Mission Fulfillment

September 2017

September 7, 2017
1:30 p.m. - 4:30 p.m.

Boardroom, McNamara Alumni Center
1. 2017-18 Committee Work Plan
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   Draft Work Plan - Page 4

2. Report on Undergraduate and Graduate Academic Program Changes
   Docket Item Summary - Page 6
   Report on Program Changes - Page 7
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3. System-Wide Enrollment Planning
   Docket Item Summary - Page 39
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4. Role of University Libraries in Advancing the Three-Part Mission
   Docket Item Summary - Page 93
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5. Consent Report - Review/Action
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6. Information Items
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AGENDA ITEM: 2017-18 Committee Work Plan

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☑ This is a report required by Board policy.

PRESENTERS: Regent Abdul Omari
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss the committee's 2017-18 work plan.

BACKGROUND INFORMATION

The Resolution Related to Board Committee Structure describes the role of the Mission Fulfillment Committee as follows:

The Mission Fulfillment Committee advises on academic priorities and the teaching, research, and outreach missions of the University. The committee oversees the University's admissions practices and enrollment planning, student demographic trends, student affairs and student experience, efforts related to diversity and campus climate, academic program reviews, faculty promotion and tenure, academic medicine, research, and outreach.
<table>
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<tr>
<th>Date</th>
<th>Topics</th>
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<td><strong>2017</strong></td>
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| September 7-8 | **2017-18 Committee Work Plan**<br>The committee will discuss the work plan agenda items for the 2017-18 meetings.  
**Report on Undergraduate and Graduate Academic Program Changes**<br>The committee will hear an update on academic program changes approved by the Board in 2016-17, including an explanation of faculty and administrative review and approval process with descriptions from leaders from a variety of academic programs. The committee may also engage in conversation about the future of academic program changes in alignment with an academic investment strategy.  
**System-wide Enrollment Planning**<br>The committee will receive an update on the work of the System-Wide Enrollment Planning Taskforce and discuss development of system-wide and campus-specific enrollment plans. Enrollment plans for the Crookston and Morris campuses will be discussed in 2017-18, and Duluth and Rochester campuses will be discussed in 2018-19.  
**Role of the University Libraries in Advancing the Three-Part Mission**<br>In addition to discussing the role of the Libraries in advancing the University's mission, this item will provide an overview of how librarian expertise has expanded as methods of creating and sharing knowledge have changed to support the campus community and the state. |
| October 12-13 | **Diversity and Inclusion**<br>The committee will review the context and national trends of diversity and inclusion in higher education as well as efforts to increase diversity in graduate and undergraduate enrollment at the Twin Cities campus.  
**The University’s Research Enterprise**<br>The committee will receive an update on the University’s research strategic plan and discuss the breadth and depth of research at the University.  
**21st Century Outreach Mission: Part I – Extension and Research and Outreach Centers**<br>The committee will review historical and current context of Extension and Research and Outreach Centers and will discuss their roles in the University’s outreach mission in the years to come.  
**Online Learning**<br>The committee will review the University’s current online education offerings and address the future of online learning. The discussion will include cost, capacity, IT needs, and comparison of offerings at peer institutions. |
| December 14-15| **Diversity in the Twin Cities Campus Undergraduate Enrollment**<br>The committee will consider a draft resolution related to increasing diversity in undergraduate enrollment at the Twin Cities campus.  
**Twin Cities Campus Liberal Education Requirements**<br>The committee will receive an update on changes to the liberal education requirements for undergraduate students at the Twin Cities campus. |
• **21st Century Outreach Mission: Part II – Public Engagement**
The committee will discuss the University’s current state-wide engagement efforts and consider future opportunities.

• **System-Wide Enrollment Planning: Morris Campus**
The committee will review current enrollment management principles and goals and provide input to shape future strategies for the Morris campus.

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<tr>
<th>2018</th>
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<tr>
<td>February 8-9</td>
<td><strong>Campus Climate</strong></td>
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<td>The committee will receive an update on recommendations outlined in the January 2016 Campus Climate Report and discuss emerging campus climate issues.</td>
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<td><strong>Update on Twin Cities 5-Year Enrollment Plan</strong></td>
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<td>The committee will receive an update on the progress of the Twin Cities 5-Year Enrollment Plan.</td>
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<td><strong>System-wide Enrollment Planning: Crookston Campus</strong></td>
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<td>The committee will review current enrollment management principles and goals and provide input to shape future strategies for the Crookston campus.</td>
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<td><strong>Student Health and Wellness Programs</strong></td>
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<td>The committee will discuss student health and wellness programs across the system and will specifically address access to mental health resources.</td>
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<td><strong>[Academic Investment Strategy: Principles and Direction]</strong></td>
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<td>The committee will discuss an academic investment strategy that is informed by and complements the System-wide Strategic Plan, tentatively scheduled for Board review in spring 2018.</td>
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| May 10-11     | **Promotion and Tenure, and Annual Continuous Appointments** |
|               | The committee will review and take action on recommendations for promotion and tenure and annual continuous appointments. |
|               | **Research, Start-ups, and Technology Commercialization** |
|               | The committee will learn about University start-up companies and technology commercialization. |
|               | **21st Century Outreach Mission: Part III – A Vision for the University’s Outreach Mission in the 21st Century** |
|               | The committee will review a draft plan that outlines the 21st century vision of the University’s outreach mission. |

| June 7-8      | **Progress Update from the System-wide Enrollment Planning Taskforce** |
|               | The committee will receive an update on the progress of the System-wide Enrollment Planning Taskforce. |
|               | **Supporting Students in Gateway Courses** |
|               | The committee will learn about the challenges first-year students face in gateway courses, and discuss ways to improve success in those courses. UMD's Securian Math Learning Lab will be presented as a case study. |
|               | **The Role of Graduate Students at Research Universities** |
|               | The committee will discuss how graduate students support each of the three parts of the University’s mission: teaching, research, and outreach. |
Mission Fulfillment

AGENDA ITEM: Report on Undergraduate, Graduate & Professional Academic Program Changes

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Katherine Hayes, Associate Professor of Anthropology, College of Liberal Arts, UTMC
Christopher Cramer, Associate Dean, College of Science & Engineering, UMTC
Michael White, Associate Dean, College of Food, Agricultural and Natural Resource Sciences, UMTC
Barbara Keinath, Vice Chancellor for Academic and Student Affairs, UMC
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, UMD
Jodi Dworkin, Associate Professor, Family Social Science, College of Education and Human Development, UMTC
Paul Siliciano, Associate Professor, Biochemistry, Molecular Biology, and Biophysics, College of Biological Sciences, UMTC

PURPOSE & KEY POINTS

The purpose of this item is to discuss 2016–17 academic program changes and the process by which faculty and academic units develop proposals for new academic programs. The item will include:

- Summary and analysis of program changes over the past five years.
- Discussion of the approval process.
- Discussion of curricular and program development at the University.

Regents will be asked to consider if the process for new, changed, and discontinued academic programs ensures that academic proposals come before the Board of Regents having undergone a rigorous, thorough review at appropriate levels.

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.
Introduction

As part of its regular agenda, the Mission Fulfillment Committee will review and consider whether to approve the academic program changes recommended by the Provost. The Committee will review the Provost’s recommendations through regular consent reports. To provide a fuller picture of curricular change, the Office of the Executive Vice President and Provost will also continue to provide an annual summary of new and changed programs approved by the Board of Regents in the previous year. The following report summarizes the changes approved during the past academic year and explains the process the University uses to review program change requests.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers over 300 undergraduate majors on its five campuses; more than 200 master’s degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, nursing, and veterinary medicine.

The University has one of only four campuses in the U.S. with agricultural programs as well as an academic health center with a major medical school. This breadth enables the University to undertake interdisciplinary research and to create interdisciplinary academic programs that few of its peers can match.

Given this breadth and the depth of expertise of the faculty, it is crucial for the University to engage in continuous monitoring and evaluation of academic programs and to reviews proposals for new programs that reflect new knowledge and respond to emerging societal needs.
Part I. The Academic Program Change Process

This section describes the program proposal review process, the policy principles and purposes that guide the review, the criteria used to assess proposals for new and changed programs, and the process’s intersection with delegation of authority policies.

Program Review Process
The process for establishing new academic programs, or making changes to current programs offered by any college or campus of the University of Minnesota, involves a series of steps designed to provide careful review and oversight.

Procedures for program development, review, and approval are established within departments, colleges, and the Academic Health Center, and by Chancellors, the Executive Vice President and Provost, and the Board of Regents. Prior to Provostal approval and submission to the Board of Regents, all proposals are available to members of the University community for public comment.

Principles
The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University’s broad institutional goals and strategic directions.

- Proposals for academic programs should reflect consideration of common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See “Criteria for New Program Proposals” section below.)

- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.

- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.

- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

Purposes
These principles inform the University’s policy governing the creation, change, and discontinuation of academic programs. The policy is intended to:

- Enhance quality, productivity, and efficiency in academic program development and implementation.

- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.

- Foster shared consultation and, where appropriate, joint planning across academic units.

- Foster early consultation with the Office of the Executive Vice President and Provost.
● Enhance the availability, coordination, and consistency of information about the University’s academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.

● Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, Executive Vice President and Provost, system campus Vice Chancellor, or collegiate dean.

Approval-Level Requirements
The type of action requested dictates the approval level required.

**Board of Regents** approval is required for:

- Adding new programs: new degree programs or majors, new baccalaureate or post-baccalaureate credit certificate programs, new minors.
- Changing current programs: adding a formal track to an existing major; changing a program or unit name or degree designation; discontinuing a program; offering new distance delivery of an existing degree program.
- Adding a new site for the delivery of an existing program.

**Executive Vice President and Provost** approval is required for:

- Formalizing a domestic or international credit-bearing agreement with another institution.
- Changing or adding new course designators and program codes.

**Provost approval** (Twin Cities), or **Vice Chancellor** (Crookston, Duluth, Morris, or Rochester) approval is required for:

- Adding an honors option to an existing undergraduate degree program.
- Making other curricular changes, e.g., changing the number of credits or required courses in a major or minor, changing the definition of options in a major.
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit.

**Vice Chancellor** (Crookston, Duluth, Morris, or Rochester) or **collegiate dean** (Twin Cities) approval is required for:

- Changing curricular details—e.g., course substitutions (one course is dropped and another replaces it), revision of the list of electives approved for a program, and changes that result from realignment or adjustment of course content.

All changes approved by a Vice Chancellor or collegiate dean must be reported to the Executive Vice President and Provost.

**Criteria for New Program Proposals**
The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria parallel ones used in the University’s periodic review of collegiate and departmental academic and administrative units.
Mission, Priorities, and Interrelatedness
- In what specific ways is the proposed program consistent with the University’s and the unit’s mission?
- How does the program support the unit’s strategic direction and compact?
- How will the program contribute to the priorities of the University, the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications for other units, colleges, or campuses, including the impact on other units of prerequisites and related courses?

Demand, Development, and Leveraging of Resources
- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. Provide the following kinds of evidence, as appropriate:
  - Evidence that the program meets societal needs and expectations
  - Evidence of consultation with employers or professional organizations, if appropriate
  - Employment data, if appropriate (e.g., current and projected availability of jobs for graduates)
  - Enrollment data for similar programs
  - Data indicating student interest or demand, both short- and long-term
  - Projected number of applicants for the program
  - Projected number of degrees to be conferred per year at full operation
- What is the intended geographic service area and what is the prospective student market?
- How will students benefit from the program?

Uniqueness and Comparative Advantage
- What are the characteristics of the program that make it particularly appropriate for the University of Minnesota?
- Are there comparable academic programs in Minnesota or elsewhere?
- What planning and development expertise shaped the proposal?
- When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors’ offices, etc.)?

Efficiency and Effectiveness
- Is the program within the capacity of the unit’s resources?
- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
- What steps will be taken to ensure the program is operated economically and effectively?

Quality, Productivity, and Impact
- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University’s diversity goals, e.g., student and faculty recruitment, curriculum, etc.?
Part II. Summary of 2016–17 Program Changes

NEW PROGRAMS

Twin Cities

- Carlson School of Management—Create Doctor of Business Administration
- Carlson School of Management—Create undergraduate minor in Business Analytics
- College of Continuing Education—Create undergraduate minor in Information Technology Infrastructure
- College of Design—Create undergraduate minor in Public Interest Design
- College of Education and Human Development—Create undergraduate minor in Health and Wellness Promotion
- College of Education and Human Development—Create a M.Ed. degree in Physical Activity and Health and deliver the degree partially online
- College of Education and Human Development—Create M.A. degree in Applied Developmental Psychology and deliver online
- College of Education and Human Development—Create undergraduate minor in Family and Community Engagement
- College of Education and Human Development—Create undergraduate minor in Family Financial Studies
- College of Education and Human Development—Create undergraduate minor in Family Therapy
- College of Education and Human Development—Create undergraduate minor in Racial Justice in Urban Schooling
- College of Liberal Arts—Create a B.A. degree in Ojibwe Language
- College of Liberal Arts and College of Design—Create M.A. degree and graduate minor in Heritage Studies and Public History
- College of Science and Engineering—Create Post-baccalaureate certificate in Data Science and deliver online
- College of Veterinary Medicine—Create post-baccalaureate certificate in Veterinary Medical Education and deliver the program online
- Humphrey School of Public Affairs—Create undergraduate certificate in Election Administration and deliver online
- Medical School—Create fellowship Advanced Interventional Cardiology and Research
- Medical School—Create fellowship in Brain Injury Medicine
- Medical School—Create fellowship in Congenital Cardiac Surgery
- Medical School—Create fellowship in Epilepsy
- Medical School—Create fellowship in Family Planning
- Medical School—Create residency in Interventional Radiology Independent
- School of Public Health—Create graduate minor in Sexual Health

Duluth

- College of Education and Human Service Professions—Create B.A. degree in Education Studies
- College of Liberal Arts—Create undergraduate minor in Digital Writing, Literature and Design
- Labovitz School of Business and Economics—Create undergraduate minor in Sustainable Business and Organization
- Swenson College of Science and Engineering—Create B.S. degree in Engineering Physics

Morris

- Create B.A. degree and undergraduate minor in Medieval Studies
Crookston

- Create an undergraduate certificate in Agricultural Business and deliver online
- Create an undergraduate honors program
- Create undergraduate certificate and undergraduate minor in Sport and Recreation Management and deliver online

CHANGES

Twin Cities

- Academic Health Center—Create sub-plans in Clinical Informatics, Data Science and Informatics for Learning Health Systems, Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the Ph.D. degree in Health Informatics
- Academic Health Center—Create sub-plans in Translational Bioinformatics, and Precision and Personalized Medicine Informatics within the M.S. degree in Health Informatics
- Carlson School of Management—Deliver the Master of Business Taxation online
- College of Biological Sciences—Change the name of the B.S., M.S., Ph.D., and graduate minor in Plant Biology to Plant and Microbial Biology
- College of Continuing Education—Create sub-plans in Data Management, Data Science, Development & Operations, Networking, Security, Systems, and Self-Designed within the B.A.Sc. degree in Information Technology and Infrastructure
- College of Design—Create sub-plant in Research Practices within the M.S. degree in Architecture
- College of Education and Human Development—Change the name of the B.S. degree in Recreation, Park and Leisure Studies to Recreation Administration
- College of Education and Human Development—Change the name of the M.A. degree in Applied Developmental Psychology to Applied Child and Adolescent Development
- College of Education and Human Development—Change the name of the post-baccalaureate certificate in Emerging Leaders in Private Colleges to Private College Leadership
- College of Education and Human Development—Create sub-plan in Prevention Science within the M.A. degree in Family Social Science
- College of Education and Human Development—Create sub-plans in Foundations of Education and Individualized Studies within the B.S. degree in Early Childhood
- College of Food, Agricultural and Natural Resource Sciences—Move the academic home of the M.S. degree in Agricultural Education from The College of Education and Human Development to the College of Food, Agricultural and Natural Resource Sciences
- College of Food, Agricultural, and Natural Resource Sciences—Create joint Bachelor/Master of Science degree in Nutrition
- College of Food, Agricultural, and Natural Resource Sciences—Change the name of sub-plan in Fisheries to Fisheries and Aquatic Sciences within the Fisheries, Wildlife, and Conservation Biology B.S.
- College of Food, Agricultural, and Natural Resource Sciences—Move the academic home of the Wildlife Ecology and Management sub-plan to the Conservation Sciences program
- College of Liberal Arts—Create sub-plan in Arabic within the B.A. degree in Asian Languages and Literatures
- College of Liberal Arts—Create sub-plan in Religions of Antiquity and discontinue sub-plans in Latin and Greek within the Ph.D. degree in Classical and Near Eastern Studies
- College of Liberal Arts—Discontinue sub-plan in Ancient Art and Archaeology within the M.A. and Ph.D. degrees in Classical and Near Eastern Studies
- Medical School (Twin Cities campus)—Reinstate M.S. degree in Surgery
- Office of Undergraduate Education—Move the academic home of the undergraduate minor in Leadership from The College of Education and Human Development and the Humphrey School of Public Affairs to Undergraduate Education
• School of Nursing—Change the name of sub-plans in Adult Health/Gerontological Nurse Practitioner and Pediatric Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner and Pediatric Primary Care Nurse Practitioner within the Doctor of Nursing Practice degree
• School of Nursing—Change the name of the post-baccalaureate certificate in Adult Health/Gerontological Nurse Practitioner to Adult/Gerontological Primary Care Nurse Practitioner
• School of Nursing—Change the name of the post-baccalaureate certificate in Pediatric Nurse Practitioner to Pediatric Primary Care Nurse Practitioner
• School of Public Health—Discontinue sub-plan for the partnership with Arizona State University within the Public Health Nutrition M.P.H. degree

Duluth
• College of Liberal Arts—Create sub-plans in Medical Arts and Science and Individualized Plan within the B.A. degree in Interdisciplinary Studies
• School of Fine Arts (Duluth campus)—Create sub-plans in Marketing and Studio within the B.F.A. degree in Graphic Design
• Swenson College of Science and Engineering (Duluth campus)—Move the academic home of the M.S. degree in Integrated Biosciences from the Twin Cities campus to the Duluth campus

Morris
• Morris Campus—Change the name of the B.A. degree and undergraduate minor in American Indian Studies to Native American and Indigenous Studies

Crookston
• Crookston Campus—Deliver the B.S. and undergraduate minor in Agricultural Business online

**DISCONTINUATIONS**

**Twin Cities**
• College of Education and Human Development—Discontinue the M.Ed. degree in Business and Industry Education
• College of Continuing Education—Discontinue the graduate minor in Liberal Studies
• College of Continuing Education—Discontinue the Master of Liberal Studies degree
• College of Continuing Education—Discontinue the post-baccalaureate certificate in Innovation Studies
• College of Education and Human Development—Discontinue the B.S. degree in Career and Technical Education
• College of Liberal Arts—Discontinue the B.A. degree in Statistics
• College of Liberal Arts—Discontinue the undergraduate minor in Danish
• College of Science and Engineering—Discontinue the B.S. degree in Statistics
• Medical School—Discontinue the Ph.D. degree in Surgery
• Medical School—Discontinue the M.S. degree and graduate minor in Experimental Surgery
• School of Nursing—Discontinue the M.S. degree in Nursing

**Duluth**
• College of Education and Human Service Professions—Discontinue the undergraduate certificate in Autism Spectrum Disorders
• College of Liberal Arts—Discontinue the undergraduate minor in Ojibwe Language
• College of Liberal Arts—Discontinue the graduate minor in Criminology
• College of Liberal Arts—Discontinue the M.A. degree in Criminology
• College of Liberal Arts—Discontinue the undergraduate minor in Information Design
- School of Fine Arts—Discontinue the B.F.A. in Graphic Design and Marketing
- Swenson College of Science and Engineering—Discontinue the B.S. degree in Applied Physics
- Swenson College of Science and Engineering—Discontinue the B.S. degree in Cell and Molecular Biology
- Swenson College of Science and Engineering—Discontinue the B.S. degree in Computer Information Systems
Part III. Summary & Analysis of 2012–2017 Program Changes

This section lists the academic program changes approved by the Academic and Student Affairs Committee and the Board of Regents between the 2012–13 and 2016–17 academic years.

It is important to note that most program changes have relatively small financial impacts. Most new programs or changes to current programs involve the realignment of courses that have already been created, use faculty already working at the University, and increase the utilization rate of existing classrooms, labs, and other facilities. When programs are discontinued, some of their courses may be folded into new or existing programs. Thus, discontinuations typically do not result in a reduction in the number of faculty, but may result in a redirection of faculty effort.

On the following pages is a listing by collegiate unit and campus of all academic program additions and discontinuations approved by the Board of Regents during 2012–2017. These program changes include undergraduate degrees, majors, minors, and certificate programs; graduate degrees and post-baccalaureate certificate programs; and first-professional degrees and certificate programs.

Program changes are broadly categorized as substantive changes, involving the addition or discontinuation of resources (typically, course); or primarily repackaging, involving no new resources but rather the organization of programs.

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<tr>
<td><strong>Substantive Changes</strong></td>
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<tr>
<td>Doctor of Business Administration (2016-17)</td>
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<tr>
<td><strong>Primarily Repackaging</strong></td>
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<td>M.S., Business Analytics (2013–14)</td>
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<td>M.S., Business Research (2014-15)</td>
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<td>M.S., Finance (2014–15)</td>
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<td>M.S., Supply Chain Management (2014–15)</td>
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<tr>
<td>Graduate Minor, Business Management (2015-16)</td>
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<td>Undergraduate Minor, Business Analytics (2016-17)</td>
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<td>Undergraduate Minor, Business Law (2015–16) with LAW</td>
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<th><strong>2012–17 Program Discontinuations</strong></th>
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<tr>
<td>Ph.D. and minor, Human Resources and Industrial Relations (2013–14)</td>
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<th>College of Biological Sciences</th>
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<td><strong>2012–17 Program Additions</strong></td>
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<tr>
<td>Undergraduate Minor, Marine Biology (2012–13)</td>
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<td>Undergraduate Minor, Behavioral Biology (2014–15)</td>
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<th><strong>2012–17 Program Discontinuations</strong></th>
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College of Continuing Education

2012–17 Program Additions

Primarily Repackaging
Master of Professional Studies, Addictions Counseling (2015-16)
B.A.Sc., Health Services Management (2013–14)
Undergraduate Certificate, Facility Management (2012–13)
Undergraduate Certificate and Undergraduate Minor, Health Services Management (2014–15)
Undergraduate Minor, Information Technology Infrastructure (2016–17)
Undergraduate Minor, Translation (2013–14)

2012–17 Program Discontinuations

Master of Liberal Studies and Graduate Minor in Liberal Studies (2016-17)
Post-baccalaureate and Undergraduate Certificate, Addiction Studies (2015–16)
Post-baccalaureate Certificate, Innovation Studies (2016-17)

College of Design

2012–17 Program Additions

Substantive Changes
Masters Degree in Heritage Studies and Public History (2016-17) with the College of Liberal Arts
B.S., Product Design (2015–16)

Primarily Repackaging
Graduate Minor, Ecological Restoration in Landscape Architecture (2014–15)
Undergraduate Minor, Interior Environments (2013–14)
Undergraduate Minor, Product Design (2012–13)
Undergraduate Minor, Public Interest Design (2016-17)

2012–17 Program Discontinuations

Post-baccalaureate Certificate, Surface Design (2012–13)
Graduate Minor, Architecture (2012–13)

College of Education and Human Development

2012–17 Program Additions

Substantive Changes
Post-baccalaureate certificate, Emerging Leaders in Private Colleges (2013–14)

Primarily Repackaging
M.A, Applied Developmental Psychology (2016-17)
M.Ed., Physical Activity and Health (2016-17)
M.Ed., Sport Management (2014–15)
B.S., Integrated Degree Program (2012–13)
B.S., Special Education (2013–14)
Graduate Minor, Integrative Leadership (2012–13)
Undergraduate Minor, Health and Wellness Promotion (2016-17)
Undergraduate Minor, Outdoor Recreation and Education (2012–13)
Undergraduate Minor, Family and Community Engagement (2016-17)
Undergraduate Minor, Family Financial Studies (2016-17)
Undergraduate Minor, Family Therapy (2016-17)
Undergraduate Minor, Racial Justice in Urban Schooling (2016-17)
2012–17 Program Discontinuations (CEHD cont.)

B.S., Career and Technical Education (2016-17)
Post-Baccalaureate Certificate, Educational Psychology Specialist: Education and Counseling (2014–15)
Undergraduate Certificate, Disability Policy and Services (2015–16)

College of Food, Agricultural, and Natural Resource Sciences

2012–17 Program Additions

Primarily Repackaging
M.S. Bioproducts and Biosystems Engineering Management (2014-15)
B.S., Food Systems (2012–13)
B.S., Plant Science (2012–13)
Undergraduate Minor, agricultural and Food Business Management (2012–13)
Undergraduate Minor, Wildlife Care and Handling (2015-16)

M.P.S.E., Master of Paper Science and Engineering (2012-13)
M.S.B.B.S.E.M., Bioproducts and Biosystems Engineering and Management Master of Science (2014–15)
B.S., Applied Plant Science (2013-14)
B.S., Horticulture (2013-14)

2012–17 Program Discontinuations

M.A., Health Communication (2013-14)
B.S., Statistical Science (2013-14)
B.A./M.D. with MED (2015-16)
B.A. Biblical Studies (2013-14)
B.A. Classics (2013-14)
B.A., German, Scandinavian, and Dutch (2012-13)
B.A., Ojibwe Language (2016-17)
B.A., Statistical Practice (2015-16)
Post-baccalaureate Certificate, Music Education (2015-16)
Undergraduate Certificate, Chinese Advanced Level Proficiency (2013-14)
Undergraduate Certificate, French Advanced Level Proficiency (2015-16)
Undergraduate Certificate, German Advanced Level Proficiency (2015-16)
Undergraduate Certificate, Spanish Advanced Level Proficiency (2013-14)
Undergraduate Certificate, Technical Communication (2013-14)
Undergraduate Minor, Creative Writing (2014-15)
Undergraduate Minor, Health Psychology (2015-16)
2012–17 Program Discontinuations (CLA cont.)

- B.A., Architecture (2012-13)
- B.A., Classic Civilization (2013-14)
- B.A., German (2012-13)
- B.A., Greek (2013-14)
- B.A., Hebrew (2012-13)
- B.A., Latin (2013-14)
- B.A., Scandinavian Languages and Finnish (2012-13)
- B.A., Statistics (2016-17)
- Graduate Minor, English as a Second Language (2014-15)
- Undergraduate Minor, Danish (2016-17)
- Undergraduate Minor, East Asian Studies (2012-13)
- Undergraduate Minor, European Area Studies (2012-13)
- Undergraduate Minor, Latin American Studies (2012-13)
- Undergraduate Minor, Learning Abroad (2012-13)
- Undergraduate Minor, Russian Area Studies (2012-13)
- Undergraduate Minor, South Asian and Middle Eastern Studies (2012-13)

Humphrey School of Public Affairs

2012–17 Program Additions

**Substantive Changes**
- Ph.D., Public Affairs, (2012-13)
- Post-baccalaureate and Undergraduate Certificate, Election Administration (2014-15 and 2016-17)
- Post-baccalaureate Certificate, Executive Leadership (2012-13)
- Post-baccalaureate Certificate, Human Services Leadership (2015-16)

**Primarily Repackaging**
- Master of Human Rights, (2015-16) with CLA

2012–17 Program Discontinuations

- Post-baccalaureate Certificate, Executive Leadership (2015-16)
- Graduate minor, Public Affairs (2013-14)

College of Science and Engineering

2012–17 Program Additions

**Substantive Changes**
- M.S., Data Science (2013-14)
- M.S., Medical Device Innovation (2013-14)
- Graduate Minor, Cyber Security (2015-16)

**Primarily Repackaging**
- B.Env.E., Bachelor of Environmental Engineering (2013-14)
- Post-baccalaureate Certificate, Data Science (2016-17)

2012–17 Program Discontinuations

- Graduate Minor, Nanoparticle Science and Engineering (2015-16)
- B.S., Statistics (2016-17)
### Law School

**2012–17 Program Additions**

**Primarily Repackaging**
- Undergraduate Minor, Business Law (2015-16) with CSOM

**2012–17 Program Discontinuations**

None

### ACADEMIC HEALTH CENTER

**2012–17 Program Additions**

- M.A., Integrative Health and Wellbeing Coaching (2013-14)
- Post-baccalaureate Certificate, Clinical Ethics (2013-14)
- Undergraduate Certificate, Medical Laboratory Sciences (2015-16)

### College of Veterinary Medicine

**2012–17 Program Additions**

- Post-baccalaureate Certificate, Veterinary Medical Education (2016-17)

**2012–17 Program Discontinuations**

Graduate Minor, Veterinary Medicine (2015-16)

### Medical School

**2012-17 Program Additions**

**Primarily Repackaging**
- B.A./M.D. with CLA (2015-16)
- Post-baccalaureate Certificate, Orthoptics (2013-14)

**2012-17 Program Discontinuations**

- Ph.D. and M.S., Toxicology (2012-13) with UMD
- Ph.D., Surgery (2015-16)
- M.S., Graduate Minor, Experimental Surgery (2015-16)
- M.S.Otol., Otolaryngology (2012-13)
- Graduate Minor, Human Genetics (2013-14)
- Graduate Minor, Surgery (2012-13)

### School of Dentistry

**2012–17 Program Additions**

- Post-baccalaureate Certificate, Advanced Dental Therapy (2013-14)

**2012–17 Program Discontinuations (Dentistry cont.)**

- B.S., Dental Therapy (2014-15)
### School of Nursing

**2012–17 Program Additions**

None

**2012–17 Program Discontinuations**

- M.S., Nursing (2016-17)
- Post-baccalaureate Certificate, Family Nurse Practitioner (2015-16)

### School of Public Health

**Substantive Changes**

- Ph.D., Molecular Systems and Toxicology (2014-15)

**Primarily Repackaging**

- Post-baccalaureate Certificate, Advanced Management Training for Clinician Leaders (2012-13)
- Graduate Minor, Health Equity (2015-16)
- Graduate Minor, Sexual Health (2016-17)

**2012–17 Program Discontinuations**

- Post-baccalaureate Certificate, Management Studies in Health Services Administration (2012-13)
- Post-baccalaureate Certificate, Occupational Health and Safety (2012-13)

### SYSTEM CAMPUSES

#### University of Minnesota Crookston

**2012–17 Program Additions**

- B.S., Exercise Science and Wellness (2014-15)
- B.S., Medical Laboratory Science (2014-15)

**Primarily Repackaging**

- B.S., certificate, and minor, Finance (2012-13)
- B.S. and minor, Entrepreneurship (2011-13)
- B.S., and certificate Agricultural Education (2014-15 and 2016-17)
- B.S., English (2014-15)
- Certificate and minor, Sport and Recreation Management (2016-17)
- Certificate, Taxation (2012-13)
- Honors Program (2016-17)
- Minor, Humanities (2012-13)

**2012–17 Program Discontinuations (Crookston cont.)**

- B.S. and minor, Hotel, Restaurant, and Tourism Management (2012-13)
- B.S. and minor, Organizational Psychology (2012-13)
- B.S., Agricultural Education (2012-13)
University of Minnesota Duluth

2012–17 Program Additions

Substantive Changes
Ed.S., Education Administration Specialist (2015-16)
B.A. Cultural Entrepreneurship, (2012-13)
B.A. Tribal Administration and Governance (2014-15)

Primarily Repackaging
M.S.E.E., Master of Science Electrical Engineering (2012-13)
M.S.M.E., Mechanical Engineering (2015-16)
M.S., Chemical Engineering (2013-14)
M.A., Psychological Science (2012-13)
B.S.W., Social Work (2012-13)
B.S., Engineering Physics (2016-17)
B.S., Linguistics (2012-13)
B.A. and Minor, Latin American Area Studies (2012-13)
B.A. and Minor, Women Gender and Sexuality Studies (2013-14)
B.A., Biochemistry (2012-13)
B.A. and Minor, Chinese Area Studies (2012-13)
B.A., Computer Science (2012-13)
B.A., Education Studies (2016-17)
B.A., Journalism, (2015-16)
B.A. and Minor, Latin American Area Studies (2012-13)
B.B.A., Entrepreneurship (2013-14)
B.B.A., Marketing and Graphic Design (2012-13)
Post-baccalaureate Certificate, Community College Teaching (2012-13)
Post-baccalaureate Certificate, Geographic Information Science (2015-16)
Undergraduate Certificate, Business Administration (2012-13)
Undergraduate Certificate, Museum Studies (2014-15)
Undergraduate Minor, Biochemical Engineering (2012-13)
Undergraduate Minor, Cognitive Science (2012-13)
Undergraduate Minor, Digital Writing, Literature and Design (2016-17)
Undergraduate Minor, Early Childhood Services (2014-15)
Undergraduate Minor, Electrical Engineering (2013-14)
Undergraduate Minor, Entrepreneurship (2014-15)
Undergraduate Minor, International Business (2015-16)
Undergraduate Minor, Lesbian, Gay, Bisexual, Transgender, and Queer Studies (2014-15)
Undergraduate Minor, Materials Science and Engineering (2015-16)
Undergraduate Minor, Ojibwe Language (2014-15)
Undergraduate Minor, Russian Area Studies (2012-13)
Undergraduate Minor, Sustainable Business and Organization (2016-17)

2012–17 Program Discontinuations
Ph.D. and M.S., Toxicology (2012-13) with UMTC (2012-13)
M.A., Graduate Minor, Criminology (2016-17)
M.F.A., Art (2013-14)
M.S., Electrical and Computer Engineering (2012-13)
B.A. and Undergraduate Minor, Women’s Studies (2013-14)
B.A.Sc., Athletic Training (2014-15)
B.A.Sc., Ojibwe Elementary Education (2014-15)
B.F.A., Graphic Design and Marketing (2016-17)
B.S., Applied Physics (2016-17)
B.S., Cell and Molecular Biology (2016-17)
B.S., Computer Information Systems (2016-17)
Undergraduate Certificate, Autism Spectrum Disorders (2016-17)
Undergraduate Certificate, Fetal Alcohol Spectrum Disorder (2012-13)
Undergraduate Certificate, General Business Administration (2012-13)
| Undergraduate Certificate, Liberal Arts (2012-13) |
| Undergraduate Minor, Art (2014-15) |
| Undergraduate Minor, Business Administration (2014-15) |
| Undergraduate Minor, Communication Sciences and Disorders (2014-15) |
| Undergraduate Minor, Computer Information Systems (2015-16) |
| Undergraduate Minor, Computer Science Applied (2015-16) |
| Undergraduate Minor, Cultural Studies (2014-15) |
| Undergraduate Minor, Information Design (2016-17) |
| Undergraduate Minor, Ojibwe Language (2016-17) |

**University of Minnesota Morris**

2012–17 Program Additions

*Primarily Repackaging*
- B.A., Human Services (2014-15)
- B.A. and Undergraduate Minor, Medieval Studies (2016-17)
- Minor, Latin American Area Studies (2014-15)
- Minor, Creative Writing (2014-15)

2012–17 Program Discontinuations

- B.A. Liberal Arts for the Human Services (2014-15)

**University of Minnesota Rochester**

2012–17 Program Additions

None

2012–17 Program Discontinuations

None
**Undergraduate, Graduate, and Professional Degrees Conferred**

Listed below are the largest degree programs.

### Twin Cities - Undergraduate

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### Twin Cities - Graduate

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### Twin Cities - Professional

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### Duluth - Undergraduate

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### Duluth - Graduate and Professional

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### Morris

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## Crookston

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<td><strong>401</strong></td>
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## Rochester

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<tr>
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</table>

| **TOTAL**                           | **49** | **73** | **109** | **105** | **336** |
Part IV. Backgrounds for Examples of Academic Program Development

**Katherine Hayes (Anthropology and American Indian Studies, Chair)**  
**Master of Heritage Studies and Public History**  
This graduate program is a partnership between the College of Liberal Arts and the College of Design at the University of Minnesota—Twin Cities, and the Minnesota Historical Society. It provides heritage and public history professionals with a broad disciplinary perspective, increasing their resource base and network of expertise. Students take advantage of the deep scholarly expertise in these fields at the University of Minnesota, as well as the Minnesota Historical Society’s extensive resources and expertise, to offer unparalleled training in the theory and methods of heritage and public history studies at the graduate level. Minnesota Historical Society staff and leadership contribute to the program by teaching courses, mentoring students, and sharing knowledge about professional practice. The program combines rigorous scholarly training with hands-on professional development, preparing graduates for positions in major public history and heritage institutions in Minnesota and elsewhere. Heritage Studies and Public History are the publicly engaged and community-accountable practices of historical scholarship, whether it is based in archival research, archaeology, material culture studies, architecture, preservation, or landscape studies. Although such a commitment to public interpretation, education, and preservation is part of all these disciplines, it is of tremendous benefit to heritage professionals to understand the connections and common issues in all of these perspectives, because the heritage field is increasingly characterized by such interdisciplinary integration. In particular, these affiliated fields recognize the critical need for diversity and inclusion, both in the pasts they represent and in the practitioners they employ. This program addresses these needs.

**Christopher Cramer (Chemistry, CSE Associate Dean)**  
**Master of Science in Data Science**  
The Data Science M.S. is a cooperative program in of the Department of Computer Science and Engineering, the Department of Electrical and Computer Engineering, the School of Statistics and the Division of Biostatistics. Together, these departments house a uniquely large variety of faculty in data mining and data management. The University of Minnesota—Twin Cities is ranked 4th in the world among academic institutions in data mining. There is a growing demand for talented professionals that can harvest, process, analyze data and extract insight. This is a new and growing academic discipline that has attracted significant attention in business, physical sciences, biological and health sciences, and research. Broadly trained data scientists are needed by a wide variety of organizations such as large internet companies like Google and Microsoft, retail firms like Walmart and Target or smaller regional retailers, financial firms like banks or credit card companies, many different Government departments in the military, intelligence, law enforcement, human services, health, as well as in scientific and medical research. In particular, a recent McKinsey study suggests a demand just for business applications for 440,000 to 490,000 people with deep analytical skills by the year 2018, while the supply will be only around 300,000.

**Master of Science in Medical Device Innovation**  
The Medical Device Innovation M.S. is an interdisciplinary program administered by the College of Science and Engineering’s Technological Leadership Institute (TLI). The program is comprised of courses in the core areas of technology innovation management and medical industry dynamics. Students’ experiences are enhanced through therapeutic area-based group activities and hands-on experiences in innovative biodesign through practicums at the Medical Devices Center. Students have the opportunity to specialize in an area of interest by taking 9 credits of electives in medical, technical, or business courses. The 14-month program draws upon the fields of technology innovation, product development, project and business management, intellectual property,
regulatory affairs, clinical needs, entrepreneurship, emerging trends, globalization, reimbursement, and public policy. This program provides students with a full understanding of medical device innovation from start to finish.

**Graduate Minor in Cyber Security**
The Cyber Security minor is administered by the Technological Leadership Institute (TLI) in the College of Science and Engineering. The program integrates the fields of technology, security, and management, to provide students with the skills and insights to assume a leadership role in cyber security, or continue their field of study with a focus on cyber security and its role in organizations. The curriculum applies fundamental concepts of business management, organizational leadership, and risk management techniques and strategies, each as applied in the context of cyber security, to empower engineering, technology, and business professionals to adapt and lead in the emerging field of cyber security.

**Michael White (Animal Science, CFANS Associate Dean)**
Bachelor of Science in Food Systems
The Food Systems B.S. spans the rural-to-urban spectrum, tackling many of the pressing issues of the day including concerns about the economic, social, and ecological impacts of food systems. The food system is an interconnected set of biological, technological, economic, and social activities and processes that nourish human populations and provide livelihood and satisfaction to the people who participate in it. This program responds to scientific and technological advances, social needs and student interests, and fulfills the land grant mission in the context of a new generation and new era. The Food Systems program was one of the primary outcomes of the CFANS curriculum revitalization initiative. The program consists of core courses that introduce the concept of a food system, teach principles of systems analysis, and engage students with examples of conventional, organic, global and local systems. Tracks in the program focus on: food production, agroecology, and food marketing, finance, safety, nutrition, and entrepreneurship.

**Fernando Delgado (Duluth, Executive Vice Chancellor for Academic Affairs)**
Master and Bachelor of Science in Tribal Administration and Governance
The Tribal Administration and Governance programs are designed to prepare students to work for tribes, as well as governmental and non-governmental entities that work closely with tribes. Students in the program may already serve as tribal administrators, council members, or tribal leaders. These programs combine fundamental courses in business administration with courses focused on tribal sovereignty, tribal governance, and federal Indian law and policy. The curriculum is based on studying the interrelationships between federal and tribal governments and the methods used by Native Nations to administer programs. Students learn the history of federal-tribal-state relations; the roles of tribal leaders and administrators; and the laws, polices, and issues that impact tribal governments.

**Barbara Keinath (Crookston, Vice Chancellor for Academic Affairs)**
Bachelor of Science in Medical Laboratory Science
Modern medicine would be impossible without the problem solving skills of medical lab scientists making a Bachelor of Science in Medical Laboratory Science vital to the study of medicine. Medical Laboratory Science (MLS) technicians run tests that encompass areas of clinical chemistry, clinical microbiology, hematology, clinical urology, immunology, immunohematology, and molecular diagnostics. With a high demand for medical lab scientists, MLS graduates have excellent job opportunities and students in the program have unique opportunities to be involved in research projects. A bachelor’s degree in medical laboratory science provides a great background for individuals interested in entering fields of forensic science, pharmaceutical sciences, and medicine.
**Jodi Dworkin (Family Social Science, Department Head, CEHD Curriculum Council Chair)**

CEHD Curriculum Council

The role of CEHD’s collegiate curriculum council is to provide leadership and guidance on educational issues of concern to faculty, students, and administration. The council also reviews and approves proposed courses and programs offered wholly or in part by the college. It also reviews curricula and programs, both in conjunction with external reviews and as needed by the college.

**Paul Siliciano (Biochemistry, Molecular Biology and Biophysics, UMTC Campus Curriculum Committee Chair)**

Campus Curriculum Committee

The Campus Curriculum Committee (CCC) is an advisory committee appointed by the Provost in order to assist with UMTC curricular matters. It has broad representation from the UMTC faculty and works in close partnership with faculty governance bodies, as well as senior academic leaders. It reviews newly-established courses, keeping in mind issues of overlap, possible duplication, and appropriate disciplinary connections. The CCC provides final approval of courses, maintains strong communication with committees like the Council for Liberal Education and the Campus Writing Board, and helps to determine the impact of course elimination on other degree programs.
<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Program</th>
<th># added</th>
<th># discontinued</th>
</tr>
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<tbody>
<tr>
<td>Baccalaureate</td>
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<tr>
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<td>4</td>
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<td>Professional Programs</td>
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<td></td>
<td>Certificates</td>
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<td>2</td>
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<td></td>
<td>Minors</td>
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</tr>
<tr>
<td></td>
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<td></td>
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## 2016-17 Additions and Discontinuations

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<tr>
<th>Level</th>
<th>Type of Program</th>
<th># added</th>
<th># discontinued</th>
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<tr>
<td>Baccalaureate</td>
<td>Undergraduate Programs</td>
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<td>Certificates</td>
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<td><strong>Minors</strong></td>
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<td>Post-baccalaureate</td>
<td>Graduate Programs</td>
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<td>4</td>
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<td>Professional Programs</td>
<td>3</td>
<td>2</td>
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<tr>
<td></td>
<td>Certificates</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Minors</td>
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<td>2</td>
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<tr>
<td></td>
<td><strong>Medical School Fellowships</strong></td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>33</strong></td>
<td><strong>21</strong></td>
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## Academic Degree Programs (Current)

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<th>Doctoral/Professional</th>
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<tr>
<td>Twin Cities</td>
<td>150</td>
<td>183</td>
<td>108</td>
</tr>
<tr>
<td>Duluth</td>
<td>90</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Morris</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester</td>
<td>2</td>
<td>1*</td>
<td>1*</td>
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</table>

* Graduate degrees granted by the Twin Cities campus, with the administrative home of the program on the Rochester campus.
## Academic Degree Programs (5-year comparison)

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<th>Master’s</th>
<th>Doctoral/Professional</th>
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<tbody>
<tr>
<td><strong>Twin Cities</strong></td>
<td>150 (149)</td>
<td>183 (176)</td>
<td>108 (108)</td>
</tr>
<tr>
<td><strong>Duluth</strong></td>
<td>90 (83)</td>
<td>25 (23)</td>
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<tr>
<td><strong>Morris</strong></td>
<td>34 (34)</td>
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<tr>
<td><strong>Crookston</strong></td>
<td>34 (27)</td>
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</table>

* Graduate degrees granted by the Twin Cities campus, with the administrative home of the program on the Rochester campus.
Evaluation Considerations

1. Mission, Priorities, and Interrelatedness
2. Demand, Development, and Leveraging of Resources
3. Uniqueness and Comparative Advantage
4. Efficiency and Effectiveness
5. Quality, Productivity, and Impact
Faculty

Academic Programs and Departments

 Colleges

 Campuses

(Academic Health Center, Office of Undergraduate Education, Graduate School)

Public Review Period

Executive Vice President and Provost

Board of Regents

Higher Learning Commission
BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment Committee  

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, as outlined below.

I. Request for Approval of New Academic Programs

- College of Continuing Education—Create post-baccalaureate certificate in Human Sexuality and deliver online

II. Request for Approval of Changed Academic Programs

- College of Continuing Education—Change academic unit name to the College of Continuing and Professional Studies
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Create integrated B.S./M.S. degree program in Plant Science and Applied Plant Sciences
- College of Science and Engineering and the Medical School (Twin Cities campus)—Create integrated B.S.m.E./M.S. degree program in Rehabilitation Science
- Carlson School of Management (Twin Cities campus)—Deliver the M.B.A. degree in partnership with Tongji University
- College of Science and Engineering (Twin Cities campus)—Create sub-plan in Analytics within the M.S.I.S.Y.E. degree
### Academic Program Creation and Revision In Action

<table>
<thead>
<tr>
<th>Program</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Heritage Studies and Public History</td>
<td>Katherine Hayes</td>
</tr>
<tr>
<td>M.S. degrees in Data Science and Medical Device Innovation, Graduate Minor in Cyber Security</td>
<td>Christopher Cramer</td>
</tr>
<tr>
<td>B.S. in Food Systems</td>
<td>Michael White</td>
</tr>
<tr>
<td>B.S. in Medical Laboratory Science</td>
<td>Barbara Keinath</td>
</tr>
<tr>
<td>B.A. and Master of Tribal Administration and Governance</td>
<td>Fernando Delgado</td>
</tr>
<tr>
<td>CEHD Curriculum Council</td>
<td>Jodi Dworkin</td>
</tr>
<tr>
<td>Campus Curriculum Committee</td>
<td>Paul Siliciano</td>
</tr>
</tbody>
</table>
Mission Fulfillment

AGENDA ITEM: System-Wide Enrollment Planning

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Lori Carrell, Interim Chancellor, UMR
Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMM
Robert McMaster, Vice Provost and Dean for Undergraduate Education, UMTC

PURPOSE & KEY POINTS

The purpose of this item is to discuss the work of the System Enrollment Management Workgroup and seek strategic direction from the Board as the work moves forward. The discussion will address:

- Matching aspirations with resources.
- The state and national enrollment environment.
- The University's enrollment environment and challenges.
- Alignment with the System-wide Strategic Plan Framework.
- Recommendations from the workgroup.

The docket materials include background information for the discussion of next steps in system-wide enrollment management, aligned with recommendations outlined in the System-wide Strategic Plan Framework. Also included are the recommendations of the System Enrollment Management Workgroup.
System-wide Enrollment Management Retreat

Regional and System Context

September 7, 2016
History
<table>
<thead>
<tr>
<th>University in Minnesota</th>
<th>Milestones</th>
</tr>
</thead>
</table>
| UM – Crookston          | 1906 – Northwest School of Agriculture  
                           1966 – U of MN Technical Institute (2-yr tech degrees)  
                           1992 – Approval to offer 4-year degrees |
| UM – Duluth             | 1895 – Legislature creates Duluth Normal School  
                           1921 – Becomes Duluth State Teachers College  
                           1947 – Becomes part of the U of MN |
| UM – Morris             | Began as an American Indian Boarding School  
                           1910 – West Central School of Agriculture  
                           1960 – UM – Morris opens as a liberal arts institution |
| UM – Rochester          | 1966 – UMTC begins a satellite site in Rochester  
                           1993 – UM begins participating in UCR (University Center Rochester) with Winona St. & RCTC  
                           1998 – Rochester becomes a branch campus  
                           2006-2008 – UMR created, moves downtown, begins BSHS |
| UM – Twin Cities | 1920-1945: “Normal” enrollment about 15K-20K  
                           1946 – 1960: GI Bill boom and bust enrollment  
                           1960-1980: Overwhelming growth – 80% commuter  
                           1987: Commitment to Focus  
                           1995-2005: Residential focus, 13 credit rule, close GC |
| UM – Waseca             | 1953 – Southern School of Agriculture  
                           1971- U of MN Technical Institute (2-yr tech degrees)  
                           Closes in 1992 |
### Historical U of MN Enrollments

#### Twin Cities
- 1946: 27,982
- 1950: 20,959
- 1955: 22,330
- 1960: 26,182
- 1965: 38,011
- 1970: 42,659
- 1975: 46,593
- 1980: 47,386
- 1985: 44,590
- 1990: 40,972
- 1995: 47,697
- 2000: 45,481
- 2005: 51,175
- 2010: 51,721
- 2015: 50,678

#### Duluth
- 1946: 1,678
- 1950: 1,946
- 1955: 2,668
- 1960: 4,459
- 1965: 5,254
- 1970: 5,998
- 1975: 7,393
- 1980: 7,519
- 1985: 7,923
- 1990: 8,386
- 1995: 9,087
- 2000: 10,496
- 2005: 11,729
- 2010: 10,878

#### Morris
- 1946: 240
- 1950: 985
- 1955: 1,664
- 1960: 1,593
- 1965: 1,624
- 1970: 1,682
- 1975: 2,021
- 1980: 1,976
- 1985: 1,842
- 1990: 1,684
- 1995: 1,811
- 2000: 1,856

#### Crookston
- 1946: 408
- 1950: 930
- 1955: 1,179
- 1960: 1,137
- 1965: 1,336
- 1970: 1,729
- 1975: 2,775
- 1980: 2,134
- 1985: 2,828
- 1990: 2,823

#### Rochester
- 1946: 143
- 1950: 416

#### Waseca
- 1946: 705
- 1950: 1,123
- 1955: 1,148
- 1960: 1,042
- 1965: 0
- 1970: 0
- 1975: 0
- 1980: 0
- 1985: 0
- 1990: 0
- 1995: 0
- 2000: 0
- 2005: 0
- 2010: 0
- 2015: 0

#### Total
- 1946: 27,982
- 1950: 22,637
- 1955: 24,276
- 1960: 29,090
- 1965: 43,455
- 1970: 49,985
- 1975: 55,819
- 1980: 58,705
- 1985: 56,076
- 1990: 53,294
- 1995: 59,788
- 2000: 59,185
- 2005: 65,489
- 2010: 68,232
- 2015: 66,651
Regional Context
Projected regional changes in high school graduates 2000-2028

Total Public & Nonpublic Graduates for North Dakota, South Dakota, Iowa, Minnesota, Wisconsin from 2000-01 to 2027-28

Note: 1996-97 to 2008-09 are actual reported graduates, 2009-10 to 2027-28 are projected graduates.
University of Minnesota Fall Semester Minnesota Resident New Freshmen (NHS) Headcount Enrollment as a Percentage of Minnesota High School Graduates

Source Note: High School Graduates from WICHE Knocking on the College Door
Changes in MN diversity

Projected MN Population 2005-2035

- White
- Black
- Asian and Hawaiian
- American Indian
- Two or more races
- Hispanic or Latino

MN State Demographic Center
<table>
<thead>
<tr>
<th>Campus</th>
<th>2016-17 tuition rates</th>
<th>Campus</th>
<th>2016-17 tuition rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>$10,180</td>
<td>Morris</td>
<td>$11,896</td>
</tr>
<tr>
<td>Duluth</td>
<td>$11,896</td>
<td>Rochester</td>
<td>$11,896</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>$12,546</td>
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</tbody>
</table>

**MnSCU 4-year Universities**

<table>
<thead>
<tr>
<th>Campus</th>
<th>2016-17 tuition rates</th>
<th>Campus</th>
<th>2016-17 tuition rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bemidji</td>
<td>$7,360</td>
<td>St. Cloud</td>
<td>$6,820</td>
</tr>
<tr>
<td>Moorhead</td>
<td>$7,135</td>
<td>Southwest</td>
<td>$7,223</td>
</tr>
<tr>
<td>Mankato</td>
<td>$6,905</td>
<td>Winona</td>
<td>$7,103</td>
</tr>
<tr>
<td>Metro</td>
<td>$6,563</td>
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**Illustrative regional universities (tuition for MN residents)**

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<thead>
<tr>
<th>Campus</th>
<th>2016-17 tuition rates</th>
<th>Campus</th>
<th>2016-17 tuition rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
<td>$8,938</td>
<td>North Dakota State</td>
<td>$7,755</td>
</tr>
<tr>
<td>South Dakota</td>
<td>$7,980</td>
<td>South Dakota State</td>
<td>$7,980</td>
</tr>
<tr>
<td>UW - Eau Claire</td>
<td>$8,812</td>
<td>UW – La Crosse</td>
<td>$9,214</td>
</tr>
<tr>
<td>UW - Superior</td>
<td>$8,590</td>
<td>St. Thomas</td>
<td>$36,300</td>
</tr>
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</table>
Minnesota and North Dakota context

U of MN in total increased 6,873 students (11%) in the past 20 years. System campuses accounted for 3,882 of this growth. North Dakota + North Dakota State grew 8,190 students over this time period.

4-year Colleges and Universities Fall Enrollments

U of MN
MN State Universities
MN Private 4-year
UND + NDSU

U of MN in total increased 6,873 students (11%) in the past 20 years.
System campuses accounted for 3,882 of this growth.
North Dakota + North Dakota State grew 8,190 students over this time period.
Migration of New Freshmen Entering Four-Year Public Universities in the Upper Midwest: Fall Semester 2012

5-State Total
Into Minnesota: 2,661
Out of Minnesota: 7,323
Ratio: 2.75:1
# 2014 New Freshman – Home location

<table>
<thead>
<tr>
<th></th>
<th>MN</th>
<th>ND</th>
<th>SD</th>
<th>WI</th>
<th>Other US</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>194</td>
<td>21</td>
<td>2</td>
<td>7</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Duluth</td>
<td>1817</td>
<td>17</td>
<td>3</td>
<td>204</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Morris</td>
<td>333</td>
<td>5</td>
<td>28</td>
<td>12</td>
<td>21</td>
<td>11</td>
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<tr>
<td>Rochester</td>
<td>88</td>
<td>0</td>
<td>1</td>
<td>20</td>
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<tr>
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<td>3521</td>
<td>70</td>
<td>75</td>
<td>750</td>
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<td>676</td>
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<td>41</td>
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<tr>
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<td>1391</td>
<td>899</td>
<td>50</td>
<td>26</td>
<td>90</td>
<td>13</td>
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<tr>
<td>South Dakota</td>
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<td>1</td>
<td>787</td>
<td>11</td>
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<td>SDSU</td>
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<td>1286</td>
<td>19</td>
<td>318</td>
<td>51</td>
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<td>0</td>
<td>1428</td>
<td>37</td>
<td>98</td>
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<tr>
<td>Lacrosse</td>
<td>297</td>
<td>0</td>
<td>0</td>
<td>1606</td>
<td>76</td>
<td>7</td>
</tr>
<tr>
<td>Superior</td>
<td>128</td>
<td>1</td>
<td>0</td>
<td>149</td>
<td>16</td>
<td>37</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>MN</th>
<th>ND</th>
<th>SD</th>
<th>WI</th>
<th>Other US</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>71%</td>
<td>8%</td>
<td>1%</td>
<td>3%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Duluth</td>
<td>86%</td>
<td>1%</td>
<td>0%</td>
<td>10%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Morris</td>
<td>81%</td>
<td>1%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Rochester</td>
<td>78%</td>
<td>0%</td>
<td>1%</td>
<td>18%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>64%</td>
<td>1%</td>
<td>1%</td>
<td>14%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>50%</td>
<td>36%</td>
<td>1%</td>
<td>2%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>NDSU</td>
<td>56%</td>
<td>36%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>9%</td>
<td>0%</td>
<td>63%</td>
<td>1%</td>
<td>25%</td>
<td>2%</td>
</tr>
<tr>
<td>SDSU</td>
<td>26%</td>
<td>1%</td>
<td>56%</td>
<td>1%</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Eau Claire</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>68%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>81%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Superior</td>
<td>39%</td>
<td>0%</td>
<td>0%</td>
<td>45%</td>
<td>5%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Chronicle of Higher Education/IPEDS
System Specific Context
## Progress card – graduation rates

<table>
<thead>
<tr>
<th>Campus/System Scope</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Goal/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>35.5%</td>
<td>34.7%</td>
<td>42.5%</td>
<td>44.5%</td>
<td>45%/2017 cohort</td>
</tr>
<tr>
<td>Duluth</td>
<td>37.4%</td>
<td>37.5%</td>
<td>38.2%</td>
<td>39.0%</td>
<td>45%/2017 cohort</td>
</tr>
<tr>
<td>Morris</td>
<td>57.4%</td>
<td>53.2%</td>
<td>53.4%</td>
<td>52.6%</td>
<td>60%/2017 cohort</td>
</tr>
<tr>
<td>Rochester</td>
<td>NA</td>
<td>50.0%</td>
<td>50.0%</td>
<td>63.1%</td>
<td>60%/2017 cohort</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>58.1%</td>
<td>59.1%</td>
<td>60.9%</td>
<td>63.3%</td>
<td>65%/2017 cohort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus/System Scope</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Goal/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>53.4%</td>
<td>46.6%</td>
<td>51.7%</td>
<td>48.4%</td>
<td>60%/2015 cohort</td>
</tr>
<tr>
<td>Duluth</td>
<td>59.6%</td>
<td>66.7%</td>
<td>65.5%</td>
<td>66.5%</td>
<td>68%/2015 cohort</td>
</tr>
<tr>
<td>Morris</td>
<td>64.2%</td>
<td>68.2%</td>
<td>73.5%</td>
<td>68.1%</td>
<td>80%/2015 cohort</td>
</tr>
<tr>
<td>Rochester</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>60.0%</td>
<td>60%/2015 cohort</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>73.2%</td>
<td>75.7%</td>
<td>78.7%</td>
<td>77.6%</td>
<td>82%/2015 cohort</td>
</tr>
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</table>
### Undergraduate students of color

<table>
<thead>
<tr>
<th>Location</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
<th>2015</th>
</tr>
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<tbody>
<tr>
<td>Crookston</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>6.3%</td>
<td>8.6%</td>
<td>14.9%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Overall UG enrollment</td>
<td>5.2%</td>
<td>8.1%</td>
<td>11.5%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Duluth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>4.8%</td>
<td>4.9%</td>
<td>8.4%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Overall UG enrollment</td>
<td>4.5%</td>
<td>5.9%</td>
<td>7.2%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Morris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>14.6%</td>
<td>19.0%</td>
<td>27.2%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Overall UG enrollment</td>
<td>16.2%</td>
<td>15.8%</td>
<td>20.2%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Rochester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>15.2%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall UG enrollment</td>
<td>12.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twin Cities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>17.0%</td>
<td>18.5%</td>
<td>18.0%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Overall UG enrollment</td>
<td>14.9%</td>
<td>16.8%</td>
<td>18.4%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>
## Four-Year Graduation Rates of Fall Semester New Freshmen (NHS) Receiving Pell Grants in First Year of Enrollment {Progress Card metric}

<table>
<thead>
<tr>
<th>Year</th>
<th>Crookston</th>
<th>Duluth</th>
<th>Morris</th>
<th>Rochester</th>
<th>Twin Cities</th>
<th>System</th>
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</thead>
<tbody>
<tr>
<td>2004</td>
<td>21.2%</td>
<td>27.8%</td>
<td>45.2%</td>
<td>80.0%</td>
<td>34.1%</td>
<td>32.5%</td>
</tr>
<tr>
<td>2005</td>
<td>43.4%</td>
<td>24.3%</td>
<td>35.4%</td>
<td>35.7%</td>
<td>31.3%</td>
<td>30.5%</td>
</tr>
<tr>
<td>2006</td>
<td>31.3%</td>
<td>29.4%</td>
<td>39.2%</td>
<td>34.0%</td>
<td>34.2%</td>
<td>33.2%</td>
</tr>
<tr>
<td>2007</td>
<td>35.1%</td>
<td>27.3%</td>
<td>44.9%</td>
<td>45.0%</td>
<td>38.2%</td>
<td>35.8%</td>
</tr>
<tr>
<td>2008</td>
<td>27.4%</td>
<td>32.8%</td>
<td>47.0%</td>
<td>45.9%</td>
<td>45.0%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2009</td>
<td>31.3%</td>
<td>32.6%</td>
<td>43.0%</td>
<td>49.7%</td>
<td>41.7%</td>
<td>41.7%</td>
</tr>
<tr>
<td>2010</td>
<td>33.3%</td>
<td>34.0%</td>
<td>46.9%</td>
<td>51.9%</td>
<td>43.9%</td>
<td>43.9%</td>
</tr>
<tr>
<td>2011</td>
<td>34.9%</td>
<td>32.9%</td>
<td>42.1%</td>
<td>51.9%</td>
<td>45.4%</td>
<td>45.4%</td>
</tr>
</tbody>
</table>
# New Freshmen and New Transfers 2000-2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crookston</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Freshmen</td>
<td>336</td>
<td>198</td>
<td>269</td>
<td>239</td>
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<tr>
<td>New Transfer</td>
<td>129</td>
<td>107</td>
<td>179</td>
<td>245</td>
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<td><strong>Duluth</strong></td>
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</tr>
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<td>New Freshmen</td>
<td>2130</td>
<td>2164</td>
<td>2344</td>
<td>1997</td>
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<tr>
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<td>429</td>
<td>512</td>
<td>458</td>
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<tr>
<td><strong>Morris</strong></td>
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<tr>
<td>New Freshmen</td>
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<td>358</td>
<td>419</td>
<td>416</td>
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<tr>
<td>New Transfer</td>
<td>94</td>
<td>56</td>
<td>132</td>
<td>109</td>
</tr>
<tr>
<td><strong>Rochester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Freshmen</td>
<td></td>
<td></td>
<td>92</td>
<td>88</td>
</tr>
<tr>
<td>New Transfer</td>
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<td></td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td><strong>Twin Cities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Freshmen</td>
<td>4957</td>
<td>5305</td>
<td>5323</td>
<td>5771</td>
</tr>
<tr>
<td>New Transfer</td>
<td>2071</td>
<td>1882</td>
<td>2220</td>
<td>2114</td>
</tr>
</tbody>
</table>

New freshmen: Student admitted to an undergraduate degree program who has not completed any college level work after high school graduation.

New transfer: Student admitted to an undergraduate degree program who has completed any post high school college level credits at another non-U of MN institution.
## Percentage of Applicants to Each Campus (Column) Who Also Applied to Each Other Campus (Row): Fall 2012 to Fall 2016 New Freshmen (NHS)

<table>
<thead>
<tr>
<th></th>
<th>Crookston</th>
<th>Duluth</th>
<th>Morris</th>
<th>Rochester</th>
<th>Twin Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>100.0%</td>
<td>4.4%</td>
<td>10.2%</td>
<td>28.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Duluth</td>
<td>34.6%</td>
<td>100.0%</td>
<td>24.2%</td>
<td>48.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Morris</td>
<td>32.2%</td>
<td>9.7%</td>
<td>100.0%</td>
<td>38.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Rochester</td>
<td>22.7%</td>
<td>4.9%</td>
<td>9.7%</td>
<td>100.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>40.6%</td>
<td>45.2%</td>
<td>45.7%</td>
<td>71.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: Percentages in each column add to more than 100% because students may apply to multiple campuses.
New Fall Semester Intra-University Transfer (IUT) Students by Campus

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>21</td>
<td>17</td>
<td>30</td>
<td>10</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>Duluth</td>
<td>31</td>
<td>38</td>
<td>36</td>
<td>42</td>
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**Undergraduate Enrollment by Home Location**

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Work Group Members
Michelle Behr, Chancellor, UMM
Lori Carrell, Interim Chancellor, UMR
Julie Christensen, Deputy Chief of Staff, President’s Office
Michelle Christopherson, Director of Admissions, UMC
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, UMD
Brett Hartnagel, Director of Admissions, UMR
Mary Keenan, Assistant Vice Chancellor for Strategic Enrollment & Institutional Research, UMD
Barbara Keinath, Vice Chancellor for Academic and Student Affairs, UMC
Robert McMaster, Vice Provost and Dean of Undergraduate Education, UMTC
Heidi Meyer, Executive Director, Office of Admissions, UMTC
Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMM

President Kaler’s Charge to the Work Group
The Board of Regents adopted the University of Minnesota System-Wide Strategic Plan Framework (SWSPF) on June 9, 2017. Strategic Intention I: Leaders and Learners, which called for the development of System-wide recruitment, admissions, and retention strategies, was identified as a top priority in the plan. (Appendix A: SWSPF pages 19-20) On June 16, 2017 President Kaler asked the Provost and Chancellors to identify two representatives from each campus to serve on a workgroup to more fully detail the scope of work to be undertaken this fall, with a report back to him by September 1, 2017.

...I am writing to request your continued leadership in creating an enrollment management strategy for the University of Minnesota System that will — in line with our land-grant mission — enhance student success, increase retention of students within the System, maximize the number of Minnesota students served by the System, and meet the needs of Minnesota communities.

...I am charging this work group overall to seek opportunities to leverage the expertise and resources distributed throughout our System, and, specifically, to:

• Determine the structure of the work to be undertaken; timeline for the work to be undertaken; enrollment personnel to be involved; general composition of the overarching steering committee; and parameters and general composition of any recommended subcommittee(s);
• Review the SWSPF objectives of developing a System-wide recruitment and admissions strategy and a System-wide retention strategy and determine whether these objectives are comprehensive.

Work Group Process
The Work Group convened for three work sessions through video conferencing with at least one representative of each of the five University of Minnesota campuses present for each session. The group reviewed President Kaler’s charge letter, the SWSPF Strategic Intention I, the status of System-wide enrollment pilots which began in 2014-2015, and data provided at the System-wide Enrollment Management Retreat held September 7, 2016. Members shared resource materials, draft documents, and feedback electronically between meetings. This document captures the Work Group’s recommendations for structure, timeline, workgroups, and parameters for this important work.
Definition of Strategic Enrollment Management
Strategic enrollment management (SEM) is the use of evidence-based performance metrics to guide marketing, recruitment, financial aid, student success, and retention strategies to support desired student enrollment outcomes. SEM is a crucial element of a university’s success as it is foundational to planning for, and realizing desired outcomes related to, an institution’s size, mix of student populations (including diversity broadly defined), potential growth strategies, viability of new and continuing academic programs, student life initiatives, and facility, resource, and infrastructure needs. SEM focuses on what is best for students’ success while supporting enrollment goals and maximizing institutional revenues.

Recommendations to Develop a System-wide Recruitment, Admissions and Retention Strategy
The Work Group reviewed the SWSPF objectives and recommends the following more comprehensive series of reviews and action items to address this critical System-wide priority. As the SWSPF states:

“This strategy should be driven by fit and mission match. Market and rebrand recruitment around fit and campus distinctiveness in order to maximize the number of Minnesota students served by the System.” (19)

1. Create an overarching framing document and high level strategic plan to maximize System undergraduate enrollment, optimize undergraduate enrollment at each of the University of Minnesota’s five campuses, and meet U Progress Card goals and State of Minnesota legislative metrics for enrolling Minnesota residents and enhancing diversity.
   1.1 Next Steps: Vice Chancellors and the Vice Provost and Dean of Undergraduate Education or their designees, representing each of the five University of Minnesota campuses and a UM System Budget Office representative will utilize campus and System-wide conversations and analysis to a) develop System enrollment management principles – see draft in Appendix B.; b) recommend short- and long-term campus targets and goals; c) recommend numerical targets for Minnesota, reciprocity, non-resident (NRNR), and international students; d) recommend strategies to improve linkages between enrollment planning and budget planning; and e) clarify expectations around support for System and campus marketing, recruitment, admissions, and retention efforts, given the University’s cost pool model and the System-Wide Strategic Framework’s budget decision-making rubric.

   1.2 Proposed Timeline: Complete draft for Steering Committee review by June 1, 2018 after the review of undergraduate enrollment competitive analysis (item 2).

2. Complete a competitive analysis of forces affecting System undergraduate enrollment at the University of Minnesota as a whole and on each of the five campuses.
   ● examine external factors such as demographic trends and financial aid competitiveness.
   ● “examine internal factors such as the impact of the Twin Cities campus enrollment growth plan on the other four campuses’ undergraduate enrollment.” (19)

   2.1 Next Steps - External: Staff from the System and campus Offices of Institutional Research and Admissions will a) analyze potential recruitment pools, high school graduate data, Western Interstate Commission for Higher Education reports, and other data capturing demographic trends that impact enrollment; b) assess System strategies to recruit diverse student populations; and c) review financial aid competitiveness and other competitive factors.

   2.2 Next steps - Internal: The System SEM Steering Committee will work with the System and campus-based Offices of Institutional Research to analyze five to 10 years of internal enrollment trend data and recommend future data tracking. Analysis will include a) Twin Cities undergraduate enrollment growth strategies and results and any corresponding
impact on student enrollment on the other campuses by home location, academic discipline, and student profile; b) admissions application, Minnesota resident, and “shared application yield rates; c) wait-list attrition; d) intercampus transfer data including exit interviews;” (19) and e) other relevant data points such as campus/college advertising budgets.

2.3 Proposed Timeline: Review and analysis to Steering Committee by January 1, 2018.

3. “Leverage the strengths of the individual campuses to advance the System by ensuring active communication around the distinctiveness of each System campus.” (19)

3.1 Next Steps: Bringing System mindfulness to their work, appropriate Communications staff from the System and all campuses will review and identify areas where a System presentation of all five University of Minnesota campuses is used currently and where it could be adopted or expanded (e.g., Minnesota State Fair, a System website landing page); b) identify pertinent models and examples of good communications work from other higher education Systems such as the University of Colorado’s All-4 videos, University of California, Minnesota State and MN Private Council’s prospective student academic program/major finder search, etc.; and c) provide short and long term action steps for elevating the University of Minnesota as a System with five distinctive campuses for prospective students.

3.2 Proposed Timeline: Review/recommendations to Steering Committee by January 1, 2018.

4. In support of the overarching framing document and high level strategic plan detailed in item 1, complete a tactical needs assessment of resources and action steps required to support and implement a System-wide strategic recruitment and admissions’ efforts to optimize undergraduate enrollment on each of the campuses.

4.1 Next Steps: The Directors of Admissions or their designees will a) define required System support for application platforms and customer relationship management (CRM) maintenance and enhancement; b) catalogue and review the effectiveness of pilot System admissions efforts since 2014 “(including but not limited to the shared application, wait-list process,” “System-wide approaches during college fairs, and the development of recruiting materials)” (19) and recommend priorities and next steps “to ensure active communication around the distinctiveness of each system campus and the alignment of programs and environments with students’ interests” (19); c) evaluate and determine new areas for collaboration, national recruitment venues, and recommendations for System-wide web support for admission; and d) recommend a sustainable funding model to support the System enrollment management plan that applies the System-Wide Strategic Framework’s budget decision-making rubric.


5. As a System-wide retention strategy, “develop programs to recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota; including the development of academic pathways that directly connect high performing students in appropriate undergraduate programs to graduate and professional programs offered by the University of Minnesota (e.g. preferred admittance programs).” (19)

5.1 Next Steps: The Provost and Vice Chancellors for Academic Affairs or their designees will identify a work team including undergraduate and graduate program leaders to a) work with Institutional Research colleagues to collect data on the number of University of Minnesota undergraduates by campus who apply to, are admitted to, and matriculate into University of Minnesota graduate and professional programs; b) inventory existing...
articulated undergraduate to graduate and professional programs across the University of Minnesota’s campuses, including 3+2 and 4+1 programs, addressing entrance requirements, acceptance rates, and matriculation rates; and c) encourage the campuses and colleges to establish new partnerships where logical disciplinary connections exist.

5.2 Proposed Timeline: Review/recommendations to Steering Committee by March 1, 2018.

6. “Consider strategies to facilitate students’ ability to seek re-admission or transfer within the System when a student decides not to re-enroll on the original University of Minnesota campus.” (19)

6.1 Next Steps: The Vice Chancellors for Academic Affairs and Vice Provost and Dean of Undergraduate Education or their designees will a) gather and review campus to campus re-admission and transfer patterns to identify its role in optimizing campus and System enrollment; b) review policies, procedures and processes which support or hamper the re-admission of students to their campus of origin or other campuses and provide recommendations to support student reenrollment and degree completion (such as reengaging former UM students with 90+ earned credits to assist with degree completion online or at the UM campus nearest to them); and c) based on the analysis of the transfer patterns, provide recommendations for the strategic use of transfers in a way that will not damage the reputation of the campuses in federal retention and graduation reporting.

6.2 Proposed Timeline: Review/recommendations to Steering Committee by March 1, 2018.

7. “Develop baseline measures to assess current practices and monitor progress.” (20)

7.1 Next Steps: The System SEM Steering Committee will work with the System and campus based Offices of Institutional Research to develop a plan to assess current practices, assemble baseline measures, and monitor progress of a strategic System-wide undergraduate enrollment management plan. Useful baseline measures might include items listed in 2.2 as well as the effect of reciprocity on System-wide enrollments, and retention and attrition data. Analysis of online learning programming offered by academic units across the System may be helpful in consultation with the University’s Online Steering Committee. The SEM Steering Committee will provide recommendations for continued oversight of this work including monitoring, assessment, and reporting on implementation.

7.2 Proposed Timeline: Complete draft by Steering Committee by July 1, 2018 for review by the Chancellors and the Provost. Final copy provided to President Kaler by August 1, 2018.

Overall timeline:

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<th>Date</th>
<th>Event Description</th>
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<td>Fall 2017</td>
<td>Steering Committee meets regularly via videoconferencing and a one-day retreat.</td>
</tr>
<tr>
<td>January 15, 2018</td>
<td>Steering Committee provides an interim report to the Chancellors and Provost for</td>
</tr>
<tr>
<td></td>
<td>review, including related resource requests for Strategic Plan recruitment priority.</td>
</tr>
<tr>
<td>February 15, 2018</td>
<td>Steering Committee provides an interim report to President Kaler.</td>
</tr>
<tr>
<td>July 1, 2018</td>
<td>Steering Committee provides final report to Chancellors and Provost for review.</td>
</tr>
<tr>
<td>July 30, 2018</td>
<td>Steering Committee provides final report to President Kaler.</td>
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</table>

Recommendation Regarding the General Composition of the Overarching Steering Committee

The Work Group recommends that it continue as the Overarching Steering Committee for Strategic Intention I’s work on the development of System-wide recruitment, admissions, and retention strategies. This recommendation provides continuity of investment in the work to date and respects the various responsibilities, enrollment staffing, strategies, and priorities of the campuses. The Work Group requests support staff assistance to coordinate the schedules and work of the Steering Committee.
STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

Working with enrollment professionals, this work will be led by the Vice Chancellors for Academic Affairs for the System campuses, the Vice Provost and Dean of Undergraduate Education, and the Executive Vice President and Provost.

Develop a System-wide Recruitment and Admissions Strategy. The strategy should be driven by fit, market and rebrand recruitment around fit, and campus distinctiveness in order to maximize the number of the Minnesota students served by the System. Working with the admission directors from each campus, this group will:

- Examine and track the impact of the enrollment growth plan at the Twin Cities Campus on the undergraduate enrollments of the System campuses.
- Leverage the strengths of the individual campuses to advance the System by revisiting the shared application and wait-list process to ensure active communication around the distinctiveness of each system campus and the alignment of programs and environments with students' interests.
- Continue and expand System-wide approaches during college fairs and the development of recruiting materials.

Develop System-wide Retention Strategies. The same group will:

- Develop programs to recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota.
- Develop academic pathways that directly connect high performing students in appropriate undergraduate programs to graduate or professional programs offered by the University of Minnesota (e.g., preferred admittance programs).
- Consider strategies to facilitate students’ ability to seek re-admission or transfer within the System when a student decides not to re-enroll on the original University of Minnesota campus.

Develop a Coordinated Strategy for Online Learning for Undergraduate and Graduate Courses and Programs. Working with the Dean of Continuing Education, a Crookston campus designee representing Crookston’s distance learning program, the University of Minnesota Online Steering Committee, and leaders in the Center for Educational Innovation, the Executive Vice President and Provost and the Vice Chancellors for Academic Affairs will:

- Work closely with campus and collegiate units to coordinate needs assessments for development of online offerings to increase accessibility and meet expressed needs. Market these offerings as a System.
- Create shared development and delivery methods, a shared curriculum or an agreed upon transfer policy when common or individual courses are delivered by different campuses that can be part of an undergraduate degree program, consider revenue sharing approaches, address multi-campus enrollment issues, and establish quality metrics and controls.
This work would be coordinated by the System Council Co-Chairs. Examples of useful baseline measures: shared application yield rates, wait-list attrition, intercampus transfer data including exit interviews, an analysis of online learning of programming offered by academic units across the System.

Appendix B. Draft University of Minnesota System Enrollment Management Guiding Principles

1. Maximize the number of Minnesota students served by the University of Minnesota System.
   ○ Grow the share of Minnesota high school graduates who enroll in the University of Minnesota as first-year students, optimizing each campus’s enrollment.
   ○ Enhance the diversity of Minnesota high school graduates who enroll in the University of Minnesota, overall and on each campus.
   ○ Further develop partnerships with Minnesota State community colleges to support transfers to each of the University of Minnesota’s five campuses. Establish targeted pipelines where appropriate.

2. Raise the regional, national, and international profile of the University of Minnesota System and its five campuses with prospective undergraduates.
   ○ Help potential undergraduate students and their families better understand the distinctive strengths, cultures, and missions of each University of Minnesota campus as well as the System as a whole.

3. Identify campus and System enrollment plans that provide for the strength, stability, and success of each of the University of Minnesota’s five distinctive campuses.

4. Provide programs and pathways at the five University of Minnesota campuses that meet the needs of Minnesota communities. Where appropriate, identify undergraduate to graduate/professional pipelines across the campuses.

5. Increase student success and persistence across the University of Minnesota System aligned with the State of Minnesota legislative metrics.

6. Create systems and processes that enhance coordinated marketing, recruitment, and retention efforts for each campus and for the University of Minnesota as a whole.

7. Be mindful of the changing geo-demographics of the State of Minnesota and Upper Midwest in admissions planning.

8. Identify national and international locations to target for System-wide recruitment to further enhance the diversity of our student populations.
System-Wide Enrollment Management Overview

Lori Carrell
Interim Chancellor, UMR

Robert McMaster
Vice Provost and Dean of Undergraduate Education, UMTC

Sandra Olson-Loy
Vice Chancellor for Student Affairs, UMM
System-Wide Strategic Plan Framework
VI. Work Plan / Recommended Next Steps

STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

- Develop a System-wide Recruitment and Admissions Strategy. The strategy should be driven by fit and market. Rebrand recruitment around fit and campus distinctiveness in order to maximize the number of the Minnesota students served by the System.

- Develop System-wide Retention Strategies.
In 2013, the Midwest generated 22% of the nation’s high school graduates. That share will decrease to 19% by 2030. There will be about 93,000 fewer Midwest graduates in 2030 than in 2013.
Minnesota Historic and Projected Public High School Graduates by Race/Ethnicity

Source: Knocking at the College Door: Projections of High School Graduates, WICHE, 2016
Migration of New Freshmen Entering Four-Year Public Universities in the Upper Midwest: Fall Semester 2014

5-State Total
Into Minnesota: 2,507
Out of Minnesota: 7,113
Ratio: 2.84:1
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<thead>
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<th></th>
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<td></td>
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<td></td>
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<td>1882</td>
<td>2220</td>
<td>2114</td>
<td>2300</td>
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</table>

New First Year: Student admitted to an undergraduate degree program who has not completed any college level work after high school graduation.

New Transfer: Student admitted to an undergraduate degree program who has completed any post high school college level credits at another non-U of MN institution.
### Undergraduate Students of Color

<table>
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<tr>
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<tr>
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<td>8.4%</td>
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<td>12.0%</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>30.6%</td>
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<td>15.8%</td>
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<td>27.2%</td>
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<tr>
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<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>New First Year</td>
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<tr>
<td>Overall UG enrollment</td>
<td>14.9%</td>
<td>16.8%</td>
<td>18.4%</td>
<td>20.4%</td>
<td>21.3%</td>
<td></td>
</tr>
</tbody>
</table>
Percentage of Fall Semester New Freshman (NHS) Minnesota Resident Applications and Admits for each Campus that are Unique to that Campus: Fall 2012 to Fall 2016

Of all multi-campus NHS applications, only 4.5% do not include the Twin Cities campus.
Percentage of Applicants to Each Campus (Column) Who Also Applied to Each Other Campus (Row): Fall 2012 to Fall 2016 New Freshmen (NHS)

<table>
<thead>
<tr>
<th></th>
<th>Crookston</th>
<th>Duluth</th>
<th>Morris</th>
<th>Rochester</th>
<th>Twin Cities</th>
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<tbody>
<tr>
<td>Crookston</td>
<td>100.0%</td>
<td>4.4%</td>
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<td>28.7%</td>
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<tr>
<td>Duluth</td>
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<td>24.2%</td>
<td>48.6%</td>
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<tr>
<td>Morris</td>
<td>32.2%</td>
<td>9.7%</td>
<td>100.0%</td>
<td>38.4%</td>
<td>3.1%</td>
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<tr>
<td>Rochester</td>
<td>22.7%</td>
<td>4.9%</td>
<td>9.7%</td>
<td>100.0%</td>
<td>1.2%</td>
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<tr>
<td>Twin Cities</td>
<td>40.6%</td>
<td>45.2%</td>
<td>45.7%</td>
<td>71.2%</td>
<td>100.0%</td>
</tr>
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</table>

Note: Percentages in each column add to more than 100% because students may apply to multiple campuses.
Mission Specific Campus Admissions
AND System-Wide Work to Elevate the University of Minnesota and each of the Five Campuses

• Each of our five campuses has priorities and procedures to meet campus enrollment goals aligned with the mission of the campus

• And growing System-mindedness – System-Wide Enrollment work plan

“The distinctiveness of our campuses and the comprehensive and distributed nature of our System allow the University of Minnesota to be greater than the sum of its parts.”

• With the proposed goal: to maximize System undergraduate enrollment, optimize undergraduate enrollment at each of the five campuses, and meet U Progress Card goals and State of Minnesota legislative metrics for enrolling Minnesota residents and enhancing diversity
Current Cooperation Among Campuses

1. Joint recruitment efforts (e.g., National College Fair)
2. Share My App / TC sharing of applications
3. Transfer among campuses
4. Study Away Curriculum
5. Sharing of best retention practices
6. Development of Common Platforms (e.g., APLUS)
7. Joint BA/graduate/professional pathway
System Best Practices

Coming together as a System

• Campusfinder.umn.edu
• System Directors / High School Counselors Breakfast Meetings
• Minnesota School Counselors Social
• Fall Information Sessions
Technology Support for All Campuses

- Manage test score data files – ACT, AP, GRE, SAT, TOEFL
- PeopleSoft support
- CRM data support
- Manage Share My App process
- DARwin support
- Support with High School Coding for confirmed Students (Morris and Rochester)
System Campus New Freshman (NHS) Applications from Share My App

Crookston
- Fall 2014: 292
- Fall 2015: 508
- Fall 2016: 660

Duluth
- Fall 2014: 1,182
- Fall 2015: 1,560
- Fall 2016: 1,681

Morris
- Fall 2014: 630
- Fall 2015: 1,131
- Fall 2016: 1,011

Rochester
- Fall 2014: 339
- Fall 2015: 591
- Fall 2016: 925
## New Intra-University Transfers (IUT) by Previous Campus: Fall 2016 and Spring 2017

<table>
<thead>
<tr>
<th>Previous Campus</th>
<th>Crookston</th>
<th>Duluth</th>
<th>Morris</th>
<th>Rochester</th>
<th>Twin Cities</th>
<th>Total</th>
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</thead>
<tbody>
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<td>5</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>22</td>
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<tr>
<td>Duluth</td>
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<td>0</td>
<td>224</td>
<td>234</td>
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<tr>
<td>Morris</td>
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<td>8</td>
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<td>0</td>
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<td>Rochester</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Twin Cities</td>
<td>19</td>
<td>26</td>
<td>4</td>
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<td>0</td>
<td>49</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>42</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
<td><strong>284</strong></td>
<td><strong>365</strong></td>
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*Note: Students who change campuses more than once during a year are only counted once*
Demo Student 0123456 student123456@umn.edu

Overview | Characteristics | Academics | Contacts | Notes
---|---|---|---|---
General | Contact Info

Below is an overview of various information about the student. For more detailed information, including historical data, click on the tabs above.

Characteristics
- Not registered for classes (for upcoming term) Issued: Aug 17, 2017 03:18 PM
- Learning Abroad Center: Program Selection Advising Effective: Feb 15, 2016 02:34 PM
- Strengths: CX, AC, IP, RS, E Effective: Oct 01, 2015 03:09 PM

Expected Graduation Term
- Add expected grad term

Credit Load
Undergraduate credit load and GPA information for Fall 2017.

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<th>Credits Registered</th>
<th>Cumulative Credits</th>
<th>Cumulative GPA</th>
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<tr>
<td>0.0</td>
<td>94.0</td>
<td>3.740</td>
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</table>

Fall 2017 Courses

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<th>Title</th>
<th>Grading</th>
<th>Section</th>
<th>Credits</th>
<th>Drop Date</th>
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<tr>
<td>0063 2100</td>
<td>Hon Feminist Thought &amp; Theory</td>
<td>Dropped</td>
<td>004</td>
<td>2.0</td>
<td>Aug-17, 2017</td>
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<tr>
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<th>Program</th>
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<td>UGRD</td>
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Advisors

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<td>Attended</td>
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Recommendation #1

Create an overarching framing document and high level strategic plan to maximize System undergraduate enrollment, optimize undergraduate enrollment at each of the University of Minnesota’s five campuses, and meet U Progress Card goals and State of Minnesota legislative metrics for enrolling Minnesota residents and enhancing diversity.
Recommendation #2

Complete a competitive analysis of forces affecting System undergraduate enrollment at the University of Minnesota as a whole and on each of the five campuses.

- examine external factors such as demographic trends and financial aid competitiveness.
- examine internal factors such as the impact of the Twin Cities campus enrollment growth plan on the other four campuses’ undergraduate enrollment.
Recommendation #3

“Leverage the strengths of the individual campuses to advance the System by ensuring active communication around the distinctiveness of each System campus.” (p.19)
Recommendation #4

In support of the overarching framing document and high level strategic plan detailed in item 1, complete a tactical needs assessment of resources and action steps required to support and implement System-wide strategic recruitment and admissions’ efforts to optimize undergraduate enrollment on each of the campuses.
Recommendation #5

As a System-wide retention strategy, “develop programs to recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota; including the development of academic pathways that directly connect high performing students in appropriate undergraduate programs to graduate and professional programs offered by the University of Minnesota (e.g. preferred admittance programs).” (19)
Recommendation #6

“Consider strategies to facilitate students’ ability to seek re-admission or transfer within the System when a student decides not to re-enroll on the original University of Minnesota campus.” (p. 19)
Recommendation #7

“Develop baseline measures to assess current practices and monitor progress.” (p. 20)
System Wide Strategic Plan Framework

Building Our Collective Future

Strategic Enrollment Management

Next Steps

Timeline

Dialogue
AGENDA ITEM: Role of University Libraries in Advancing the Three-Part Mission

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Wendy Pradt Lougee, University Librarian and McKnight Presidential Professor

PURPOSE & KEY POINTS

The purpose of this item is to discuss the role of the University Libraries in supporting delivery of the University’s mission and providing direct service to the state. The discussion will address how librarian expertise has grown and expanded as methods for creating and sharing knowledge have changed. This includes support for the campus community (faculty, staff, and students) as well as the broader state community. Examples include programs that support student success and information literacy, that enhance the reach of faculty research and guide long-term research data management, and that expand access to resources across the state and the globe.
University of Minnesota Libraries are a trailblazing service provider for diverse and extraordinary number of communities.”

Kathryn K. Matthew
IMLS President
...pioneer among the nation’s academic libraries in shifting its focus...connecting library users digitally with its own rich resources and those of libraries around the world...providing fundamental infrastructure in an information-based economy.
Libraries Unbound

Collection-centric

Mission-centric
Collections & Content

- New genres, new pricing
- Licensed vs. owned
- Publisher packaging
- “Born again” content
- UMN as contributor
Print to Digital Transition, 2000-2016

Number of Titles

Year

2000
2008
2016

Print (owned)
Digitized (in-copyright)
Electronic (licensed)
Digitized (public domain)
Stewarding our resources

Digital Conservancy
Institutional resources
Regents proceedings
Faculty works
Data

1350 downloads
7 months
Content: Curricular Innovation

Partnership for Affordable Content

- Faculty awards
- Licensing
- Open textbook publishing
- Copyrights & permissions
Student Success

Students who use our libraries are 40% more likely to graduate in 4 years and have better grades!*

5,368 undergraduates

5 year cohort

“Success” measures
- First year retention
- Graduation
- GPA

Skill development
Student Success

Course integration

SMART Learning Commons

Peer research consultants

Workshops & online tutorials

Specialization for graduate & professional students

- Data management
- Evidence-based practice

Intro to Library Research

1. Strategies for Choosing a Research Topic (7 min.)
2. Creating an Effective Search Strategy (5 min.)
3. Identifying and Using a Library Database (7 min.)
4. Evaluating Sources (8 min.)
Opportunity for collaboration

Faculty and student collaboration

New methods of research
Exhibit: “A Campus Divided”
Libraries: Academic Hubs
content + experts + technology
Capital Strategy

Academic “hubs”
Content + Experts + Technology
Resource for Minnesota, open to all

Storage/Preservation off-site
Collection management
- Controlled storage
- Digitization, preservation
- Institutional collaboration
State Resource: Minitex

State resource sharing program
UMN top lender in North America
Licensed e-content
7 x 24 reference
Digitization of MN history
Global Resource
Distinctive Content, Distinctive Tools
Nationally recognized research library

University of Minnesota Libraries
content + expertise + technology

Enduring assets
Exceptional content
Actively engaged
Steward to extraordinary assets
Strategically aligned to the University
Strategically aligned to the State of MN
Catalyst for knowledge worldwide
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, and conferral of tenure for outside hires, as outlined below.

I. Request for Approval of New Academic Programs
   • College of Continuing Education—Create post-baccalaureate certificate in Human Sexuality and deliver online

II. Request for Approval of Changed Academic Programs
   • College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Create integrated B.S./M.S. degree program in Plant Science and Applied Plant Sciences
   • College of Science and Engineering and the Medical School (Twin Cities campus)—Create integrated B.Bm.E./M.S. degree program in Rehabilitation Science
   • Carlson School of Management (Twin Cities campus)—Deliver the M.B.A. degree in partnership with Tongji University
   • College of Science and Engineering (Twin Cities campus)—Create sub-plan in Analytics within the M.S.I.S.Y.E. degree
   • College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Discontinue sub-plan in Corporate Environmental Management within the B.S. degree in Environmental Sciences, Policy and Management

III. Request for Approval of Discontinued Academic Programs
   • College of Education and Human Development (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Applied Developmental Psychology

IV. Request for Academic Unit Name Change
   • College of Continuing Education—Change academic unit name to the College of Continuing and Professional Studies
V. Request for Conferral of Tenure for Outside Hires

- Anthony Azakie, Professor with tenure, Surgery, Medical School
- Nicola Elia, Professor with tenure, Electrical and Computer Engineering, College of Science and Engineering
- Miranda Joseph, Professor with tenure, Gender, Women, and Sexuality Studies, College of Liberal Arts
- Ning Ma, Associate Professor with tenure, Asian Languages and Literatures, College of Liberal Arts
- Sujaya Rao, Professor with tenure, Entomology, College of Food, Agricultural, and Natural Resource Sciences
- Jessica Stanton, Associate Professor with tenure, Hubert H. Humphrey School of Public Affairs
- Michael Todd, Professor with tenure, Anesthesiology, Medical School

BACKGROUND INFORMATION

Board of Regents Policy: Reservation and Delegation of Authority calls for items, such as tenure and/or promotion recommendations, the establishment, naming, and changes of colleges, academic institutes, programs, and courses of study, to be brought before the Board of Regents for action.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the consent report.
I. Request for Approval of New Academic Programs

- **College of Continuing Education**—Create post-baccalaureate certificate in Human Sexuality and deliver online

  The College of Continuing Education on the Twin Cities campus requests approval to create a post-baccalaureate certificate in Human Sexuality and deliver the program online, effective spring 2018. The proposed program focuses on human sexuality and associated gender roles as they relate to health care and education about individual sexual behavior. The program provides additional training for clinical, occupational, educational, and research professionals and is managed in conjunction with the Medical School. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)**—Create integrated B.S./M.S. degree program in Plant Science and Applied Plant Sciences

  The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create an integrated program comprising the Bachelor of Science (B.S.) degree in Plant Science and the Master of Science (M.S.) degree in Applied Plant Sciences, effective fall 2017. The proposed program will strive to retain current University of Minnesota—Twin Cities students while offering them an opportunity to complete a bachelor's and a master's degree in five years. The proposed program makes use of existing courses and resources.

- **College of Science and Engineering and the Medical School (Twin Cities campus)**—Create integrated B.Bm.E./M.S. degree program in Rehabilitation Science

  The College of Science and Engineering and the Medical School on the Twin Cities campus requests approval to create an integrated program comprising the Bachelor of Biomedical Engineering (B.Bm.E.) degree and the Master of Science (M.S.) degree in Rehabilitation Science, effective fall 2017. The proposed program will strive to retain current University of Minnesota—Twin Cities students while offering them an opportunity to complete a bachelor's and a master's degree in five years. The proposed program makes use of existing courses and resources.

- **Carlson School of Management (Twin Cities campus)**—Deliver the M.B.A. degree in partnership with Tongji University
The Carlson School of Management on the Twin Cities campus requests approval to offer the Master of Business Administration (M.B.A.) degree in partnership with the School of Economics and Management at Tongji University in Shanghai, China, effective fall 2017.

- **College of Science and Engineering (Twin Cities campus)—Create sub-plan in Analytics within the M.S.I.S.Y.E. degree**

  The College of Science and Engineering on the Twin Cities campus requests approval to create a sub-plan in Analytics within the Master of Science degree in Industrial and Systems Engineering (M.S.I.S.Y.E.), effective fall 2018. The sub-plan emphasizes movement from data collection and analysis to modeling, optimization, and decision-making within the Industrial and Systems Engineering field. The proposed changes better reflect current curricular alignment.

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Discontinue sub-plan in Corporate Environmental Management within the B.S. degree in Environmental Sciences, Policy and Management**

  The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the sub-plan in Corporate Environmental Management within the Bachelor of Science (B.S.) degree in Environmental Sciences, Policy and Management, effective fall 2017. The development of the Sustainable Systems Management program provides broader and deeper knowledge and skills for students interested in this field.

### III. Request for Approval of Discontinued Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Applied Developmental Psychology**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Applied Developmental Psychology, effective fall 2017. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

### IV. Request for Academic Unit Name Change

- **College of Continuing Education—Change academic unit name to the College of Continuing and Professional Studies**

  The College of Continuing Education on the Twin Cities campus requests approval to change its name to the College of Continuing and Professional Studies, effective fall 2017. The purpose of the name change is to reflect more appropriately the mission and activity of the college, as well as align with national trends.
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 September 2017 Board of Regents meeting – Twin Cities campus
Recommended by Executive Vice President and Provost Karen Hanson

**Anthony Azakie**
Professor with tenure
Surgery
Medicine

Anthony Azakie earned his M.D. in 1991 from McGill University. Previously, he served as staff surgeon at Methodist Children’s Hospital in San Antonio, Texas. Dr. Azakie’s expertise includes repair of complex congenital heart defects, and mechanical circulatory support and heart transplants for pediatric patients. Dr. Azakie brings innovative approaches to neonatal heart problems including pulmonary venous diseases, and management of complex single ventricles.

**Nicola Elia**
Professor with tenure
Electrical and Computer Engineering
College of Science and Engineering

Nicola Elia received his Ph.D. in electrical engineering from MIT in 1996. Currently, he is a tenured professor at Iowa State University. Dr. Elia’s research broadly focuses on control of network systems with information constraints and more recently on control theoretic notions of computation and optimization. His work is primarily theoretical with special impact on the foundations of control theory.

**Miranda Joseph**
Professor with tenure
Gender, Women, and Sexuality Studies
College of Liberal Arts

Miranda Joseph earned her Ph.D. in modern thought and literature from Stanford University in 1995. Currently, she is a tenured professor in the Department of Gender & Women’s Studies at the University of Arizona. Dr. Joseph is a leading scholar in the fields of feminist geography, feminist Marxism, queer studies and critical university studies. Her interdisciplinary work spans the humanities and social sciences.
Ning Ma
Associate Professor with tenure
Asian Languages and Literatures
College of Liberal Arts

Ning Ma received her Ph.D. in comparative literature from Princeton University in 2008. She joins the University of Minnesota from Tufts University where she has taught since 2007. Dr. Ma’s groundbreaking research studies the emergence of the novel in China, Japan, Spain and England – four locations rarely found commensurate in traditional literary histories.

Sujaya Rao
Professor with tenure
Entomology
College of Food, Agricultural, and Natural Resource Sciences

Sujaya Rao earned her Ph.D in entomology from the University of Minnesota in 1991. Dr. Rao has previous academic service at Oregon State University where she has been a professor with tenure since 2010. Her research experiences cover management of insect pests in crop fields, native bee diversity and crop pollination.

Jessica Stanton
Associate Professor with tenure
Hubert H. Humphrey School of Public Affairs

Jessica Stanton received her Ph.D. in political science from Columbia University in 2009. At present, she is an assistant professor at the University of Pennsylvania. Dr. Stanton’s research interests include the causes, dynamics, and resolution of civil wars, the role of international law in international relations, and the causes of conflict and cooperation in international relations.

Michael Todd
Professor with tenure
Anesthesiology
Medical School

Michael Todd earned his M.D. in 1975 from the University of Chicago. Previously, he served as professor of anesthesia at the University of Iowa. Dr. Todd’s research focuses on neurosurgical anesthesia. He has an admirable record of scholarship, has obtained considerable funding as principal investigator, and has a strong national reputation.
Mission Fulfillment                                           September 7, 2017

AGENDA ITEM: Information Items

☐ Review            ☐ Review + Action            ☐ Action            x Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to inform the Board of Regents of recent student, faculty, and staff activities and awards at the local, regional, and national level.

BACKGROUND INFORMATION

This item combines reports from the previous Academic & Student Affairs Committee and Faculty & Staff Affairs Committee.
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 U of M Landscape Arboretum has achieved accreditation by the American Alliance of Museums (AAM); the highest national recognition afforded the nation’s museums. Accreditation signifies excellence to the museum community, to governments, funders, outside agencies, and to the museum-going public.

The Center for Early Education and Development (CEED) has received a $1 million grant from the Lynne and Andrew Redleaf Foundation to establish a center that will focus on reflective practice in infant and early childhood mental health. Reflective practice is a professional development approach that encourages individuals to pay attention to relationships as they examine behavior and their responses to behavior.

The U of M's Community-University Health Care Center (CUHCC) was named a 2017 Helping Build Healthy Communities award winner by the National Association of Community Health Centers.

The University of Minnesota renamed two health-focused interdisciplinary centers in honor of Earl E. Bakken in recognition of his support of the University and his field-shaping legacy. The centers will now be called the Earl E. Bakken Medical Devices Center and the Earl E. Bakken Center for Spirituality & Healing.

The National Science Foundation (NSF) has awarded a $3.7 million grant to the University of Minnesota Twin Cities to further efforts to increase the number of students of color and American Indian students pursuing science, technology, engineering and mathematics (STEM) programs of study and careers. The five-year grant was awarded as part of the NSF’s Louis Stokes Alliance for Minority Participation (LSAMP) program, which is called the North Star STEM Alliance in Minnesota. The U of M received the initial five-year LSAMP award in 2007, followed by a renewal from 2012-17.

The Tretter Collection in Gay, Lesbian, Bisexual, and Transgender (GLBT) Studies at the University Libraries is a 2017 recipient of the Diversity Award given by the Society of American Archivists (SAA). The award recognizes outstanding contributions in advancing diversity within the archives profession, SAA, or the archival record.
The University of Minnesota Crookston has received several top rankings, including “Top Public Universities in Minnesota” (at number 3) for 2017 and “Best College Dorms in Minnesota” (at number 2) by Niche; and “Top 100 Best Online Colleges” (at number 1) in the nation, compiled by Online College Plan.

For the third year in a row, University of Minnesota Duluth’s Career and Internship Services staff announced that nearly all 2015-16 UMD graduates are employed or continuing their education. The Graduate Follow-up Report showed that 97% of the grads are successful in employment or through continuing their education. (81% employed, 16% continuing their education.)

The University of Minnesota Morris has received several top rankings, including “25 Best Colleges in Minnesota” (at number 5) and “50 Best Colleges for LGBTQ Students” by College Choice; and “Top 20 Small College for Computer Science” by The Bookmark. The spring 2017 research findings of the National Council of Teacher Quality (NCTQ), ranked UMD in the top tier of the nation’s best undergraduate secondary teacher prep programs. NCTQ programs looked at programs across all 50 states and the District of Columbia and ranked UMD among the top 16 schools.

University of Rochester faculty have been on campus for the past several weeks working with students who are involved in UMR’s Living Learning Communities and are participating in the Summer Bridge Program, which provides two weeks of activities to strengthen incoming students’ academic preparedness and social engagement skills.

**Faculty and Staff Activities and Awards**

Mustafa al'Absi, Medical School, and Deniz Ones, psychology, join a six-university team which will use the $13.8 million project to develop and test mPerf, a system of mobile sensors and software that can be used to objectively assess everyday job performance. The project was funded by the Intelligence Advanced Research Projects Activity’s (IARPA) Multimodal Objective Sensing to Assess Individuals with Context (MOSAIC) program.

Ken Bartlett, associate dean in the College of Education and Human Development, was awarded the Meritorious Service Award at the University Council for Workforce and Human Resource Education (UCWHRE) annual conference. This award “recognizes a faculty member from a member institution each year for long-term and high-impact service to the Council and the profession.”

Michelle Biros, Medical School, received the Advancement of Women in Academic Emergency Medicine Award from the Society for Academic Emergency Medicine (SAEM). This award recognizes an SAEM member who has made significant contributions to the advancement of women in academic emergency medicine.

The International Society for the History of Behavioral and Social Sciences has awarded the 2017 Cheiron Book Prize to Susanna Blumenthal, Law School. Since 2004, Cheiron has given the prize biennially for an outstanding monograph in the history of the social/behavioral/human sciences.
Aaron Engelhart, genetics, cell biology and development, received the International Society for the Study of the Origin of Life’s Stanley L Miller Early-Career Research Award. The award is given for Ph.D. or postdoctoral research that makes a significant contribution to the field. It’s the highest honor for an early-career researcher doing work relating to the origins of life.

Catherine French, civil, environmental, and geo- engineering, was named 2017 Woman of the Year by the Women in Transportation Seminar (WTS).

The American Immigration Lawyers Association (AILA) awarded Apostolos Georgopoulos, Medical School, with the 2017 Immigrant of Distinction Award. Dr. Georgopoulos was honored for his contributions to both brain sciences and post-traumatic stress disorder (PTSD). The AILA gives this award to professionals that exemplify the incalculable benefit that immigrants play in American healthcare, science, and moral character.

Bernadette Gillick, McKnight Land-Grant Professor, has been named a Representative on the Global Professional Education Committee for the International Alliance of Academies of Childhood Disability. The alliance represents the American/Canadian, Australasian, and European Academies of Cerebral Palsy, Developmental Medicine, and Childhood Disability. Her role will involve promoting a global standard of multi-disciplinary education and dissemination surrounding interventions for children with disabilities and their families.

Kristin Hickman, Law School, has been appointed to serve as one of the 40 public members of the Administrative Conference of the United States. ACUS is an agency of the federal government charged with convening expert representatives from the public and private sectors to investigate, deliberate, and recommend improvements to administrative process and procedure.

Allison Hubel, mechanical engineering, has received the International Society for Biological and Environmental Repositories (ISBER) Award for Outstanding Achievement in Biobanking in recognition for her leadership in the cryopreservation field.

Victoria Interrante, Director, Center for Cognitive Sciences; Peggy Nelson, speech-language-hearing sciences; Gordon Legge, psychology; and Andrew Oxenham, psychology, were recently awarded $2,997,329 from the National Science Foundation (NSF) for their project, “Graduate Training Program in Sensory Science: Optimizing the Information Available for Mind and Brain.” The purpose of this award is to develop and implement bold, new graduate education in the STEM fields, and ensure that today’s graduate students are prepared to pursue cutting-edge research and solve the complex problems of tomorrow.

Minneapolis-based The Advocates for Human Rights has honored Regina Jefferies, who has served for the past year as a clinical teaching fellow at the Law School’s James H. Binger Center for New Americans, with a 2017 Special Recognition Award. The award recognizes her work as a leader of the rapid-response team that mobilized attorneys at Minneapolis-St. Paul International Airport to protect people affected by President Donald Trump’s Jan. 27 executive order barring immigrants from seven Muslim-majority nations.
Kathryn Justesen, Medical School, received the 2017 Program Enhancement Award from the Society of Teachers of Family Medicine Foundation. This award provides funding for family medicine programs to implement enhancements at their institutions while developing the leadership skills of family medicine faculty.

Nidhi Kohli, educational psychology, is part of an interdisciplinary team that has received a $3.7 million grant from the National Cancer Institute to study the effects of prostate cancer on the sex lives of gay and bisexual men. The goal of the project is to develop a rehabilitation program to help such men overcome these challenges and improve quality of life.

Mary Jo Kreitzer, Center for Spirituality & Healing, was named a member of the True Health Initiative’s Council of Directors. The True Health Initiative is a growing coalition of more than 250 world-renowned health experts, committed to educating on principles of lifestyle as medicine. Coalition members include physicians, scientists, nutritionists and authors from nearly 30 countries.

Brent Larson, School of Dentistry, was elected as 2017-2018 President-elect of the American Association of Orthodontists. The Association encourages and sponsors key research to enable its members to provide the highest quality of care to patients, and is committed to educating the public about the need for, and benefits of, orthodontic treatment.

The United Nations Human Rights Council has appointed Fionnuala Ní Aoláin, Law School, as the U.N.’s Special Rapporteur on the Promotion and Protection of Human Rights and Fundamental Freedoms while Countering Terrorism. In this role, Ní Aoláin will be charged with making recommendations on safeguarding human rights while countering terrorism and, at the request of states, providing advisory services or technical assistance on such matters; investigating and reporting on alleged violations of human rights and fundamental freedoms; identifying and promoting best practices on counterterrorism measures that respect human rights and fundamental freedoms; and reporting regularly to the Human Rights Council and the U.N. General Assembly.

Keshab Parhi, electrical and computer engineering, has been awarded the Mac Van Valkenburg Award from the Institute of Electrical and Electronics Engineers (IEEE) Circuits and Systems Society for pioneering contributions to VLSI digital signal processing architectures, design methodologies, and their applications to wired and wireless communications.

Nelson L. Rhodus, School of Dentistry, was recently awarded a Fellowship in Dental Surgery of the Royal College of Surgeons in Edinburgh in Edinburgh, Scotland. Founded in 1505, the Royal College of Surgeons of Edinburgh is among the oldest and largest Royal Colleges in all of the United Kingdom and has a membership of nearly 25,000 professionals throughout the world.

Daniel Schwarcz, Law School, has been awarded the Young Scholars Medal by The American Law Institute (ALI). The award is presented every other year at the ALI’s annual meeting to one or two outstanding early-career law professors whose work has the potential to influence improvements in the law.
Mpls. St. Paul Magazine released its 2017 edition of “Top Doctors: Rising Stars”, an annual list of up-and-coming physicians who are making a mark in medicine. This year, 90 doctors affiliated with University of Minnesota Physicians across 33 medical specialties were included in the list.

Erica Warlick, Medical School, Masonic Cancer Center, was named Woman of the Year by the Leukemia and Lymphoma Society (LLS) Minnesota Chapter. The title is awarded to the woman in each community who raises the most funds during the ten-week campaign for LLS blood cancer research in honor of local children who are blood cancer survivors.

Douglas Wholey, School of Public Health, received the Provan Distinguished Scholar Award from the Health Care Management Division of the Academy of Management. This award from the nation’s premier management research organization recognizes investigators who have a significant career record of high-quality scholarly research in health care management.

Jeffrey Wozniak, Medical School, received a $1.7 million award from the National Institute on Alcohol Abuse and Alcoholism for a longitudinal brain imaging study of children with Fetal Alcohol Spectrum Disorders

**Student Activities and Awards**

Three School of Dentistry students will receive the University's prestigious President's Student Leadership and Service Award. Hannah Afwerke (D3), Alejandro Cisneros (D2), and Aaron Henderson (D3) will receive their awards at a recognition banquet in the Fall of 2017. This award recognizes student accomplishments and contributions of outstanding student leadership at the University of Minnesota-Twin Cities campus.

Kadie Ausherbauer and Heather Hessel, family social science doctoral students, won first place in the Doctoral Category of the American Association for Marriage and Family Therapy’s (AAMFT) 2017 Student Ethics Competition. The competition is designed to foster an interest in ethical issues and enhance the ability to analyze and respond to the various ethics issues.

Spencer Buchanan, College of Liberal Arts; William Dammann, Carlson School of Management; Callie Livengood, College of Liberal Arts; and Trish Palermo: College of Liberal Arts, were all recipients of the 2017 President’s Student Leadership & Service Award (PSLSA). This award recognizes the accomplishments and contributions of outstanding student leaders at the University of Minnesota-Twin Cities.

Elisheva Cohen and Anna Kaiper, graduate students, organizational leadership, policy, and development, have been awarded 2017 Spencer Dissertation Fellowships from the National Academy of Education. These $27,500 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, analysis, or practice of formal or informal education anywhere in the world.

Brooke Dugdale, Medical Student, received the Excellence in Medicine Leadership Award from the American Medical Association Foundation. The Leadership Awards are presented annually to 10 medical students and 5 early career physicians highly selected from across the United
States to recognize their outstanding leadership in the areas of advocacy, community service and/or education.

Recent Carlson Executive MBA graduate Gaurang Daftary was featured by Poets & Quants as an executive best and brightest.

Four graduate students were awarded the 2017 Best Dissertation Award by the Graduate School: Ameya Kirtane (biological & life sciences); Sarah Lageson (social sciences & education); Deborah Schneiderman (mathematics, physical sciences & engineering); and Ann Zimo (arts & humanities). Selections were made by faculty from the broad disciplinary area and were based on the originality and importance of the research, as well as the potential for the student to make an unusually significant contribution to his or her field.