Mission Fulfillment Committee

June 2019

June 13, 2019
1:30 p.m. - 4:45 p.m.

Boardroom, McNamara Alumni Center
1. System Undergraduate Enrollment Update
   Docket Item Summary - Page 3
   Presentation Materials - Page 5

2. Graduate and Professional Education, Part V: Student Experience
   Docket Item Summary - Page 41
   Presentation Materials - Page 42

3. Generational Change in College Students and the College Experience
   Docket Item Summary - Page 95
   Presentation Materials - Page 97

4. Consent Report - Review/Action
   Docket Item Summary - Page 108
   Program Additions, Changes, and Discontinuations - Page 111
   Tenured Hires - Page 115

5. Information Items
   Docket Item Summary - Page 117
   Information Report - Page 118
AGENDA ITEM: System Undergraduate Enrollment Update

[] Review  [ ] Review + Action  [] Action  [X] Discussion

[] This is a report required by Board policy.

PRESENTERS: Michelle Behr, Chancellor, University of Minnesota Morris
Lendley Black, Chancellor, University of Minnesota Duluth
Lori Carrell, Chancellor, University of Minnesota Rochester
Mary Holz-Clause, Chancellor, University of Minnesota Crookston
Robert McMaster, Vice Provost and Dean of Undergraduate Education, University of Minnesota Twin Cities

PURPOSE & KEY POINTS

This item will provide an update on the University's system enrollment management efforts. Presenters will discuss the enrollment environment and provide an overview of system enrollment activities in the areas of marketing messaging and branding, recruitment pipelines, and student pathways. The discussion will also address next steps for continued system collaboration.

In June 2017, the Board adopted the Systemwide Strategic Framework, which called for the development of a systemwide recruitment and strategy. In response, the Provost convened a System Enrollment Council that includes campus vice chancellors, admission directors, and the Twin Cities campus vice provost and dean of undergraduate education. The council continues to review system- and campus-specific enrollment, admissions, and recruitment data and has identified its system goals and strategies.

Historically, enrollment management at the University has been largely based on separate campus planning, but system enrollment efforts are establishing new processes of system-thinking and cross-campus collaboration. While each campus develops enrollment plans that consider unique features and challenges, system enrollment management is guided by three factors that shape the current enrollment landscape more broadly:

1. Decreasing numbers of high school graduates in the Upper Midwest.
2. Increasing numbers of students from traditionally underserved racial and ethnic groups.
3. Intense competition for a decreasing number of students.

Within the current enrollment landscape, system enrollment leaders have focused efforts toward development of the following strategies:
• Redirecting Minnesota students away from migration to colleges outside the state.
• Increasing college participation among growing population groups.
• Continued recruitment of out-of-state students.
• Enhancing cooperation among all five campuses.

BACKGROUND INFORMATION

The Board discussed this topic at the following meetings:

• May 2019: *UMC, UMD, UMM, UMR Enrollment Plans – Action*, Board of Regents.
• March 2019: *UMC, UMD, UMM, UMR Enrollment Plans – Review*, Board of Regents.
• December 2018: *Systemwide Enrollment Planning: Duluth Campus*, Mission Fulfillment.
• June 2018: *Progress Update from the Systemwide Enrollment Planning Taskforce*, Mission Fulfillment.
• December 2017: *Systemwide Enrollment Planning: Morris Campus*, Mission Fulfillment.
• September 2017: *Systemwide Enrollment Planning*, Mission Fulfillment.
• March 2016: *Resolution on Enrollment Principles and Tuition/Aid Philosophy – Action*, Board of Regents.
System Undergraduate Enrollment Update

Board of Regents | Mission Fulfillment Committee | June 13, 2019

Michelle Behr,  
Chancellor, University of Minnesota Morris

Lendley Black,  
Chancellor, University of Minnesota Duluth

Lori Carrell,  
Chancellor, University of Minnesota Rochester

Mary Holz-Clause,  
Chancellor, University of Minnesota Crookston

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

Context and Background

Action 1: Marketing & Messaging

Action 2: Growing Pipelines

Action 3: Campus Pathways
Context and Background:
System Enrollment Environment
Minnesota Historic and Projected High School Graduates

Percentage Change in Minnesota High School Graduates by County: 2008 to 2018
Migration of New Freshmen Entering Four-Year Public Universities in the Upper Midwest: Fall Semester 2016

5-State Total
Into Minnesota: 2,610
Out of Minnesota: 7,443
Ratio: 2.85:1
Projected Percentage Change in High School Graduates 2018 to 2023

-7% to -3%
-3% to -0%
+0% to +3%
+3% to +6%
+6% to +9%
+9% to +25%

Source: WICHE Knocking on the College Door 2016
UMTC applications shared with a UM System campus using “Share My App”

<table>
<thead>
<tr>
<th>Campus to which application was shared</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>291</td>
<td>505</td>
<td>655</td>
<td>680</td>
<td>335</td>
<td>344</td>
</tr>
<tr>
<td>Duluth</td>
<td>1,170</td>
<td>1,555</td>
<td>1,674</td>
<td>1,676</td>
<td>814</td>
<td>740</td>
</tr>
<tr>
<td>Morris</td>
<td>624</td>
<td>1,125</td>
<td>1,004</td>
<td>849</td>
<td>403</td>
<td>411</td>
</tr>
<tr>
<td>Rochester</td>
<td>337</td>
<td>589</td>
<td>919</td>
<td>798</td>
<td>413</td>
<td>424</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,422</strong></td>
<td><strong>3,774</strong></td>
<td><strong>4,252</strong></td>
<td><strong>4,003</strong></td>
<td><strong>1,965</strong></td>
<td><strong>1,919</strong></td>
</tr>
</tbody>
</table>

Note: Students that shared their application with multiple campuses are counted multiple times
Fall 2019 data as of May 28, 2019
<table>
<thead>
<tr>
<th>Campus to which application was shared</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Duluth</td>
<td>182</td>
<td>220</td>
<td>207</td>
<td>214</td>
<td>82</td>
</tr>
<tr>
<td>Morris</td>
<td>21</td>
<td>37</td>
<td>21</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Rochester</td>
<td>18</td>
<td>11</td>
<td>37</td>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>279</strong></td>
<td><strong>278</strong></td>
<td><strong>288</strong></td>
<td><strong>111</strong></td>
</tr>
</tbody>
</table>
Changing Geodemographics

• In Minnesota, high school graduates will start to decline around 2024-25
• The percentage of Students of Color has dramatically increased over the past twenty years. This will continue.
• The State of Minnesota continues to see an outflow of students to surrounding states. Nationally we are a significant exporter of students.
• The states with the fastest growing populations are those with smaller populations. Parts of the Upper Middle West and Northeast will witness significant declines.
• With the move of several campuses to the Common Application platform, use of the U of M Share My App has declined.
• The Share-My-App program should be revisited and potentially redesigned.
Action Area #1:
Marketing, Messaging, and Branding
The University of Minnesota System comprises five distinct campuses—Crookston, Duluth, Morris, Rochester, and Twin Cities—serving all regions of the state. Each campus has unique strengths, enriched by its surrounding communities, and all are focused on meeting the needs of students and the state. Collectively, the University of Minnesota System is one of the most comprehensive in the nation, with offerings to meet the interests of every student and the changing needs of our society. We’re proud of our land-grant mission of world-class education, groundbreaking research, and community-engaged outreach, and we are unified in our drive to serve Minnesota.
System Identity Key Messages

- One system with five campuses driven by a singular vision of excellence for Minnesota.
- Five strong campuses. One strong state.
- Descriptions for each campus.
- Consistent language and style.
University of Minnesota System Website

Five strong campuses. One strong state.

The University of Minnesota System is one of the most comprehensive in the nation, with offerings to meet the interests of every student and the changing needs of our society. We're proud of our land-grant mission of world-class education, groundbreaking research, and community-engaged outreach, and we are unified in our drive to serve Minnesota.

- 67,000 students
- 13,000 students helped by U-Promise Scholarship
- 2/3 of students stay in Minnesota after graduation
- $8.6 billion annual economic state impact
System Website – Phase 2

- Enhance for recruitment
- Emphasize the value of the University of Minnesota degree
- Addition of other content relevant to prospective students
Enrollment Communications Workgroup

- Representatives from each campus
- System recruitment messages
- Marketing and recruitment materials
- Financial-aid messaging; competitors, value of the University of Minnesota
Action Area #2: Growing Existing K-12, Early College Academic Pipeline Programs
Partnerships with Particular Emphasis on Students of Color and Growing Populations
4-H Campus Immersion Plants Seeds of Future College Students

https://extension.umn.edu/highlights/extension-helps-bridge-gaps-through-4-h-campus-immersion
Pre College Partnerships

https://youthcentral.umn.edu/
Focus on Specific Interest Areas

- UMTYMP
- National History Day and Camps
- World Food Prize
- STEM Camps
- SCRUBs Camps
Support all Students in their Preparation

• Ramp Up to Readiness Program in Minnesota
• Raise Me
Action Area #3: Pathways Between and Among the Five Campuses
Transfer Evaluation System (TES)

TES is a workflow that processes course evaluations.

- 276 courses reviewed thus far from the System Campuses
- 82.6% UMN courses granted direct equivalency
- 69% for non-UMN courses overall

Over 3,558 total courses processed since January of 2018
Non-transfer Student Pathways

Undergraduate student collaborations

- Multiple campus enrollments
  - Synchronous course offerings

- Multi-Institutional registration (Multi-I)
  - Online course offerings
  - Attending courses on another UMN campus
Total UMN System Multi-I Enrollments (Home/Host Campus and Host Campus only), AY 2014-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>2015</td>
<td>107</td>
<td>43</td>
</tr>
<tr>
<td>2016</td>
<td>81</td>
<td>41</td>
</tr>
<tr>
<td>2017</td>
<td>132</td>
<td>41</td>
</tr>
<tr>
<td>2018</td>
<td>82</td>
<td>45</td>
</tr>
<tr>
<td>2019</td>
<td>116</td>
<td>42</td>
</tr>
</tbody>
</table>

- **Home and Host Campus**
- **Host Campus only**
Undergraduate to Graduate Pathways

- UMN School of Nursing Master of Nursing Program
- Veterinary Food Animals Scholars Program (VetFAST)
Additional Opportunities

• Expansion of currently existing programs to additional UMN campuses
• One Model: Health Professions Pathways Initiative
Academic Pathways: Next Steps

- Inventory pathway programs in existence
- Systematize/extend to all appropriate UMN campuses
- Create new pathways
- Market and publicize collaborative pathway programs
Next Steps
Mission Fulfillment

AGENDA ITEM: Graduate and Professional Education, Part V: Student Experiences

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Scott Lanyon, Vice Provost and Dean of Graduate Education
Yoji Shumizu, Associate Dean & Director, Graduate School Diversity Office

PURPOSE & KEY POINTS

This is the fifth in a series of discussions on postbaccalaureate education. This item highlights postbaccalaureate student experiences with particular focus on graduate students. The discussion will include:

- Distinctions between graduate and professional education
- Importance of graduate education at an R1 institution
- The traditional graduate student experience

The item will conclude with graduate students delivering “3-minute thesis” presentations.

BACKGROUND INFORMATION

The first four items in this series were:

- October 2018: Graduate and Professional Education, Part II: Key Aspects and Challenges, Mission Fulfillment Committee.
- September 2018: Graduate and Professional Education, Part I: Postbaccalaureate Education at the University of Minnesota, Mission Fulfillment Committee.
Presentation to the
BOARD OF REGENTS
June 2019
Today’s Graduate Education Topics

01. Graduate vs. Professional Education

02. Importance of Graduate Education to an R1 Institution

03. The Graduate Student Experience

04. 3-Minute Thesis Presentation
POST-BACCALAUREATE EDUCATION: GRADUATE VS. PROFESSIONAL
## Post-Baccalaureate Degrees:

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Degrees:</strong></td>
<td><strong>Doctorate degrees:</strong></td>
</tr>
<tr>
<td><strong>Master’s degrees:</strong></td>
<td><strong>Professional Master’s degrees:</strong></td>
</tr>
</tbody>
</table>
### Primary Objective

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain a deep knowledge of a discipline’s content and methodologies,</td>
<td>1. Master the knowledge and skills of a profession</td>
</tr>
<tr>
<td>2. Produce new knowledge, and</td>
<td>2. Be prepared to apply knowledge and skills in that domain, in alignment with</td>
</tr>
<tr>
<td>3. Develop the skills to critically analyze existing knowledge</td>
<td>its aims and ideals</td>
</tr>
</tbody>
</table>

**Graduate School**
## Quality Oversight

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Largely left to the University, graduate programs, the respective disciplines</td>
<td>Often shaped by industry standards, accreditors, or other external entities</td>
</tr>
</tbody>
</table>
University Student Types Across System Campuses (Fall 2018):

- Undergraduate: 44,405 (66%)
- Graduate: 7,183 (11%)
- Non-Degree: 5,404 (8%)
- Professional: 9,888 (15%)
- Doctoral: 4,899 (7%)
- Master's: 2,284 (4%)
Degrees

Professional: 95

Graduate:
- Doctoral: 100
- Master's: 136
IMPORTANCE OF GRADUATE EDUCATION TO AN
R1 INSTITUTION
Research
We seek new knowledge that can change how we all work and live. At the University of Minnesota, students do research alongside top professors in all majors.

Education
We prepare students to meet the great challenges facing our state, our nation, and our world. As a U of M student you'll engage with your professors and fellow students from the very beginning. And you'll develop your strengths with beyond-the-classroom experiences.

Outreach
We apply our expertise to meet the needs of Minnesota, our nation, and the world. We partner with communities across Minnesota to engage our students, faculty, and staff in addressing society's most pressing issues.

Graduate students are a significant component of the "We" in each of these three portions of our mission statement
<table>
<thead>
<tr>
<th>Institution</th>
<th>National Rank</th>
<th># of doctorate recipients 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. Wisconsin-Madison</td>
<td>1</td>
<td>844</td>
</tr>
<tr>
<td>U. California, Berkeley</td>
<td>2</td>
<td>799</td>
</tr>
<tr>
<td>U. Texas, Austin</td>
<td>3</td>
<td>795</td>
</tr>
<tr>
<td>U. Illinois, Urbana-Champaign</td>
<td>4</td>
<td>782</td>
</tr>
<tr>
<td>U. Michigan, Ann Arbor</td>
<td>5</td>
<td>777</td>
</tr>
<tr>
<td>Stanford U.</td>
<td>6</td>
<td>758</td>
</tr>
<tr>
<td>Purdue U., West Lafayette</td>
<td>7</td>
<td>739</td>
</tr>
<tr>
<td>Ohio State U., Columbus</td>
<td>8</td>
<td>735</td>
</tr>
<tr>
<td>Texas A&amp;M U., College Station</td>
<td>9</td>
<td>732</td>
</tr>
<tr>
<td>U. California, Los Angeles</td>
<td>10</td>
<td>726</td>
</tr>
<tr>
<td>U. Florida</td>
<td>11</td>
<td>714</td>
</tr>
<tr>
<td>Pennsylvania State U.</td>
<td>12</td>
<td>694</td>
</tr>
<tr>
<td>Harvard U.</td>
<td>13</td>
<td>683</td>
</tr>
<tr>
<td>U. Minnesota, Twin Cities</td>
<td>14</td>
<td>678</td>
</tr>
</tbody>
</table>
gradSERU Survey: Primary Source of Information

Core Modules:
- Admission & Selection
- Financial Support
- Advising
- Research Experience
- Teaching Experience
- Program & Campus Climate
- Obstacles to Completion
- Overall Satisfaction

Additional Modules:
- Health & Well-Being
- International Perspective
- Academic & Professional Development
- Campus Wildcard

Half of the Big10 institutions are implementing the survey
Primary Student Experience Concerns in Graduate Education

- Preparation for Multiple Career Paths
- Advising
- Diversity
- Climate
- Stress & Mental Health
Employment Growth: 2016-2026

Jobs that Require Master's Degree

Jobs that Require Doctoral or Professional Degree

All Other Jobs
Nationally, about one-half of Ph.D. holders find their first jobs in non-academic sectors such as non-profits and governmental agencies, corporations, and start-ups.
But the percentage varies widely by field

<table>
<thead>
<tr>
<th>Field</th>
<th>Non-Academic</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Humanities</td>
<td>14%</td>
<td>86%</td>
</tr>
</tbody>
</table>
UMN PhD student perception of whether their graduate program is supportive of nonacademic careers
Graduate School & University-wide efforts to better align graduate education with career path diversity

- Campus Initiative to Locate Alumni
- Council of Graduate Schools Alumni Survey
- Association of American Universities (AAU) PhD Education Initiative
- Individual Development Plans
- Online Orientation/Professional Development (GEAR¹, GEAR²)
- Colleges and Programs Initiatives
More than 60% of those earning a graduate degree at the UMN in 2015 were working in Minnesota in 2017.
ADVISING

Scott Lanyon
65% of graduate students cite Advising as a key factor in completing their program.

Advising is one of the most important determinants of graduate student and postdoc satisfaction & success.
Advising Favorable Responses for UMN-TC

**AVERAGE**
- My advisor is able to effectively help me: 88%
- My advisor provides me with the information that helps me think about my future career: 81%
- My advisor respects me as an individual: 96%
- My advisor has a reputation of being a good advisor: 87%

**RANGE**
- 50%-100%
- 54%-100%
- 70%-100%
- 55%-100%

My advisor provides me with the information that helps me think about my future career.
“I would recommend my advisor to other students”

- Strongly Agree: 35%
- Agree: 32%
- Disagree: 22%
- Strongly Disagree: 11%
Graduate School & University-wide efforts to improve advising

- New Faculty Advisor Training Workshops
- Online Faculty Toolkit
- Graduate Program Expectations Statements
- Advisor Philosophy Statements
- Mentors in addition to an advisor
- Student Conflict Resolution Center/Dignity Project
National drive by peer institutions to increase diversity

Average percent distribution of doctoral degrees conferred nationwide (U.S. citizens)

- **American Indian**: 0.5% (2010-2013), 0.5% (2014-2016)
- **Asian**: 7.3% (2010-2013), 7.3% (2014-2016)
- **Black**: 9.3% (2010-2013), 10.7% (2014-2016)
- **Hawaiian/Pacific Islander**: 0.1% (2010-2013), 0.2% (2014-2016)
- **Hispanic**: 5.6% (2010-2013), 6.8% (2014-2016)
- **White**: 68.1% (2010-2013), 66.3% (2014-2016)
- **Ethnicity not specified**: 9.0% (2010-2013), 8.2% (2014-2016)
### Race/ethnicity distribution of UMN doctoral degree holders similar to national distribution

#### Average percent distribution of doctoral degrees conferred at UMN (U.S. citizens)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-2013</th>
<th>2014-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.7%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Black</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>White</td>
<td>79.1%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Ethnicity not specified</td>
<td>4.6%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
Diversity is the #1 strategic priority of the Graduate School.
Graduate School efforts to increase graduate education diversity

Graduate School Recruitment Office

Recruiting Fellowships
- Diversity of Views and Experiences (DOVE) Fellowship
- Creating Inclusive Cohorts Training Program

Encouraging programs to recruit UMN undergrads
- University of Minnesota System Graduate Diversity Conference & Recruitment Fair
Collegiate & University-wide efforts to increase graduate education diversity

OED College MADE (Multicultural Access, Diversity & Excellence) Initiative

Collegiate Efforts
- Recruiting fellowships
- Visitation programs
- Institute for Mathematics & Its Applications (IMA)
- Summer undergrad research programs

Diversifying the Faculty
- President’s Postdoctoral Fellowship Program
- Collegiate Efforts
- Implicit Bias Training
CLIMATE

Yoji Shimizu
A Healthy Climate is Necessary for Diversity

It’s not enough to recruit students from diverse backgrounds, we must have programs with climates that foster community & inclusive excellence.
Because of gradSERU, we probably know more than most institutions about climate in our graduate programs (through student self-assessment)
Program & Campus Climate

Favorable Responses for UMN-TC

**AVERAGE**

- **Faculty respect students regardless of their background**: 92%
- **Students respect other students regardless of their background**: 94%
- **Faculty encourage expression of diverse viewpoints from their students**: 89%
- **Overall, the environment or climate is positive and welcoming**: 90%

**RANGE**

- **Faculty respect students regardless of their background**: 56%-100%
- **Students respect other students regardless of their background**: 36%-100%
- **Faculty encourage expression of diverse viewpoints from their students**: 46%-100%
- **Overall, the environment or climate is positive and welcoming**: 18%-100%
Graduate School efforts to improve campus climate

- Community of Scholars Program
- Graduate Student and Postdoctoral Alliance for Diversity and Inclusivity
- Toward Inclusivity Videos
- Tracking Campus & Program Climate
- Graduate School Diversity Retention Consultation & Advising
University-wide efforts to improve campus climate

Campus Climate Engagement Team

Bias Response Referral Network

President’s Initiative to Prevent Sexual Misconduct

Office for Equity & Diversity

- College MADE Initiative
- Office of Conflict Resolution
- Disability Resource Center
- Gender and Sexuality Center
- EOAA
Improving Campus Climate

From Conversation to Action: To collectively forge a path toward an improved campus climate that's welcoming, inclusive, and respectful to all.
Graduate students are more than six times as likely to experience depression and anxiety as compared to the general population.

*Nature Biotechnology* (2018), Volume 36, 282–284
Good vs. Bad Stress

**Eustress, or positive stress:**
- Motivates, focuses energy.
- Is short-term.
- Is perceived as within our coping abilities.
- Feels exciting.
- Improves performance.

**Distress, or negative stress:**
- Causes anxiety or concern.
- Can be short- or long-term.
- Is perceived as outside of our coping abilities.
- Feels unpleasant.
- Decreases performance.
- Can lead to mental and physical problems.
Primary Student Experience Concerns in Graduate Education

Advising
Preparation for Multiple Career Paths

Diversity

Climate

Stress & Mental Health
Steps we’re taking to improve graduate student mental health:

**UMN Office of Student Affairs**

- Increased Counseling services
- Group Therapy
- Learn to Live
- Let’s Talk
- PAWS animal therapy
- Student Parent HELP Center
04

3-MINUTE THESIS PRESENTATIONS
Tool for Transbronchial Biopsies of Peripheral Lung Nodules

Gills Fai

Mechanical and Industrial Engineering Department
University of Minnesota Duluth
BACKGROUND AND CLINICAL NEED

- Lung cancer diagnosis
  - Transthoracic Needle Biopsies
  - Electromagnetic Navigation Bronchoscopy (ENB)

PROPOSED SOLUTION

- Video
- Ultrasound
- Steerable

PROTOTYPE AND TESTING

A B

C D

E F

G H

Acknowledgments
This work was supported by a MN-MIND grant from the University of Minnesota.
AGENDA ITEM: Generational Change in College Students and the College Experience

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Jeylan Mortimer, Professor, Sociology, College of Liberal Arts, Twin Cities campus
LeeAnn Melin, Associate Vice Provost for Student Success

PURPOSE & KEY POINTS

The purpose of this item is to highlight societal trends affecting today’s college students, focusing first on the research of Jeylan Mortimer, Professor of Sociology. The discussion will provide an opportunity to understand the ways in which the college student experience has changed over time and how the University is leading constructive response to change.

Shifts in the economic and workforce landscape, family experiences, and a slower transition to adulthood have shaped today’s generation of students in distinct ways, with direct impact on who is going to college and the college experience itself. Using labels like “Gen X,” “Millennials,” “Gen Y,” and “iGen,” the media often characterizes young people as a succession of unique generations. The popular discourse suggests sharp generational differences when actually changes in attitudes and behavior are gradual, and each cohort is quite heterogeneous.

However, dramatic societal changes over the past several decades have affected today’s college students and the nature of the college experience in ways worthy of our attention. The University, along with colleges and universities across the country, continually strives to respond to students’ changing needs to ensure their overall success and degree completion.

The University has responded to the challenges of generational change through investment in student success that has resulted in an increase in four-year graduate rate to 71 percent on the Twin Cities campus. Across the system, the University strives for effective strategies, including:

- Ongoing efforts to reduce student debt and maintain affordability to relieve financial pressures for students and families.
- Investments in academic advising to increase individual student support and data-driven strategies that allow for proactive and just-in-time outreach.
- Early introduction and integration of career development.
- Addressing campus climate and support for underrepresented students.
• Significant investments to promote student mental health, including online resources, “Let’s Talk” drop-in times, and an increase in mental health providers in Boynton Health Services and Student Counseling Services.
• Enhancement of the sense of belonging and overall support.
Generational Change in College Students and the College Experience

Board of Regents  |  Mission Fulfillment Committee  |  June 13, 2019

Jeylan Mortimer
Professor of Sociology

LeeAnn Melin
Associate Vice Provost for Student Success
Popular Discourse on Generations

GenX, Millennials, GenZ

- Conflicting definitions, characteristics
- No sharp differences
- Actually, change is gradual
- Within-generation heterogeneity
- Still, dramatic societal changes affect college students and the college experience
St. Paul Youth Development Study

Three-generation longitudinal study (1987-), including 1139 youth from mid-adolescence (age 14) to adulthood (age 37), their parents, and children.

- Reveals intergenerational transmission of achievement and educational success
- Generational differences within families
Change in the Societal Context

- Increasing income and wealth inequality
- Changing occupational structure
- Hollowing out of the middle class
- Change in the family
- Declining opportunities for teenagers to work
Longer Transition to Adulthood

- More time in education
- More lengthy school-to-work transition
- Slower to gain economic self-sufficiency
- Family formation at older ages
- Longer dependence on parents, “boomerang children”
- Youth closer to parents
"Yes, mother, I told you, I'm doing fine on my own at college. Hey, could you log on and find my schedule, order my books and call me when it's time for class?"
Changing College Students

- Steep increase in numbers of young people attending college
- More first-generation students
- More diverse student bodies (family income, race/ethnicity, age, gender)
Inequality of Society Reflected in the College Student Experience

- Some parents provide financial and residential scaffolding, advice and emotional support that help students graduate
- Other parents cannot help their children
- Some students work long hours, take on large debt loads
- Food insecurity
Increasing Student Anxieties

- Coursework, grades, and completion
- Post-graduation plans (graduate school, work)
- Financial independence
- Societal issues – racism & discrimination, safety, sexual harassment, climate change

Anxieties reflected in growing numbers seeking disability accommodations and college dropout
How the University of Minnesota is Responding

Student Success Investments
Individualized support and clear expectations

Financial Wellbeing
Commitment to lowering student debt, financial literacy, and support for basic needs

Sense of Belonging
Improving campus climate and support

Parent/Family Support
Expanded parent and family resources

Career Preparation
Early Integration of career development and post-graduation planning

Mental Health Services
Increasing range of services relating to mental health
MISSION FULFILLMENT

AGENDA ITEM: Consent Report

☐ 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; departmental name change; conferral of tenure for outside hires; and correction of previously approved promotion and tenure, as outlined below.

I. Request for Approval of New Academic Programs

- College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Mass Communication
- College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Strategic Communication: Advertising and Public Relations
- College of Continuing and Professional Studies (Twin Cities campus)—Create graduate minor in Addictions
- College of Design (Twin Cities campus)—Create undergraduate minor in Lighting Design
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Islamic Studies
- Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree in Professional Sales
- Crookston Campus—Create undergraduate minor in Cybersecurity & Information Assurance and deliver the program online

II. Request for Approval of Changed Academic Programs

- Carlson School of Management (Twin Cities campus)—Change the M.A. in Human Resources and Industrial Relations to a professional Master of Human Resources and Industrial Relations
- College of Education and Human Development (Twin Cities campus)—Change the name of the M.A., B.A., and B.S. degrees, as well as the graduate and undergraduate minors, in Child Psychology to Developmental Psychology
- College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate option between the BISyE/MSISyE degrees
• College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate option between the B.A. or B.S. degrees in Computer Science and the M.S. in Computer Science
• College of Design (Twin Cities campus)—Create sub-plans in Integrated Product Development and User Experience Design within the B.S. degree in Product Design
• Crookston campus—Create sub-plans in Science and Studies and discontinue sub-plans in Agricultural and Environmental Stewardship, Environmental Ecology, Environmental Health, Environmental Toxicology and Chemistry, Individualized Environmental Sciences, and Water Quality within the B.S. degree in Environmental Sciences
• College of Liberal Arts (Twin Cities campus)—Discontinue sub-plans in Mass Communication, Professional Strategic Communication, and Professional Journalism within the B.A. degree in Journalism
• College of Education and Human Service Professions (Duluth campus)—Discontinue the Virginia delivery site within the Unified Early Childhood Studies B.A.Sc.

III. Request for Departmental Name Change

• College of Science and Engineering (Twin Cities campus)—Change the name of Earth Sciences to Earth and Environmental Sciences

IV. Request for Conferral of Tenure for Outside Hires

• Gail Ferguson, associate professor with tenure, Institute of Child Development, College of Education and Human Development
• Joan T. A. Gabel, professor with tenure, Hubert H. Humphrey School of Public Affairs
• Laura Kalba, associate professor with tenure, Art History, College of Liberal Arts

V. Correction to Promotion and Tenure Recommendations

At the May 2019 meeting, the committee recommended approval of promotion and tenure for faculty across the University. The materials inaccurately recommended promotion from Assistant Clinical Professor to Associate Clinical Professor for two faculty members. In both cases, the recommendations are for promotion from Assistant Clinical Professor to Clinical Professor.

• Professor Lisa Ahmann, School of Dentistry
• Judy Danielson, School of Dentistry

BACKGROUND INFORMATION

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

Board of Regents Policy: Reservation and Delegation of Authority calls for tenure and/or promotion recommendations, and reports submitted to the Minnesota Legislature to be brought before the Mission Fulfillment Committee for action.
PRESIDENT’S RECOMMENDATION

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

- **College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Mass Communication**

  The College of Liberal Arts on the Twin Cities campus requests approval to Bachelor of Arts (B.A.) degree in Mass Communication, effective fall 2019. The proposed program focuses on media communication with strategy and purpose. The study of mass communication is centered on how messages persuade and affect the behavior and opinion of the person or people receiving the content. The proposed program has previously existed as a sub-plan within the B.A. degree in Journalism. Due to distinctions in curricula, standards in the field, and student demand, the department has decided to offer the program as a stand-alone degree instead of a sub-plan. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Strategic Communication: Advertising and Public Relations**

  The College of Liberal Arts on the Twin Cities campus requests approval to Bachelor of Arts (B.A.) degree in Strategic Communication: Advertising and Public Relations, effective fall 2019. The proposed program prepares students for careers in public relations and corporate, non-profit, political, and health communication fields. Professional strategic communication provides students with skills in writing, media design, strategic messaging, and teamwork that are transferable to a wide range of careers. The proposed program has previously existed as a sub-plan within the B.A. degree in Journalism. Due to distinctions in curricula, standards in the field, and student demand, the department has decided to offer the program as a stand-alone degree instead of a sub-plan. The proposed program makes use of existing courses and resources.

- **College of Continuing and Professional Studies (Twin Cities campus)—Create graduate minor in Addictions**

  The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a graduate minor in Addictions, effective fall 2019. The proposed certificate provides additional training and expands access to related courses for students in existing programs such as Addictions Counseling and Integrated Behavioral Health. The proposed program also provides an opportunity for students working toward licensure requirements in related fields. The proposed program makes use of existing courses and resources.
- **College of Design (Twin Cities campus)—Create undergraduate minor in Lighting Design**

  The College of Design on the Twin Cities campus requests approval to create an undergraduate minor in Lighting Design, effective fall 2019. The proposed program provides opportunities for students to enhance their degree with course offerings that focus on emerging practices and evolving trends in the lighting profession and industry. The minor builds on existing curriculum and course offerings in the Interior Design and Architecture programs, with one new course added to complete minor requirements. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Islamic Studies**

  The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate minor in Islamic Studies, effective fall 2019. The proposed program provides opportunities for students to engage in critical study of Islam and Muslim societies and cultures. It encompasses historical, intellectual, artistic, social, and anthropological approaches to the study of Islam applied through the examination of Islamic texts and other cultural products and through the analysis of social and cultural developments across time and geographic locations. The proposed program makes use of existing courses and resources.

- **Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree in Professional Sales**

  The Labovitz School of Business and Economics on the Duluth campus requests approval to create a Bachelor of Business Administration (B.B.A.) degree in Professional Sales effective fall 2019. The proposed program prepares students for careers in sales, focusing on analytics as well as the advanced skills needed to succeed in these types of jobs. Sales positions make up a significant portion of labor markets in nearly every industry worldwide. The proposed program makes use of existing courses and resources.

- **Crookston Campus—Create undergraduate minor in Cybersecurity & Information Assurance and deliver the program online**

  The Crookston campus requests approval to create a new undergraduate minor in Cybersecurity & Information Assurance, effective spring 2020, and delivery of the program online. The proposed program intends for students who are studying in computer-related fields. The proposed minor consists of courses designed to provide students with both the technical background and the theoretical background that gives them a competitive edge in cybersecurity jobs. The proposed program makes use of existing resources.
II. Request for Changes to Academic Programs

- **Carlson School of Management (Twin Cities campus)—Change the M.A. in Human Resources and Industrial Relations to a professional Master of Human Resources and Industrial Relations**
  
The Carlson School of Management on the Twin Cities campus requests approval to change the Master of Arts (M.A.) in Human Resources and Industrial Relations to the Master of Human Resources and Industrial Relations (M.HRIR), effective fall 2019. The curricular requirements associated with a professional masters degree are more in keeping current curricular alignment and student demand.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the M.A., B.A., and B.S. degrees, as well as the graduate and undergraduate minors, in Child Psychology to Developmental Psychology**
  
The College of Education and Human Development on the Twin Cities campus requests approval to change the name of Master of Arts (M.A.), Bachelor of Arts (B.A.), and Bachelor of Science (B.S.) degrees, as well as the graduate and undergraduate minors in Child Psychology to Developmental Psychology, effective fall 2019. The proposed name change reflects current curricular alignment and the standards in the field.

- **College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate option between the BISyE/MSISyE degrees**
  
The College of Science and Engineering on the Twin Cities campus requests approval to create an integrated Bachelors/Masters program between the Bachelor of Industrial and Systems Engineering (B.ISyE) and the Master of Science (M.S.) degree in Industrial and Systems Engineering, effective fall 2019. The proposed program will provide a structured option to complete both degrees in a more efficient and timely manner while still maintaining the rigors of the curriculum.

- **College of Science and Engineering (Twin Cities campus)—Create integrated undergraduate/graduate option between the B.A. or B.S. degrees in Computer Science and the M.S. in Computer Science**
  
The College of Science and Engineering on the Twin Cities campus requests approval to create an integrated Bachelors/Masters program between the Bachelor of Arts (B.A.) degree in Computer Science or the Bachelor of Science (B.S.) degree in Computer Science and the Master of Science (M.S.) degree Computer Science, effective fall 2019. The proposed program will provide a structured option to complete both degrees in a more efficient and timely manner while still maintaining the rigors of the curriculum.

- **College of Design (Twin Cities campus)—Create sub-plans in Integrated Product Development and User Experience Design within the B.S. degree in Product Design**
  
The College of Design on the Twin Cities campus requests approval to create sub-plans in Integrated Product Development and User Experience Design within the Bachelor of Science (B.S.) degree in Product Design, effective fall 2019. The proposed changes better reflect current curricular alignment and student demand.
- **Crookston campus**—Create sub-plans in Science and Studies and discontinue sub-plans in Agricultural and Environmental Stewardship, Environmental Ecology, Environmental Health, Environmental Toxicology and Chemistry, Individualized Environmental Sciences, and Water Quality within the B.S. degree in Environmental Sciences

  The Crookston campus requests approval to create sub-plans in Science and Studies, and discontinue sub-plans in Agricultural and Environmental Stewardship, Environmental Ecology, Environmental Health, Environmental Toxicology and Chemistry, Individualized Environmental Sciences, and Water Quality within the Bachelor of Science (B.S.) degree in Environmental Sciences. These changes are part of a larger initiative to streamline the curriculum and give students a more comprehensive academic experience. The previous degree of specialization was not utilized in this particular degree program.

- **College of Liberal Arts (Twin Cities campus)**—Discontinue sub-plans in Mass Communication, Professional Strategic Communication, and Professional Journalism within the B.A. degree in Journalism

  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue sub-plans in Mass Communication, Professional Strategic Communication, and Professional Journalism within the Bachelor of Arts (B.A.) degree in Journalism. These sub-plans have been proposed as individual B.A. degrees (see earlier section of this consent agenda) with distinct curricula. The proposed changes are in keeping with standards in the field and better address student demand.

- **College of Education and Human Service Professions (Duluth campus)**—Discontinue the Virginia delivery site within the Unified Early Childhood Studies B.A.Sc.

  The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the Virginia delivery site within the Bachelor of Applied Sciences (B.A.Sc.) degree in Unified Early Childhood Studies, effective fall 2019. There are no students enrolled at this delivery site and other options exist for receiving similar academic experiences.

### III. Request for Departmental Name Change

- **College of Science and Engineering (Twin Cities campus)**—Change the name of Earth Sciences to Earth and Environmental Sciences

  The College of Science and Engineering on the Twin Cities campus requests approval to change the name of the Department of Earth Sciences to the Department of Earth and Environmental Sciences. The proposed name change reflects current curricular alignment, departmental initiatives and expertise, as well as curricular developments and standards in the field.
Tenured Outside Hires

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

Tenured Hires for the June 2019 Board of Regents meeting – Twin Cities campus

Recommended by Executive Vice President and Provost Karen Hanson

**Gail Ferguson**  
Associate professor with tenure  
Institute of Child Development  
College of Education and Human Development

Dr. Gail Ferguson received her Ph.D. in child and adolescent clinical psychology from Bowling Green State University in 2006. She is an outstanding researcher with a national reputation as shown in her receipt of the American Psychological Association’s Early Career Award in 2016. Professor Ferguson is best known for her pioneering theory and research on non-migrant “remote acculturation” – the internalization of identities and lifestyles from other cultures via globalization. She is a creative and dynamic instructor who has taught a broad set of courses and has an exemplary service record. She is currently an assistant professor at the University of Illinois at Urbana-Champaign where she was appointed in 2012.

**Joan T. A. Gabel**  
Professor with tenure  
Hubert H. Humphrey School of Public Affairs

President-Designate Joan T. A. Gabel received her Juris Doctor, cum laude, in 1993 from the University of Georgia School of Law. Prof. Gabel’s research focuses on regulation of the workplace, including measures of liability, sexual harassment, the interface between technology and workplace regulation, and ethical implications of corporate behavior. Her research is widely recognized for its high quality, has been cited in federal courts, several state supreme courts, and referenced in congressional testimony. Prof. Gabel has a strong teaching record as evidenced by multiple teaching awards and has an extraordinary record of service. Currently, she serves as executive vice president for academic affairs and provost at the University of South Carolina. Prof. Gabel has been appointed the University of Minnesota’s 17th president and will assume the office on July 1, 2019. Her tenured professor appointment in the Humphrey School of Public Affairs will be without pay, and she will also have an affiliated appointment in the Carlson School of Management.

**Laura Kalba**  
Associate professor with tenure  
Art History  
College of Liberal Arts

Dr. Laura Kalba received her Ph.D. in history from the University of Southern
California, Los Angeles, in 2006. Dealing with a wide range of fine and commercial arts, Professor Kalba’s research focuses on the collective elaboration of vernacular theories of signification in the aftermath of the industrial revolutions of the nineteenth century. She is a highly accomplished scholar with a national and international reputation through her award-winning book and presentations of her work at important research centers such as the Getty Research Institute in Los Angeles and the Université Sorbonne Nouvelle in Paris. Professor Kalba is a dedicated and innovative teacher who has demonstrated an exceptional record of service to her profession, her college, and her department. She will join the University of Minnesota from Smith College where she is an associate professor of art and holds the Priscilla Paine Van der Poel Chair.
Mission Fulfillment

AGENDA ITEM:  Information Items

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS:  Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

BACKGROUND INFORMATION

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

University Highlights
The Center for First-generation Student Success has named the College of Education and Human Development (CEHD) to its inaugural cohort of First Forward Institutions. The First Forward designation recognizes institutions of higher education that have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students.

The University of Minnesota will lead a $12.8 million project, funded over the course of five years by the National Institute on Aging (NIA), to study how educational experiences in adolescence impact cognitive functioning and deter the development of dementia later in life. NIA is part of the National Institutes of Health. The project will be led by the University’s Minnesota Population Center.

The University of Minnesota Center for Animal Health and Food Safety (CAHFS) was recently awarded $1.5 million over three years from the Bill & Melinda Gates Foundation to design and implement education and training programs in Kenya and Uganda. The training programs will target the animal health and veterinary workforce in both the public and private-sector.

The University of Minnesota Landscape Arboretum was voted Best Botanical Garden in the 2019 USA Today 10 Best Readers’ Choice Contest.

Faculty and Staff Activities and Awards
Jerica Berge, family medicine and community health, has been accepted as a fellow in the 2019–20 class of the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women at Drexel University. As a fellow, Berge will participate in a yearlong program of leadership training with extensive coaching, networking, and mentorship opportunities.

John Bryson, planning and public affairs, and Barbara Crosby, Humphrey School of Public Affairs associate professor emerita, are the joint winners of the 2019 Keith G. Provan Award for Outstanding Contributions to Empirical Theory, from the Public and Nonprofit Division of the Academy of Management. This award honors distinguished contributors to the field of Public Administration.

Kate Elgayeva, organizational behavior, UMD, has been awarded a fellowship for excellence in teaching from the Woodrow Wilson National Fellowship Foundation and Course Hero. The
fellowship supports emerging leaders who love teaching, demonstrate excellence as educators, and are making their mark as outstanding researchers poised to shape their field.

Three U of M faculty members have been selected as 2019–20 Midwest Engaged Scholars by Midwest Campus Compact for its Engaged Scholars Initiative. They include: Amanda Furst, Law School; Lucien Gonzalez, psychiatry; and Mary Rogers, horticultural science. The initiative provides support, development, and connections for leaders who can advance co-created knowledge, critically-engaged pedagogies, institutional change, and collaborative action to address societal issues.

Priscilla Gibson, School of Social Work, was recently awarded a Fulbright to teach and conduct research at the University of Namibia in Windhoek, Namibia. She will teach courses on social work practice with families and groups, and supervise students’ research projects. She will also investigate caregivers’ strengths and capacities across generations amid their burdens in the HIV and AIDS pandemic in urban areas of Windhoek to influence policy and service delivery.

Richard James, aerospace engineering and mechanics, received a 2019 Vannevar Bush Faculty Fellowship from the U.S. Department of Defense—the agency's most prestigious single-investigator award. The fellowship provides $3 million over 5 years to advance transformative, university-based fundamental research.

Kelly Mitchell, Law School, has been appointed chair of the Minnesota Sentencing Guidelines Commission. She was appointed by Governor Tim Walz and began her appointment in April. She replaces the Hon. Christopher Dietzen as Commission Chair.

Fionnuala Ní Aoláin has been admitted to the Royal Irish Academy. The academy is an independent academic body that promotes study and excellence in the sciences, humanities, and social sciences. Membership is by election and considered the highest academic honour in Ireland.

Melissa Saftner, School of Nursing, was awarded the Kitty Ernst Award by the American College of Nurse-Midwives (ACNM). The premier award, known as the Whippersnapper Award, honors an exceptional nurse-midwife who has been certified for less than 10 years and who has demonstrated innovative, creative endeavors in midwifery and/or women’s health clinical practice, education, administration or research.

Gail Sauter, UMR Associate Vice Chancellor for Finance and Campus Resources, received the Maude Finch Award from United Way of Olmsted County and United Way's Women United. The award recognizes a community woman whose service or achievements are outstanding examples of living united to advance the common good in the community by giving, advocating, and/or volunteer service to United Way of Olmsted County or United Way partners.

Paula Termuhlen, Regional Duluth Campus Dean, Medical School, is among five senior faculty members selected to join the Council of Deans (COD) of the Association of American Medical Colleges Fellowship Program for the 2019–2020 academic year. The mission of the program is
to continue enhancing the improvements of the nation’s medical schools and is designed to strengthen the development of future leaders in academic medicine.

Sheila Torres, veterinary clinical sciences, received the Frank Král Award for Achievements in Veterinary Dermatology, which was given by the American Academy of Veterinary Dermatology. This prestigious award honors recipients who are dedicated to teaching, research, and clinical service in veterinary dermatology.

Diane Treat-Jacobson, School of Nursing, was conferred as a Master of the Society for Vascular Medicine (SVM) for her extraordinary service. She is the first nurse to receive the distinction. The award recognizes extraordinary service, selfless dedication and enlightened leadership to the SVM and the field of vascular medicine. Individuals need to be a Fellow of the Society for more than 15 years to be considered and no more than three Master designations are awarded each year.

Paul Vaaler, Law School, has won a prestigious Fulbright Scholarship to study and teach in South Africa during the 2019–2020 academic year.

Dan Voytas and Marlene Zuk, College of Biological Sciences, have been elected as National Academy of Sciences (NAS) members. Membership in the NAS is one of the highest honors given to a scientist or engineer in the United States.

Sri Zaheer, Dean, Carlson School of Management, has been named a Woman of Distinction by Girl Scouts. This award honors outstanding women for their accomplishments, community leadership, and commitment to making a positive difference.

**Student Activities and Awards**

Molly Doda (Law School, 2nd Year) has been selected for the 2019 Rural Summer Legal Corps Fellowship. Each summer, Equal Justice Works partners with Legal Services Corporation (LSC) to support law students who want to serve rural and isolated communities across the United States and its territories. Doda will be hosted by Legal Services of Northwest Minnesota, where she will work with landlords to find mutually beneficial alternatives to eviction.

Kamille “Mia” King (University of Minnesota Morris, ’19), earned a 2019 David L. Boren Scholarship. Boren Scholars represent a vital pool of highly motivated individuals who are provided unique opportunities to study less commonly taught languages in world regions critical to U.S. interests. A biology and psychology major, King will spend next year studying Portuguese in Mozambique.

Matt Sturos, College of Veterinary Medicine graduate student, recently won the WTS Thorp Memorial Scholarship for the 2019–20 academic year. This scholarship supports and recognizes graduate students in veterinary diagnostic pathology.