved into OED as a director-level campus climate position. This position reports to the vice president for equity and diversity and is advised by an executive oversight group.

The focus on Campus Climate advances foundational University commitments reflected in the [Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#), which affirms the importance of a diverse student body that enhances the academic and social environment for all students; equal educational access; and ensuring an environment that is “diverse, humane, and hospitable.” Matters of climate and equal opportunity are also reflected in this month’s Board of Regents resolution related to increasing diversity in undergraduate enrollment on the Twin Cities campus. It is also crucial that our efforts to sustain a welcoming and inclusive climate are carried out in alignment with foundational commitments to shared governance, academic freedom, and the free exchange of ideas.

To advance the four broad strategies recommended by the president’s work group, the Campus Climate effort builds most directly on work over past two decades by the Office for Equity and Diversity and supports college-level efforts and faculty and student recruitment and retention initiatives led by the EVPP. As recommended by the president’s work group, the broad Campus Climate effort is intended to advance values of diversity, equity, respect, inclusion, and shared responsibility, with an emphasis on dialogue, collective action, and personal growth.

Our campus and University is and must be a place where people can exchange ideas, engage in vigorous debate, and learn from one another’s perspectives. We all have a responsibility to ensure an open and nonthreatening environment for education, research, and dialogue—for our students, faculty, staff, and members of the public. This is foundational for our teaching and learning mission and congruent with the priority Grand Challenges research focus on fostering just and equitable communities. Wide-ranging initiatives supporting Campus Climate goals are highlighted in the background information report, included in the docket.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 8, 2018**

**Update on Twin Cities Campus Climate
Background Information**

Advancing Campus Climate Priorities

Campus Climate efforts on the Twin Cities campus encompass many activities, including initiatives of the Office for Equity and Diversity, activities within colleges and schools, and faculty and student recruitment and retention initiatives led by the Executive Vice President and Provost. The enhanced Campus Climate effort charged by the president is undertaking a comprehensive survey of related activities across the campus.

The [Campus Climate Website](#) serves as a central hub for campus climate news and information, resources, events listings, a list of related initiatives across campus, and space for conversation through a blog. A related weekly email provides updates to 1,000 subscribers across campus.

A partial list of activities advancing Campus Climate goals includes:

Student Focus

- **Multicultural Student Engagement Office:** Supports an inclusive and culturally diverse environment on campus by providing programs and services that assist underrepresented students in developing global competency and making connections between their academic and co-curricular experiences. Includes support and advisement of diverse student groups, including cultural centers, multicultural student organizations, and the Minnesota International Student Association. (Office for Student Affairs)
- **Multicultural Center for Academic Excellence (MCAE):** Academic service unit and campus-wide resource; supports, engages, and connects students with instructional services that encourage academic critical thinking and global learning experiences. Helps first-year students from diverse and underserved backgrounds make a successful transition to college by building community and identifying academic and cultural supports. (OED)
- **Enrollment and retention of diverse undergraduate students:** Multiple initiatives by the Office of Undergraduate Education and Office for Student Affairs to recruit and retain a diverse student body and to ensure that admitted low- and moderate-income students enroll, feel included and engaged in the campus community. Includes multicultural recruitment initiatives by the Office of Admissions; President's Emerging Scholars (PES) program for select undergraduate students with diverse backgrounds and characteristics; the Transfer Student Experience (TSE) initiative; and increased scholarship funding supporting access and inclusive excellence in student enrollment, including an expansion of the UPromise program and new merit- and aid-based scholarships.
- **Diversity in graduate education:** Enhanced Graduate School Diversity Office to coordinate and lead campus-wide initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body; Diversity of Views and Experiences (DOVE)

Fellowship Program; Community of Scholars Program to support the academic and professional success of graduate students who are under-represented in academia.

- **Living-learning communities to support diverse student communities in academic and personal growth:** Examples include the Huntley House for African American men, the American Sign Language House for deaf and hard-of-hearing students, the Lavender House for GLBTQ students, and houses for students interested various disciplines/subjects such as biology, business, education, and science and engineering.

Faculty and/or Staff Focus

- **Recruitment/retention of underrepresented faculty:** Multiple initiatives led by the Executive Vice President and Provost (EVPP) in collaboration with TC deans, including training for department heads/chairs; enhanced faculty mentoring, especially early- and mid-career faculty; exit interviews to learn why faculty leave the U and participation in a national exit and retention survey pilot with other leading research universities to collect related baseline data; and professional development, training, and mentoring for faculty and graduate students through a partnership with the National Center for Faculty Development and Diversity.
- **Institute on Diversity, Equity, and Advocacy:** Fosters the development of new research, enhances retention, and supports faculty diversity; provides opportunities for faculty collaboration across disciplines, departments, colleges, and campuses and fosters stronger ties among faculty and between faculty and local communities. (OED)
- **Bridge Funds for American Indian Faculty and Faculty of Color:** Supports hiring of diverse field-shaping faculty for full-time tenured or tenure-track positions by providing funds to academic departments to “bridge” short-term funding constraints. (OED)
- **President’s Postdoctoral Fellowship Program**—new initiative to attract talent to our campuses; builds on a newly established institutional collaboration with the Partnership for Faculty Diversity, a national effort anchored by the University of California and the University of Michigan. (EVPP and OED)
- **Recruitment/hiring initiatives to strengthen diversity and inclusion:** Tools, services, and professional development for academic leaders, supervisors, and departments (Office of Human Resources and OED); OHR diversity recruiters to strengthen relationships with diverse communities and build pipelines of talent; implicit bias training for faculty and staff involved in hiring (EVPP, OED, OHR, Graduate School).

Faculty, Staff, and Student Focus

- **Diversity Community of Practice:** OED-led grassroots community of faculty and staff from collegiate and administrative units across the Twin Cities campus; aims to develop and leverage personal, professional, and technical expertise toward innovative strategies that advance campus equity and diversity goals.
- **Equity and diversity workshops and training** for individuals, departments, colleges, and units focused on wide range of equity and diversity issues in higher education, customizable for unit-level needs and concerns; includes faculty-specific workshops and an Equity & Diversity Certificate Program to develop skills to work and communicate across differences and tools to advance equity and diversity. (OED)

- **College and unit-based climate, equity, and diversity efforts:** A small sampling of many unit-based initiatives includes the School of Public Health Diversity and Equity Advisory Leadership Team (DEALT), College of Design Diversity Committee, College of Pharmacy Committee on Equity, Diversity, and Inclusion, CFANS Working Across Difference Initiative, and the Global Programs and Strategy Alliance GPSInSide initiative.
- **College MADE** (Multicultural Access, Diversity, and Excellence): Fosters agency and urgency for equity and diversity action within and among colleges; brings institutional and college-level data on representational diversity, campus climate, and strategic partnerships and initiatives to each college as part of a collaborative discussion of opportunities and barriers. (OED/colleges)
- **Employee and student affinity groups:** Multiple networks and groups sponsored by central and collegiate units; examples include the Commuter Connection, Indigenous Women and Women of Color Dialogue Group, UMN Women in Technology, and others.
- **Bias Response and Referral Network (BRRN):** Provides referrals and appropriate consultation depending on the nature of the concern; has responded to more than 170 incidents since its creation by President Kaler in January 2016. Also promotes resources related to campus climate. (EVPP, OED)
- **Immigration Response Team:** Assists the University in responding to rapid changes in immigration policy and enforcement; provides consultations and resources and supports collaborations across the University to understand how changing immigration policies affect individuals and the university as a whole. Since its formation overseen by the Executive Vice President and Provost in March 2017, the IRT has been a central source for updates on a variety of immigration issues, including Deferred Action for Childhood Arrivals (DACA) and iterations of the travel ban and related litigation. (GPS Alliance in collaboration with EVPP, OED, OHR, Office for Students Affairs, and University Relations)
- **President's Initiative to Prevent Sexual Misconduct:** Multiple strategies based on recommendations from an advisory group charged by President Kaler and led by School of Public Health Dean John Finnegan—training for all faculty and staff, ongoing dialogues in departments and colleges, a public health awareness campaign, student educational programming, bystander intervention training, work to ensure University systems are aligned with the achievement of long-term culture change, and evaluation of progress. **Related:** A New Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence was ratified by the Board in December and took effect January 1, 2018.

Update on Twin Cities Campus Climate

Karen Hanson, Executive Vice President & Provost

Michael Goh, Interim Vice President for Equity and Diversity

Maggie Towle, Interim Vice Provost for Student Affairs and Dean of Students

Board of Regents Mission Fulfillment Committee | February 8, 2018



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Campus Climate programs



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Campus Climate—Specific Staff Support

BOYNTON HEALTH

**MULTICULTURAL
STUDENT ENGAGEMENT**

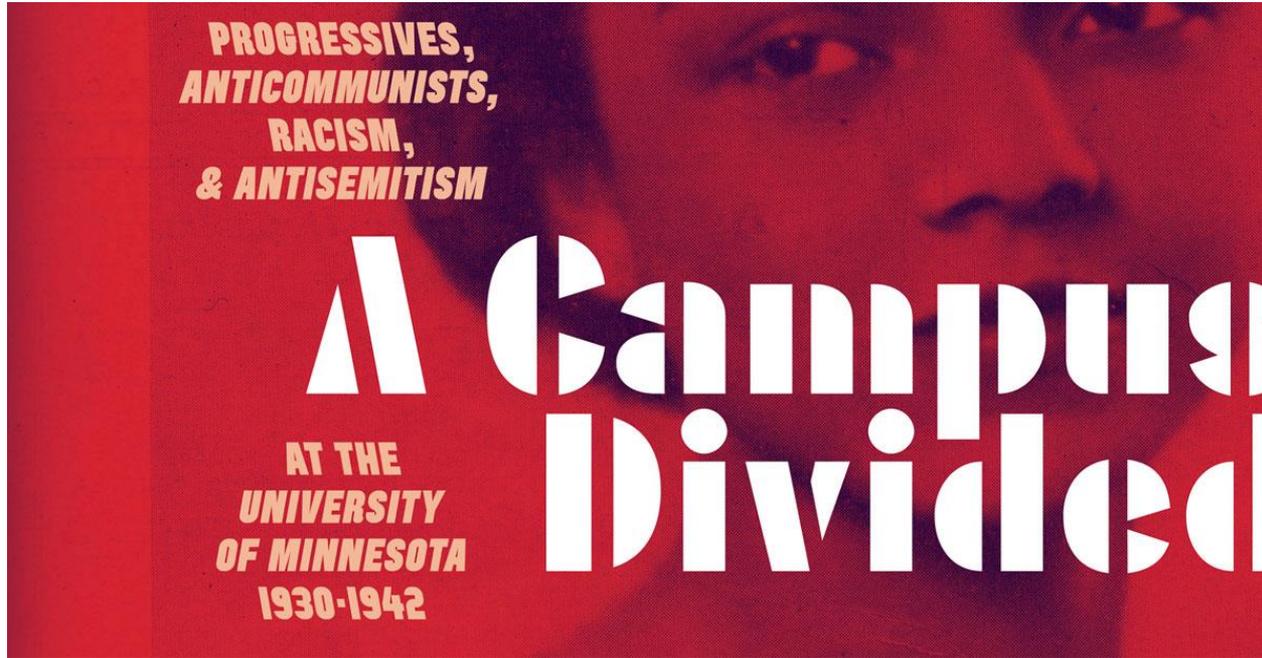
**STUDENT COUNSELING
SERVICES**

**STUDENT
LEGAL SERVICE**

**STUDENT PARENT
HELP CENTER**



Student Issues



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Nearly 900 registered student groups



Minnesota
Hillel

G  **FIRST**

ΠΒΦ



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Support for Student Groups

“I feel most included and welcome when I walk across the Washington Avenue Bridge. Although the vandalism of several conservative groups’ panels disheartens me, the acceptance of many diverse organizations makes me very happy. I’m from a smaller, conservative town in [Nebraska], so it makes me feel good that, generally, diversity among student organizations is accepted and encouraged.”

—Current UMN student



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Supporting Free Speech



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“We all made it through the event safely. We cannot thank you two (and your teams) enough for all of the preparation that went into the event. We all know that we could not have done this by ourselves, but I truly believe no other University has handled an event with as much professionalism and precision.”

—Student event organizer for Lauren Southern speech



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Resources

- Support for students who feel affected by messages or events
- Formal complaints can be filed in variety of places, within OSA and elsewhere at the University



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Update on Twin Cities Campus Climate

Questions and Discussion



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

AGENDA ITEM: System-wide Enrollment Planning: Crookston Campus

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Mary Holz-Clause, Chancellor, University of Minnesota Crookston

PURPOSE & KEY POINTS

The purpose of this item is to discuss enrollment trends and initiatives at the University of Minnesota Crookston within the context of the University of Minnesota system. The discussion will address:

- Historic and current campus enrollment context and trends.
- Campus strategic visioning and planning.
- Campus work to enhance recruitment and retention.
- Priority actions aligned with the System-wide Strategic Plan Framework and the System-wide Enrollment Management Plan.

BACKGROUND INFORMATION

The committee discussed system-wide enrollment planning at its September 2017 meeting. 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)*.

**System-Wide Enrollment Planning
Crookston Campus
February, 2018**



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Crookston's Distinctive Role in University of Minnesota System

- Technology-rich environment
- Experiential learning
- Online Bachelor's degree programs
- Continuous improvement focus
- Internships / Career readiness
- Agriculture and niche programs



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Strategic Planning

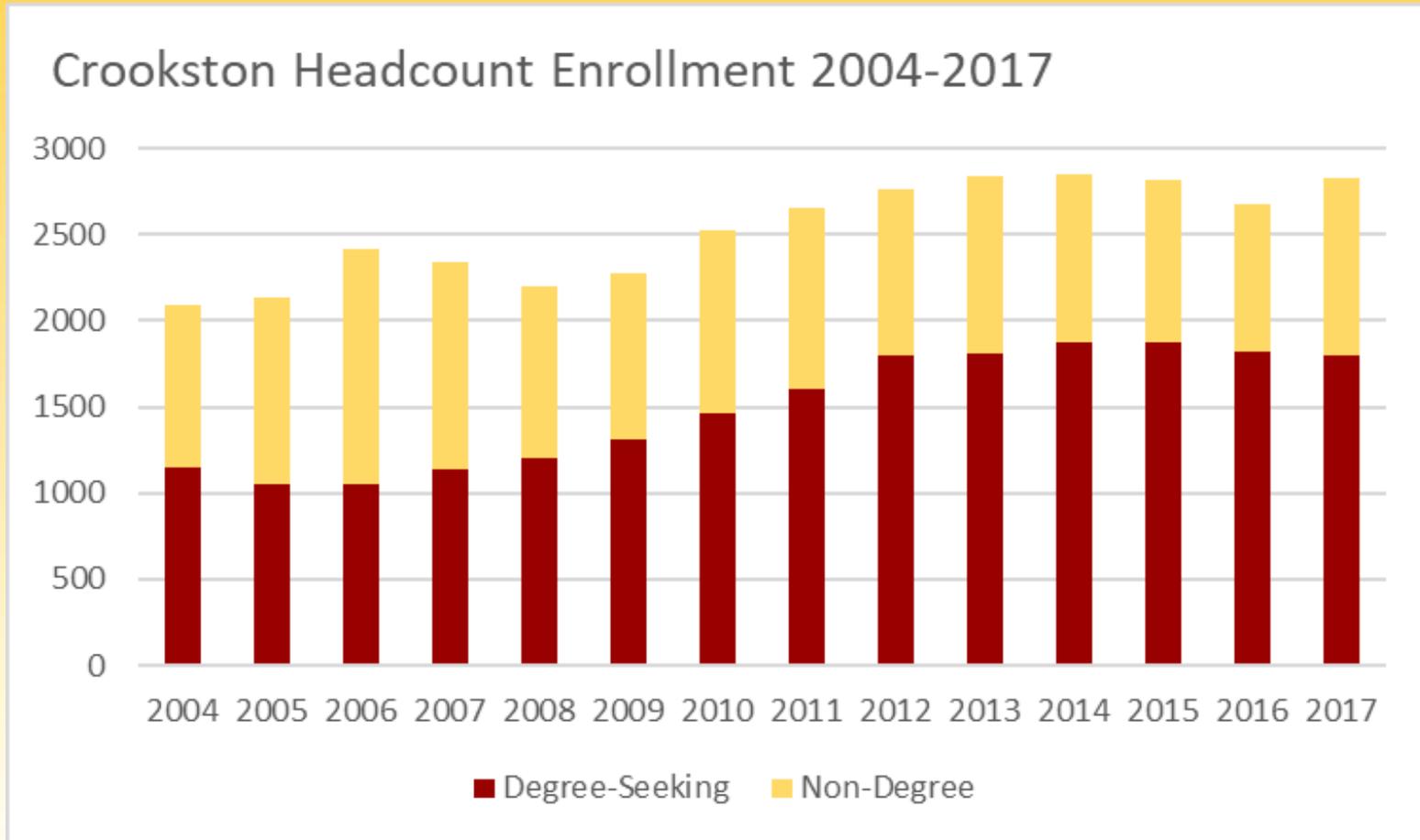
“Real Time Strategic Planning” initiatives

- Strategic Enrollment Management
- Diversity, Equity, and Inclusion
- Employee Engagement
- Regional Support and Philanthropic Engagement
- Rural Economic Development

Mission, Vision, & Values update and refresh

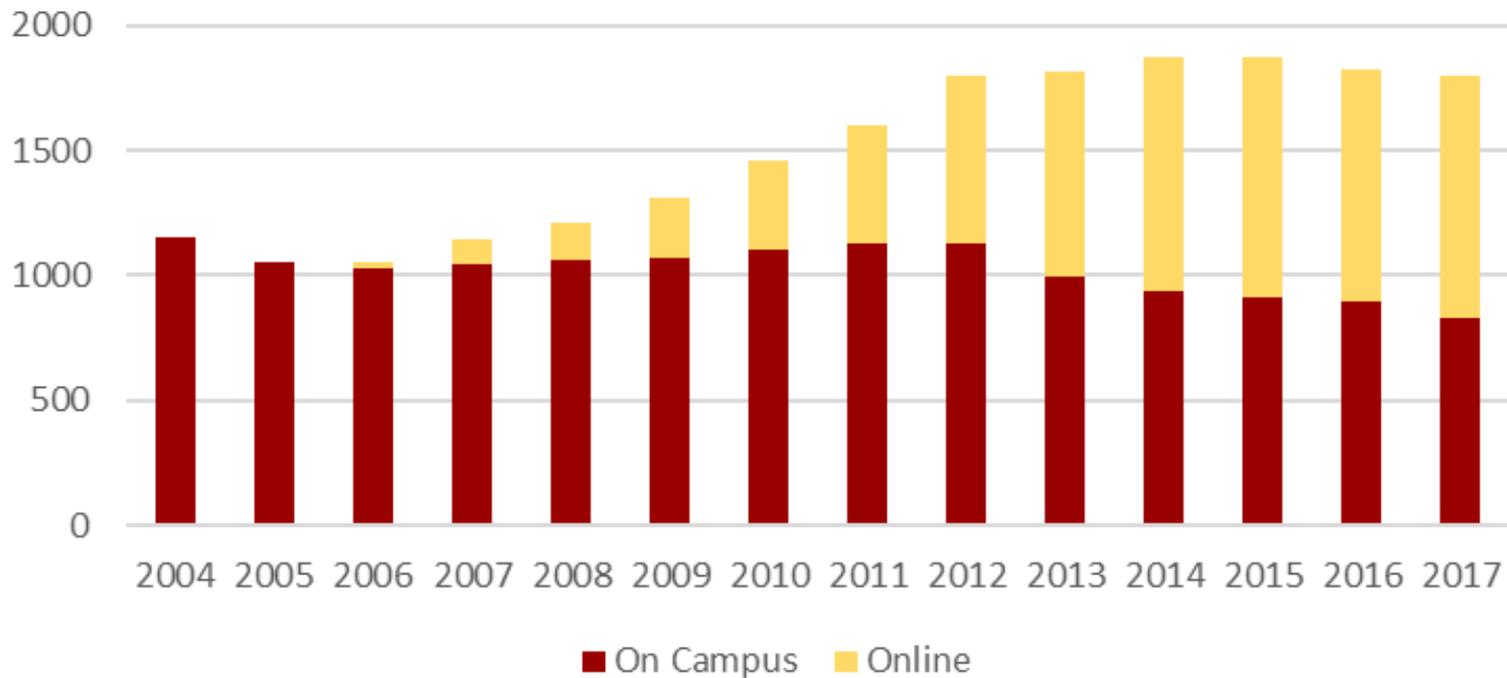


UMC Student Enrollment

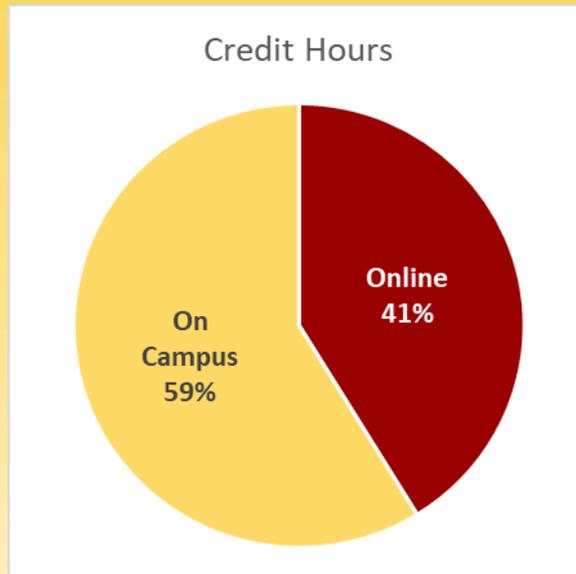
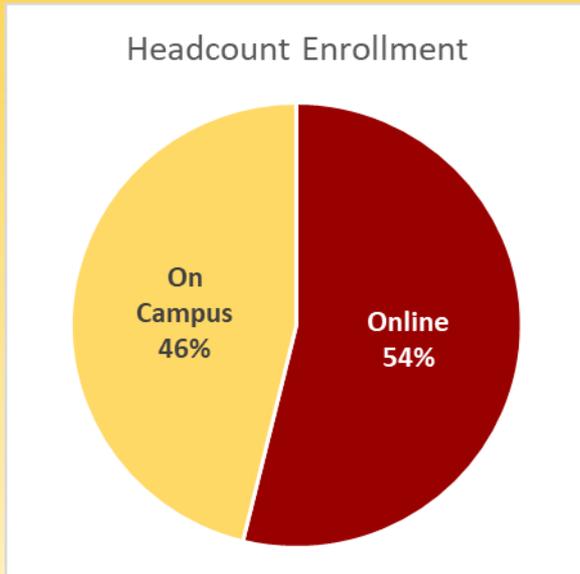


UMC Student Enrollment

Crookston Degree-Seeking Enrollment
2004 - 2017



Total UMC Enrollment



ON-CAMPUS STUDENTS

- Traditionally aged, full-time attendees
- 75% enter as new high school students
- Average ACT 22

ONLINE STUDENTS

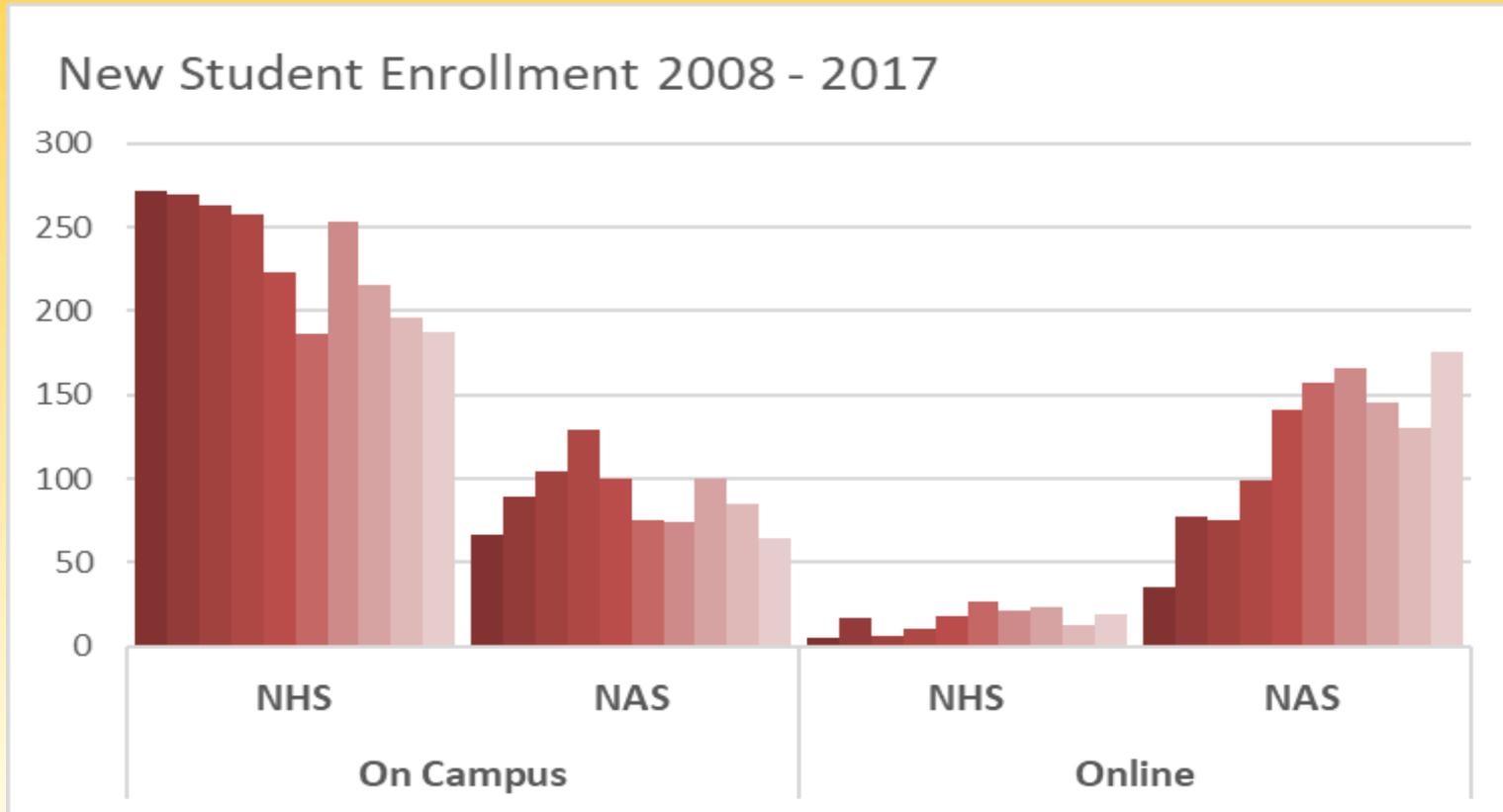
- Working adults
Average age is 32
- 80% enter as transfer students
- Complicated transfer histories

Full-time percent:

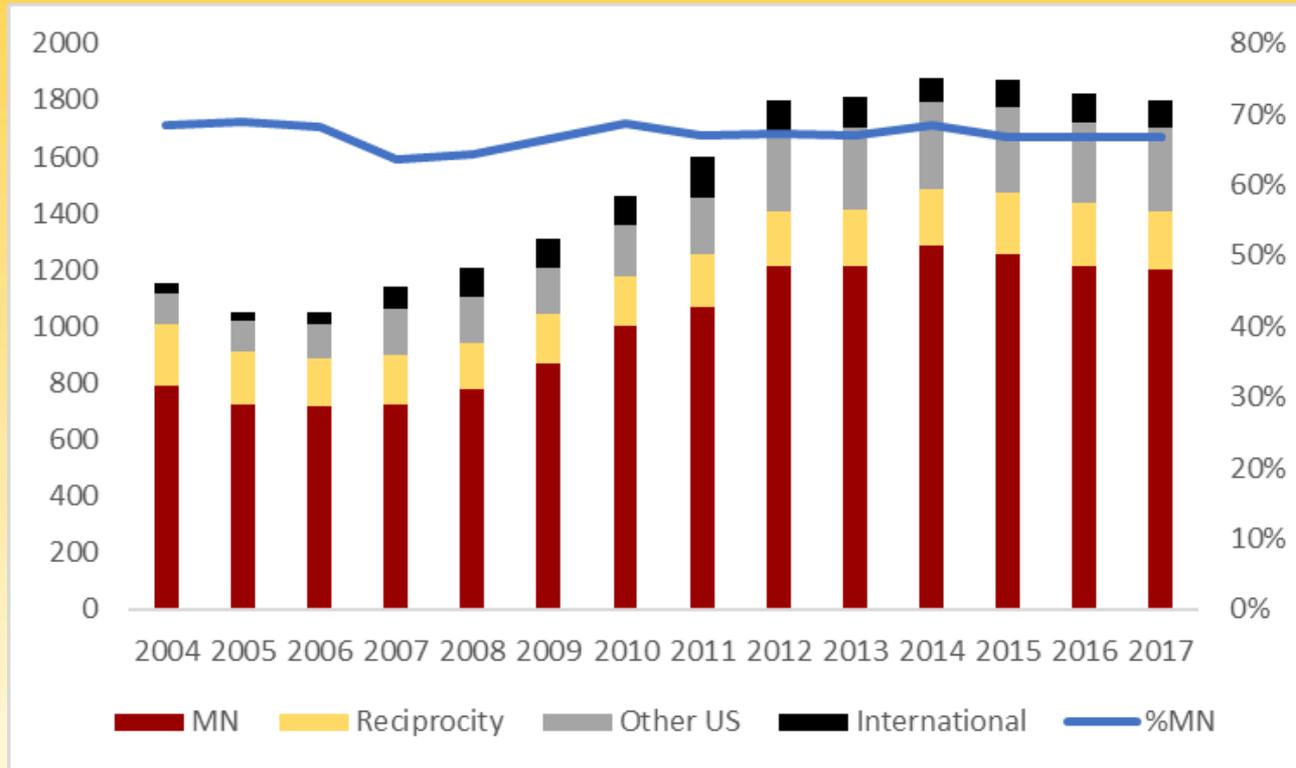
- 94% of on-campus students (average 15 credits)
- 35% of online students (average 9 credits)



UMC New Student Enrollment



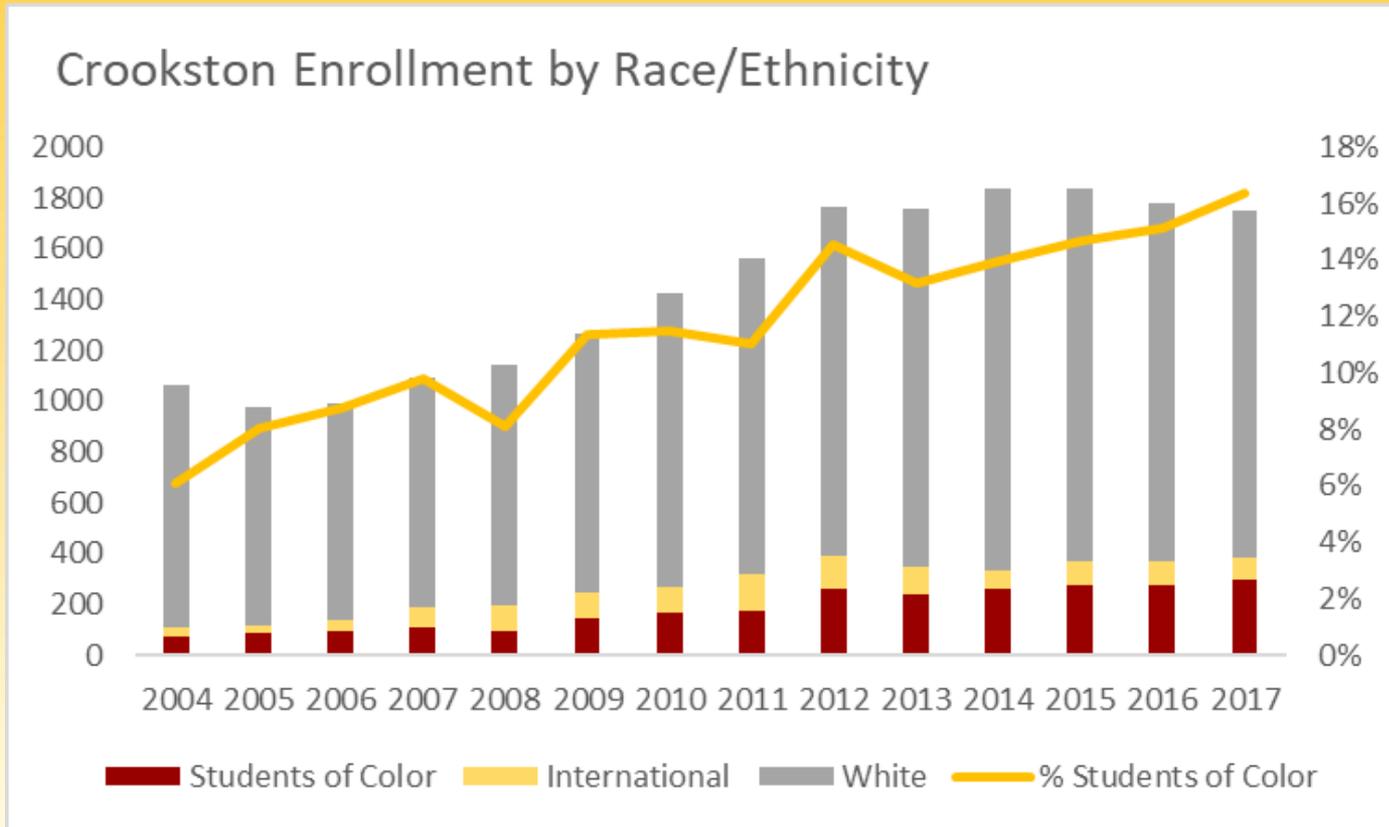
UMC Enrollment by Residency



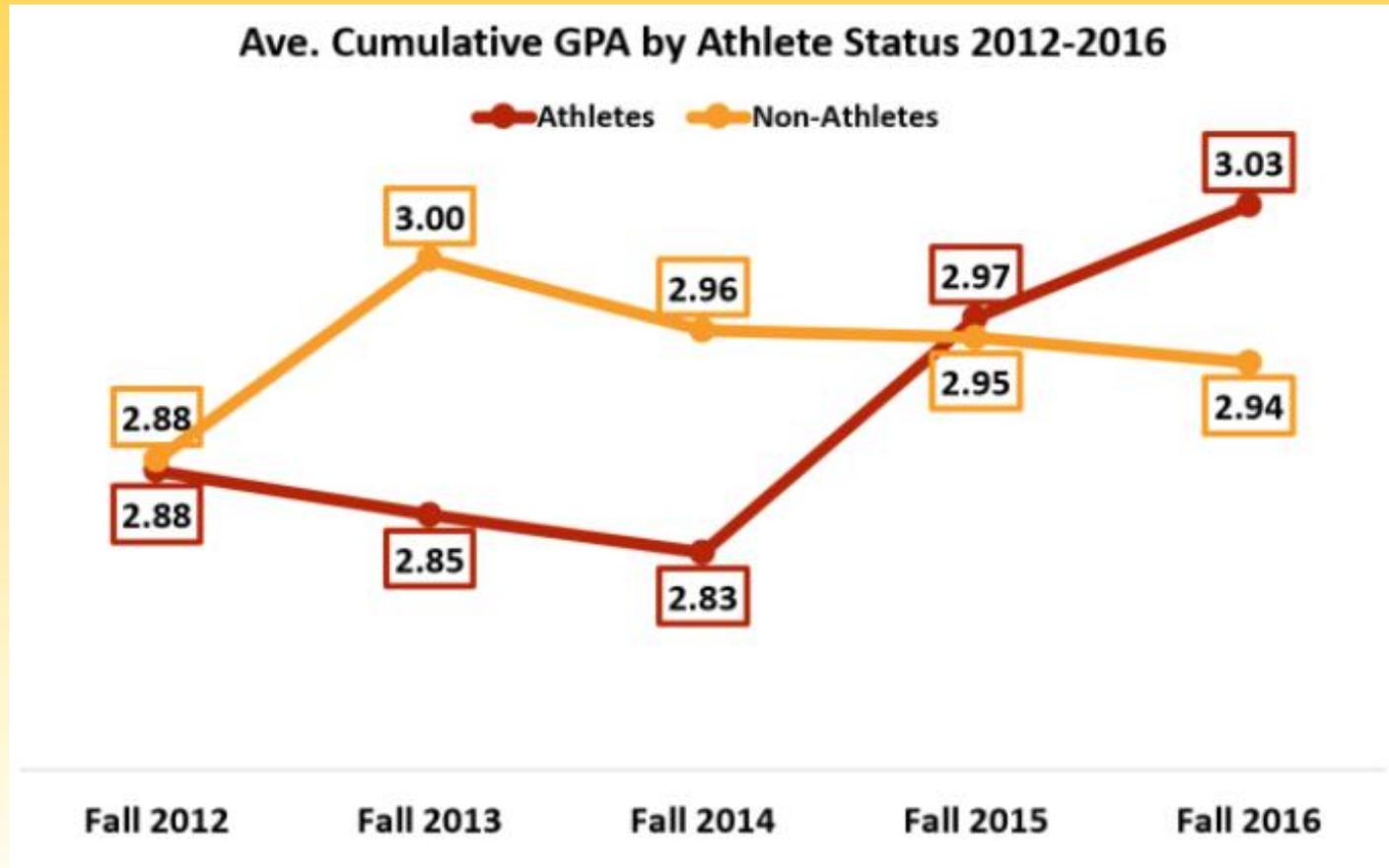
64% of on-campus and 69% of online students are MN residents



UMC Enrollment by Race/Ethnicity



DII Athletics & On-Campus Enrollment

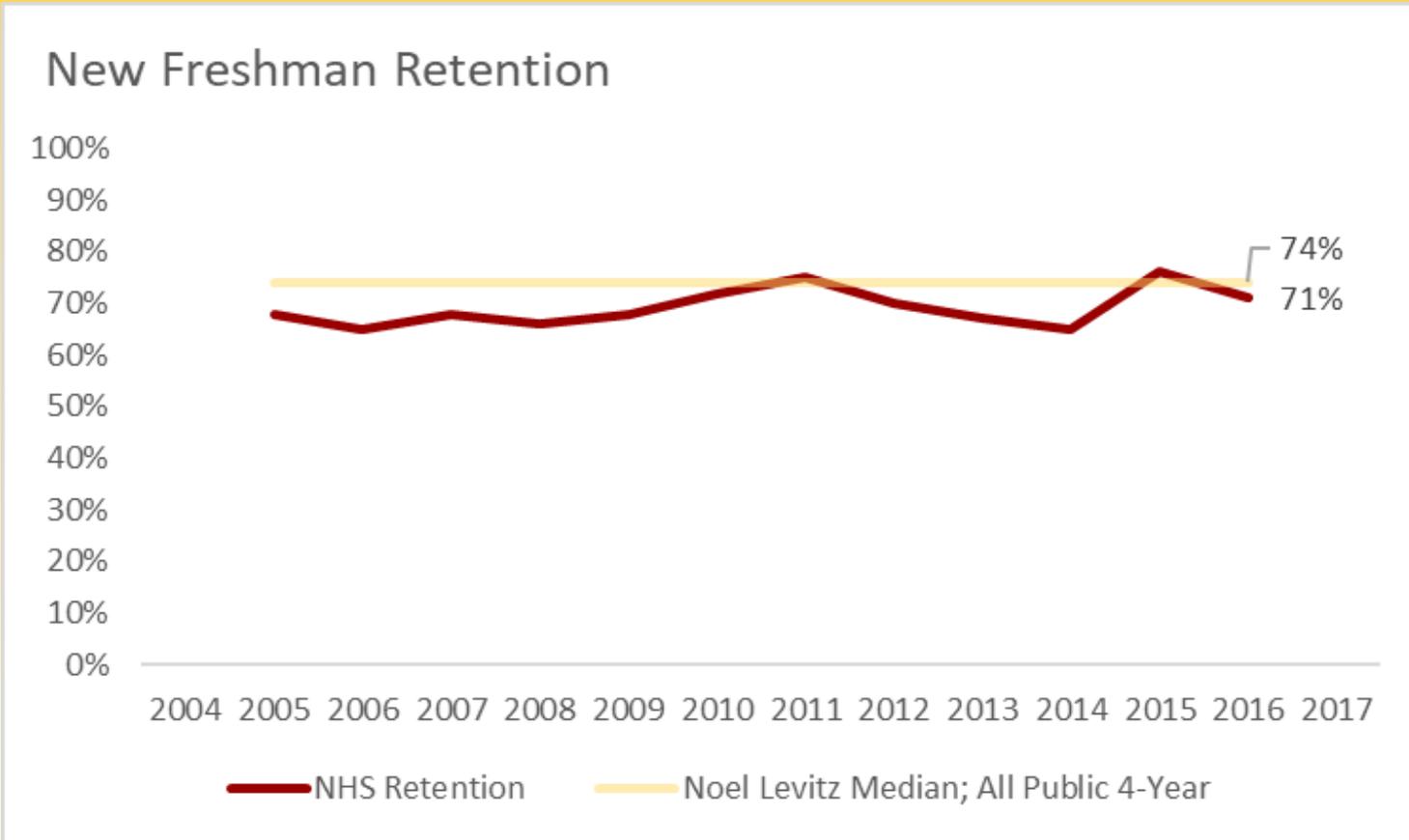


Recruitment Initiatives Underway

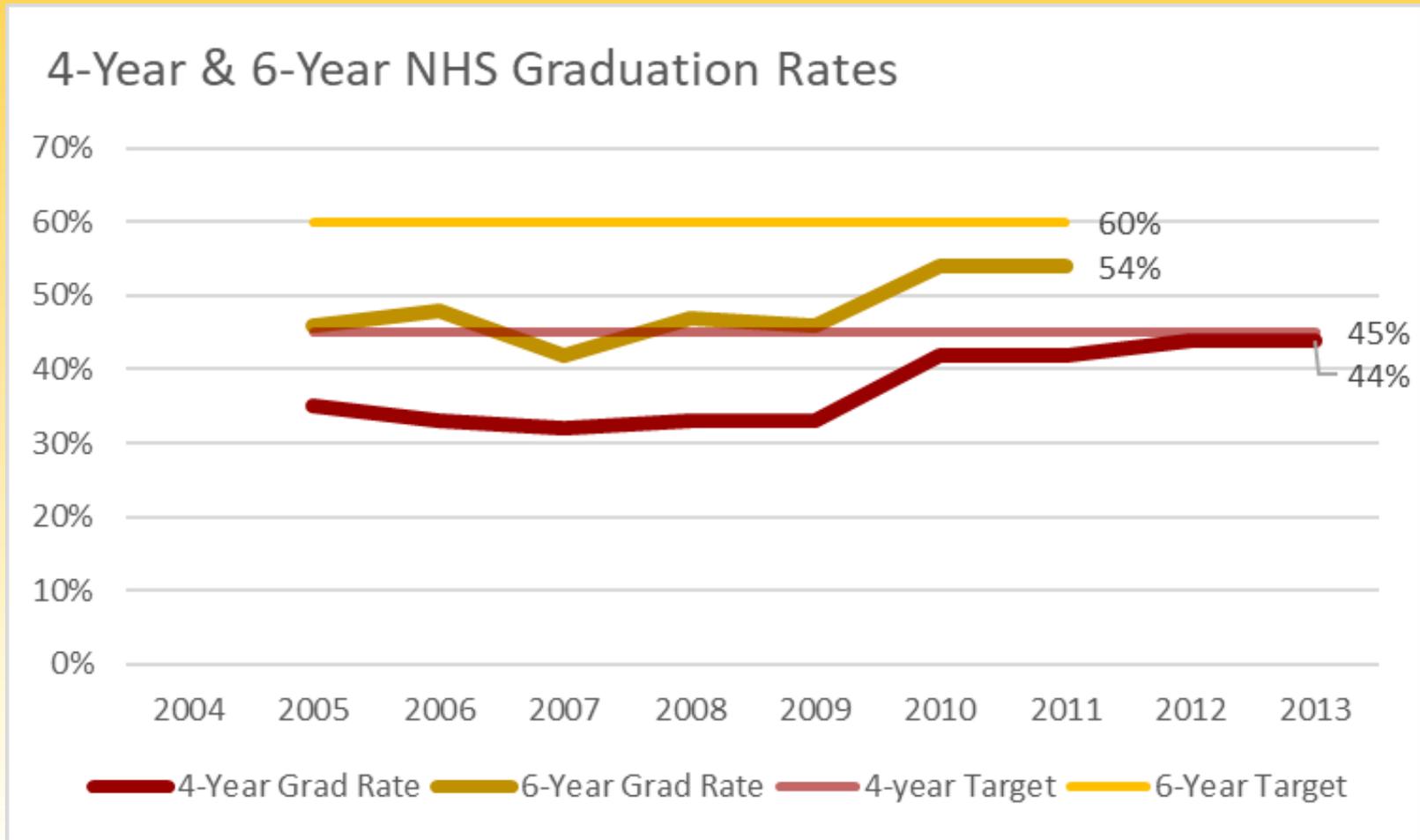
- Predictive modeling to optimize enrollment
- Strategic financial aid offers
- Expansion of new student pipelines
- Refreshed communication plan to prospective students
- Application fee waivers



First-Year Student Retention

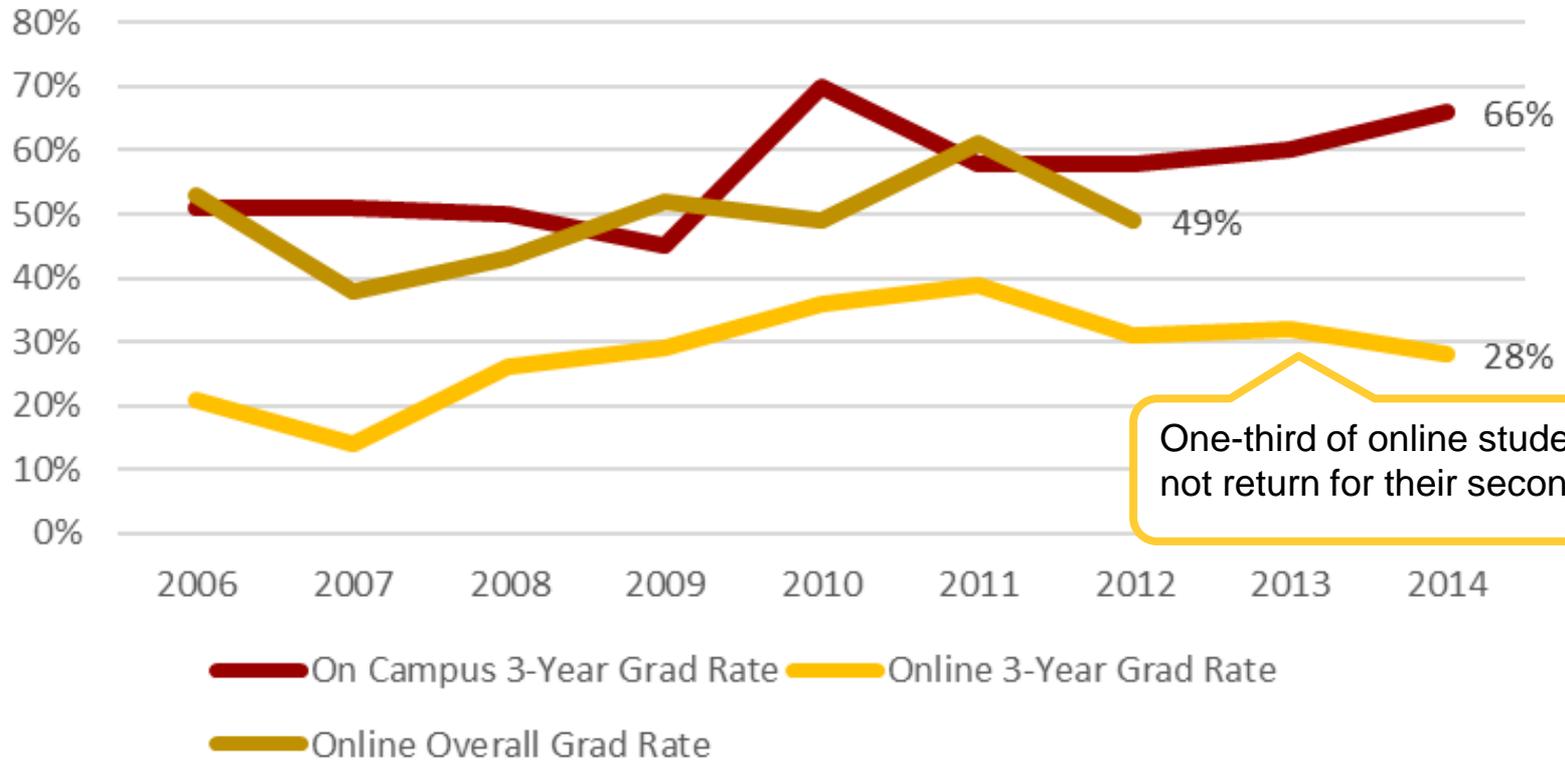


Graduation Rates



Graduation Rates

Transfer Student Graduation Rates



Retention Initiatives Underway

- HLC Persistence and Completion Academy
- Eliminating “Conditional Admit” status in Fall 2018
- Systematic outreach to students who have not registered on time for next semester
- Developing process for “near-graduates”



Planning within the System-Wide Strategic Framework

“... market and rebrand around fit and campus distinctiveness.”

- Commitment to collaborating with other campuses and implementing the System-Wide Enrollment Management plan
- Pipelines to graduate and professional programs
- Use of digital recruitment



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Recommendation 1:

...maximize System undergraduate enrollment, optimize undergraduate enrollment at each of the ... five campuses...

Priority Actions:

- Consider impact on all campuses when changing enrollment targets on one campus
- Provide earlier access to TC and Duluth campus denials and wait list applicants
- Invest to achieve System and campus enrollment goals



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Recommendation 2:

...competitive analysis of forces affecting system undergraduate enrollment ... as a whole and on each of the five campuses...

Priority Actions:

- System-level analysis of data and competitive positioning
- Reexamine reciprocity at the System level



Recommendation 3:

Leverage the strengths of the individual campuses to advance the system by ensuring active communication around the distinctiveness of each system campus

Priority Actions:

- Collaborative digital marketing strategy
- Defined System strategy for online programs



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Desired On-Campus Enrollment Profile

- 1200 students (2/3 NHS, 1/3 NAS; 280 new in fall)
- 70% MN residents, 10-15% international, 15-20% other US states
- Race/ethnicity mirroring demography of MN high school graduates
- GPA 2.75 or higher, average ACT 22 or higher
- 25-30% student-athletes; academic success focus
- Balance of Greater MN and metropolitan-area students



Desired Online Enrollment Profile

- Grow strategically to maintain balance with on-campus enrollment
- Grow 5-10% annual annually
- Target 100% transfer students
- Serve high percentage MN residents, but other U.S. and international as well



Long-Term Enrollment Strategies

- On-campus:
 - Continuously improve NHS and NAS retention
 - Build pathways/recruitment for NW MN LatinX students
 - Rural North and South Dakota students; focus on Ag broadly
 - Market to students denied admission to CFANS, UMD
 - Increase digital marketing
 - Increase number and effectiveness of pipelines
 - Grow international/ESL
- Online:
 - Increase digital marketing
 - Focus on MN residents, drawn by UM brand
 - Improve retention



Challenges

- Limited awareness of UMC
- Limited marketing funds
- Reciprocity with ND and SD
- Timely outreach to students denied elsewhere
- Strong economy
- Attitudes toward higher education



Recent Accolades

- UMC tops the list at #1 in the latest rankings by ***U.S. News for Midwest Top Public Regionals***
- UMC is ranked among the 3 “Top Public Universities in Minnesota” by ***Niche***
- ***Niche*** ranks UMC #1 online college in MN and #5 nationally
- ***Schools.com*** ranks UMC among the top 5 “Best 4-Year Colleges in Minnesota”



Questions?

Mary Holz-Clause, Ph.D.

Chancellor

University of Minnesota Crookston
107 Selvig Hall, 2900 University Avenue,
Crookston, MN 56716-5001



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

Agenda Item: Consent Report– **REVISED**

Review Review + Action Action Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Executive Vice President and Provost

Purpose & Key Points

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

I. Request for Approval of New Academic Programs

- Academic Health Center (Twin Cities campus)—Create Master of Medical Laboratory Sciences degree and deliver the degree partially online
- College of Design (Twin Cities campus)—Create post-baccalaureate certificate in Advanced Wearable Products
- College of Education and Human Development (Twin Cities campus)—Create graduate minor in Infant and Early Childhood Mental Health and deliver online
- College of Liberal Arts (Duluth campus)—Create Master of Tribal Resource and Environmental Stewardship degree and deliver online
- The Crookston Campus—Create a B.S. degree in Agricultural Communication College of Science and Engineering
- [College of Biological Sciences \(Twin Cities campus\)—Create B.S. degree in Cellular and Organismal Physiology](#)

II. Request for Approval of Changed Academic Programs

- Carlson School of Management—Deliver the Master of Business Administration degree online
- The Crookston Campus—Deliver the B.S. and undergraduate in English online
- College of Liberal Arts (Duluth campus)—Create sub-plans in Business Administration and Organizational Leadership within the B.A. degree in Cultural Entrepreneurship
- College of Liberal Arts (Duluth campus)—Create sub-plans in American Indian Studies and Business Administration within the B.A. degree in Tribal Administration and Governance

- College of Liberal Arts (Twin Cities campus)—Change the name of sub-plans in Global Culture and Analysis to Cultural Production and Everyday Practice, Global Political Economy to Political Economy and Environmental Change, and Population, Migration, Identity to Global Health and Mobile Populations within the Global Studies B.A. degree
- College of Science and Engineering (Twin Cities campus)—Discontinue the Rochester campus sub-plans in the Computer Science M.S. and Master of Computer Science degrees.

III. Request for Approval of Discontinued Academic Programs

- College of Science and Engineering (Twin Cities campus)—Discontinue the Ph.D., M.S., and graduate minor in Scientific Computation
- College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Environment and Sustainability
- College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Geography
- College of Liberal Arts (Duluth campus)—Discontinue B.A. degree in Urban and Regional Studies
- College of Liberal Arts (Duluth campus)—Discontinue undergraduate minor in Russian Area Studies
- Swenson College of Science and Engineering (Duluth campus)—Discontinue graduate minor in Engineering Management

Background Information

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

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

President's Recommendation

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 8, 2018**

Consent Report – REVISED

I. Request for Approval of New Academic Programs

- **Academic Health Center (Twin Cities campus)—Create Master of Medical Laboratory Sciences degree and deliver the degree partially online**

The Academic Health Center on the Twin Cities campus requests approval to create a Master of Medical Laboratory Sciences (MMLS) degree and deliver the program partially online, effective summer 2018. The proposed degree program provides advanced training in the medical laboratory sciences work, including the detection, diagnosis, and treatment of diseases, as well as monitoring and maintaining patient health. Upon completion of the coursework, students are eligible to take various certification exams and successfully complete their training. The proposed program makes use of existing courses and resources.

- **College of Design (Twin Cities campus)—Create post-baccalaureate certificate in Advanced Wearable Products**

The College of Design on the Twin Cities campus requests approval to create an post-baccalaureate certificate in Advanced Wearable Products, effective fall 2018. The proposed program deepens interdisciplinary skills and knowledge related to the design, development, and assessment of wearable functional products, including wearable technology, functional clothing, and personal protective equipment. The proposed program makes use of existing courses and resources.

- **College of Education and Human Development (Twin Cities campus)—Create graduate minor in Infant and Early Childhood Mental Health and deliver online**

The College of Education and Human Development on the Twin Cities campus requests approval to create a graduate minor in Infant and Early Childhood Mental Health and deliver this program online, effective fall 2018. The proposed program focuses on developmental processes related to competence, psychopathology, and resilience in the application of theory and research to early childhood and multi-generation practice and policy. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Duluth campus)—Create Master of Tribal Resource and Environmental Stewardship degree and deliver online**

The College of Liberal Arts on the Duluth campus requests approval to create a Master of Tribal Resource and Environmental Stewardship (M.T.R.E.S.) degree and deliver this program online, effective fall 2018. The proposed program is an applied degree that will develop fundamental knowledge and skills for natural resources careers in a tribal governance context, integrating biological, physical, and cultural systems. The proposed

program was designed in consultation with several tribes and tribal agencies and makes use of existing courses and resources.

- **The Crookston Campus—Create a B.S. degree in Agricultural Communication**

The Crookston campus requests approval to create a new Bachelor of Science (B.S.) degree in Agricultural Communication, effective fall 2018. The proposed degree prepares students to be effective communicators in agribusiness, commodity groups, agricultural advocacy agencies, and agricultural communication in general. The proposed program blends agriculture, communication and liberal education courses and makes use of existing resources.

- **College of Biological Sciences (Twin Cities campus)—Create B.S. degree in Cellular and Organismal Physiology**

The College of Biological Sciences on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Cellular and Organismal Physiology, effective fall 2018. The proposed program is designed to study how biological systems function and is a broad-based major that incorporates a collaboration of biological disciplines. This interdisciplinary program encompasses the physiology of organisms in all domains of life, from microorganisms to plants, fungi, animals, and humans. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **Carlson School of Management—Deliver the Master of Business Administration degree online**

The Carlson School of Management on the Twin Cities campus requests approval to deliver the Master of Business Administration (M.B.A.) degree online, effective spring 2019. The school has intentionally planned for and allocated resources to this type of program delivery in recent years. This better allows the school to serve current and prospective students.

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

The Crookston campus requests approval to deliver Bachelor of Science (B.S.) degree and undergraduate minor in English online, effective fall 2018. The campus has intentionally planned for and allocated resources to this type of program delivery in recent years. This better allows the campus to serve current and prospective students.

- **College of Liberal Arts (Duluth campus)—Create sub-plans in Business Administration and Organizational Leadership within the B.A. degree in Cultural Entrepreneurship**

The College of Liberal Arts on the Duluth campus requests approval to create new sub-plans in Business Administration and Organizational Leadership within the Bachelor of Arts (B.A.) degree in Cultural Entrepreneurship, effective fall 2018. The proposed changes better reflect current curricular alignment and student demand.

- **College of Liberal Arts (Duluth campus)—Create sub-plans in American Indian Studies and Business Administration within the B.A. degree in Tribal Administration and Governance**

The College of Liberal Arts on the Duluth campus requests approval to create new sub-plans in American Indian Studies and Business Administration within the Bachelor of Arts (B.A.) degree in Tribal Administration and Governance, effective fall 2018. The proposed changes better reflect current curricular alignment and student demand.

- **College of Liberal Arts (Twin Cities campus)—Change the name of sub-plans in Global Culture and Analysis to Cultural Production and Everyday Practice, Global Political Economy to Political Economy and Environmental Change, and Population, Migration, Identity to Global Health and Mobile Populations within the Global Studies B.A. degree**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of sub-plans in Global Culture and Analysis to Cultural Production and Everyday Practice, Global Political Economy to Political Economy and Environmental Change, and Population, Migration, Identity to Global Health and Mobile Populations within the Bachelor of Arts (B.A.) degree in Global Studies, effective spring 2018. The proposed name changes reflect current curricular alignment and student demand.

- **College of Science and Engineering (Twin Cities campus)—Discontinue the Rochester campus sub-plans in the Computer Science M.S. and Master of Computer Science degrees.**

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Rochester campus sub-plans in the Master of Science (M.S.) in Computer Science and Master of Computer Science degrees, effective spring 2018. These sub-plans are hold-overs from an era when the technology for distance learning was not as robust. Students can now fully access all content via streaming services and online content.

III. Request for Approval of Discontinued Academic Programs

- **College of Science and Engineering (Twin Cities campus)—Discontinue the Ph.D., M.S., and graduate minor in Scientific Computation**

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Doctor of Philosophy (Ph.D.) degree, the Master of Science (M.S.) degree, and the graduate minor in Scientific Computation, effective spring 2018. Very few students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Environment and Sustainability**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Bachelor of Arts (B.A.) degree and undergraduate minor in Environment and Sustainability, effective fall 2018. This is one of three existing programs being merged into a new,

redesigned program by its home department. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Geography**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Bachelor of Arts (B.A.) degree and undergraduate minor in Geography, effective fall 2018. This is one of three existing programs being merged into a new, redesigned program by its home department. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Liberal Arts (Duluth campus)—Discontinue B.A. degree in Urban and Regional Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Bachelor of Arts (B.A.) degree in Urban and Regional Studies, effective fall 2018. This is one of three existing programs being merged into a new, redesigned program by its home department. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Liberal Arts (Duluth campus)—Discontinue undergraduate minor in Russian Area Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the undergraduate minor in Russian Area Studies, effective fall 2018. Faculty and staff will support currently enrolled students toward degree completion.

- **Swenson College of Science and Engineering (Duluth campus)—Discontinue graduate minor in Engineering Management**

The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue the graduate minor in Engineering Management, effective fall 2018. Faculty and staff will support currently enrolled students toward degree completion.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2018

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.

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

February 8, 2018
Mission Fulfillment Committee
Information Report

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

University Highlights

The College of Design has received a commitment of \$1 million for an endowment to create a named faculty position. This generous gift from close friends of the college will provide an ongoing source of funding to support a faculty member who will further the scholarship related to historic dress and curate the historic dress collection in the Goldstein Museum of Design. This significant commitment was made possible by donors who wish to remain anonymous.

The College of Liberal Arts has received a \$5 million gift from the estate of Hella Lindemeyer Mears. The gift will provide research, educational, and outreach opportunities for both graduate and undergraduate students and support faculty research in the Department of German, Scandinavian and Dutch as well as the Center for German and European Studies.

3M and the University of Minnesota announced a major investment by 3M to benefit the next generation of scientists, engineers, and business leaders. 3M's \$26 million investment in the University's *Driven* campaign, which spans a 10-year period, includes a new \$8 million commitment to support scholarships and outreach programs. This investment is helping to build a pipeline of high-performing and diverse global talent, integrate science, technology, engineering, and math (STEM) into K-12 education, and prepare students to succeed in science and business.

University of Minnesota Crookston is ranked among the "Top Online Colleges & Universities in Minnesota" (at number 2) for 2018 by Affordable Colleges Online, an online educational resource.

Faculty and Staff Activities and Awards

Alexandre Ardichvili, organizational leadership, policy, and development, received the R. Wayne Pace HRD Book of the Year Award from the Academy of Human Resource Development (AHRD). This award is bestowed upon the author of an outstanding HRD book that advances the theory and/or practice of the profession.

Jerica Berge, Medical School, received the Family Life Educator of the Year Award from the National Council on Family Relations (NCFR). This annual award recognizes a Certified Family Life Educator (CFLE) who has contributed to the success of the CFLE program.

Gordon Burtch, information and decision sciences, was the recipient of the Association for Information Systems (AIS) Early Career Award. This award recognizes individuals in the early stages of their careers who have already made outstanding research, teaching, and/or service contributions to the field of information systems.

Linus Chan, who teaches the Detainee Rights Clinic in the Law School's James H. Binger Center for New Americans, has been selected by *Minnesota Lawyer* magazine as one of its 2017 Attorneys of the Year. Chan was honored in the "Partners" category, along with Twin Cities attorney Mai Neng Moua.

Diana Drake, School of Nursing, was elected Chair-elect of the national organization Nurse Practitioners in Women's Health.

Joshua Collins, organizational leadership, policy, and development, received the Early Career Scholar Award from the Academy of Human Resource Development (AHRD). This award is given to an outstanding HRD scholar in the early stages of their career who has made identifiable and significant contributions in scholarly research to the field of HRD. Collins also received the 2017 Award for Outstanding Issue of *Advances in Developing Human Resources*.

Veronica Fleury, educational psychology, has been awarded a \$30,000 grant from the Organization for Autism Research (OAR). The project, Students and Teachers Actively Reading Together (START), will evaluate the feasibility and acceptability of an adaptive reading intervention for preschool children with autism spectrum disorder (ASD).

Zan Gao, kinesiology, has been selected as the Foreign Outstanding Instructor by Hunan University in the People's Republic of China in 2017. During his trip in November 2017, Gao delivered a graduate course, "Emerging Technology in Physical Activity and Health Promotion."

Apostolos Georgopoulos, neuroscience, has been awarded the American Legion Distinguished Service Medal. The award recognizes "outstanding service to the nation." Georgopoulos was selected for his decades of research into Gulf War Illness and traumatic brain injuries common among veterans.

Mark Herzberg, School of Dentistry, has been elected to serve as the next vice president of the American Association for Dental Research (AADR).

Brett McDonnell, Law School, received a 2018 award for excellence in legal education, presented by the Association of American Law Schools (AALS) Section on Business Associations. McDonnell will be honored with the section's Outstanding Mentor Award, which recognizes nominated section members who have demonstrated exemplary mentoring skills.

Mark Pedelty, College of Liberal Arts, won a grant from Humanities Without Walls. His project “Field to Media: Applied Musicology for a Changing Climate” has received just over \$140,000 in funding. His project team hopes to understand how soundscapes can help define communities and senses of place and how local musicians creatively mobilize audiences to confront environmental problems.

Todd Sorenson, pharmaceutical care & health systems, has been elected president-elect of the American Association of Colleges of Pharmacy, the national organization representing pharmacy education in the United States.

Shaden Tageldin, cultural studies and comparative literature, has been awarded a National Endowment for the Humanities Fellowship for 2019. Tageldin will complete a book, *Toward a Transcontinental Theory of Modern Comparative Literature*, that shows how the long-nineteenth-century struggle to make language and "life" mutually translatable in Arabic, English, and French literatures informed ideologies of comparability that underpin the modern discipline.

Andrew Van de Ven, strategic management and entrepreneurship Emeritus Professor, has received the 2018 *SO! WHAT* award for the best paper published in *Strategic Organization (SO)* five years earlier. The award winner is chosen by considering citations of a paper in ISI Web of Science, Google Scholar, and other indications of impact. Van de Ven’s work was noted as a significant and widely recognized contribution to the emerging literature on strategic paradox and its management.

Robert Vince, director, Center for Drug Design, has been named a fellow of the National Academy of Inventors (NAI), a nonprofit organization recognizing and supporting innovators and inventors at universities and nonprofit research entities across the U.S. The prestigious award is given to individuals whose inventions have made a significant impact on society. Vince is a leader in drug development. His most notable achievement is the design of a series of antiviral compounds used to develop the drug Ziagen™, used worldwide to treat AIDS.

Kathleen Vohs, marketing, has been selected to receive the Society for Consumer Psychology (SCP) Distinguished Scientific Contribution Award. This award is given annually to honor a scholar who has made significant and lasting contributions in the field of consumer psychology.

Susan Wolf, Medical School, was appointed to the External Advisory Panel for the Trans-Omics in Precision Medicine (TOPMed) Program of the National Heart, Lung, and Blood Institute (NHLBI).

Jean Wyman, School of Nursing, has been named the Rodney Appel Continence Care Champion of 2017 by the National Association for Continence. This award recognizes healthcare providers who excel in the area of diagnosis, treatment, and management in the field of incontinence.

Alison Xu, marketing, has been selected to receive an Early Career Award from the Society for Consumer Psychology (SCP). This award is given annually to honor one scholar who is no more than eight years post-Ph.D. who has made significant scientific contributions to consumer psychology.

Sri Zaheer, Dean, Carlson School of Management, has been appointed a Class C director of the Federal Reserve Bank of Minneapolis for a three-year term. She had been serving the board as a Class B director since Jan. 1, 2017. As a Class C director, she is now eligible to be board chair. Minneapolis Fed directors are selected to represent a cross section of the Ninth District economy, including consumers, industry, agriculture, the service sector, labor, and commercial banks of various sizes.

Student Activities and Awards

Riley Hanson, Dentistry student, was named a 2018 Today's Top 10 Award Winner by the NCAA, which recognizes former student-athletes for success on the field, in the classroom and in the community.

Minnesota Governor Mark Dayton has appointed Karin L. McCarthy (Law School, '94) to serve as a district court judge in the state's 10th Judicial District. In making the appointment, Dayton praised McCarthy's breadth of experience and her "strong commitment to justice in our state."