Mission Fulfillment Committee

May 2019

May 9, 2019

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

Boardroom, McNamara Alumni Center
1. Promotion and Tenure: Context; Policy and Process; Rationale and Role of Tenure in Higher Education
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   - Background Materials - Page 4
   - Faculty Demographic Information - Page 8
   - Presentation Materials - Page 10

2. Promotion and Tenure, and Annual Continuous Appointments - Review/Action
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   - Continuous Appointment Supporting Materials - Page 41
   - Continuous Appointment Recommendations - Page 42

3. Transfer Students at the University
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4. Consent Report - Review/Action
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   - Program Additions, Changes, and Discontinuations - Page 117
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5. Information Items
   - Docket Item Summary - Page 124
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AGENDA ITEM: Promotion and Tenure: Context; Policy and Process; Rationale and Role of Tenure in Higher Education

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Rebecca Ropers, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

The purpose of this item is to discuss promotion and tenure at the University and trends nationally.

This item will highlight the cohort and the teaching, research, service, and public engagement of faculty who are recommended for tenure and/or promotion. A few faculty members under consideration for tenure and/or promotion will highlight their past and future work.

The docket materials provide statistics concerning the composition of the faculty group being recommended for promotion and/or tenure by gender, faculty of color, and rank. The docket also includes comparisons to previous years and an overview of the current process.
Executive Summary

The Promotion and Tenure Process

According to the Board of Regents Policy: Faculty Tenure, there are two types of faculty appointments – regular faculty or term (contract) faculty. Regular faculty are individuals who have received tenure with an indefinite appointment, or who are eligible to receive tenure and are on a probationary appointment. Term or contract faculty are appointed annually or for a defined period and are not eligible for tenure. Both regular and term faculty are appointed with a faculty rank: instructor, assistant professor, associate professor, and professor.

Each year, the Executive Vice President and Provost recommends actions to the Board of Regents for both groups of faculty. For regular faculty, the recommendations include: 1) assistant professors in a probationary period who have been evaluated for promotion to the rank of associate professor with the conferral of indefinite tenure; 2) associate professors in a probationary period who have been evaluated for the conferral of indefinite tenure (tenure in rank); and 3) associate professors with indefinite tenure who have been evaluated for promotion to the rank of professor with tenure. For term or contract faculty, the recommendations include: 1) assistant professors who have been evaluated for promotion to the rank of associate professor without tenure; and 2) associate professors who have been evaluated for promotion to the rank of professor without tenure. The majority of the contract faculty have appointments in the Academic Health Center, primarily in the Medical School, although other colleges have contract faculty appointments as well.

Regular Faculty

The Board of Regents Policy: Faculty Tenure describes the University criteria for research or other creative work, teaching, and service to obtain tenure in Section 7.11 of that document. Similarly, Section 9.2 of the tenure policy describes the University criteria to reach the rank of professor.

In addition, each unit has written a document that describes the criteria for promotion and tenure for regular faculty in that department, which is called the 7.12 statement (referring to Section 7.12 of the Board of Regents Policy: Faculty Tenure). These documents describe the research, teaching, and service standards of the unit for promotion to the ranks of associate or full professor and for conferral of indefinite tenure.

Untenured faculty with probationary appointments (either assistant or associate professors) receive formal written annual reviews that are mandated by the Board of Regents Policy: Faculty Tenure (Section 7.2). These reviews are conducted by the initial department or unit, signed by the probationary faculty member, and subsequently forwarded for review by the candidate's collegiate dean, and the Executive Vice President and Provost (delegated to the Vice Provost for Faculty and Academic Affairs). On the other system campuses, these reviews are forwarded to the vice chancellor and to the chancellor. Typically during the sixth probationary year, these untenured faculty members must be evaluated for a final decision – promotion to associate professor and conferral of indefinite tenure (assistant professors) or conferral of indefinite tenure (associate professors). A probationary faculty member can also be denied tenure and/or promotion and be given an additional terminal year.

A decision for promotion and/or tenure can be made at any time during the probationary period (i.e. early promotion and/or tenure) and a faculty member can be terminated at any time during the probationary period if she or he is not making appropriate progress toward tenure and/or
promotion. In addition, faculty may extend their probationary periods for the birth or adoption of a child or for the provision of care for a sick, injured, or disabled family member, or for their own significant illnesses or injuries (Board of Regents Policy: Faculty Tenure, Section 5.5). Finally, some faculty members come to the University of Minnesota with prior service at another university and have a shortened probationary period (no less than three years).

Associate professors with tenure also receive annual reviews (as do all tenured faculty including full professors) and can be considered for promotion to professor at any time after they have achieved this rank. The 7.12 statement for the unit describes the additional criteria that are required for promotion to full professor. These require the attainment of a national and/or international reputation and substantial advancement in their research or other creative work, teaching, and service.

**Contract or Term Faculty**

For those faculty not on the tenure track, each unit has developed promotion standards that have research, teaching, and service criteria as well as clinical practice criteria for those in the Academic Health Center. These criteria are somewhat different from those for regular faculty. That is, the types of research may be more applied, or may include types of scholarship that address effective models of teaching or continuing education. That is, the scholarship is significant and important but has a different scope.

These faculty also receive annual reviews of performance and receive feedback about their progress toward promotion to the next rank.

**Regular Faculty: Review Process in the Decision Year for Tenure and/or Promotion**

The basis for a promotion and/or tenure decision is the evaluation of a dossier that contains information about the faculty member's scholarship or creative activity, teaching, and service. Each candidate’s record is evaluated by a group of external scholars who have positions of national or international prominence in the discipline of the candidate. In some colleges, internal reviewers from the University may provide additional evaluation. Reviewers are asked to assess the research or creative activity of the candidate. The faculty of each department or unit take a formal vote on promotion to the next rank and on conferral of indefinite tenure and provide a written report of the faculty discussion and the vote to the faculty member's college. In addition, the chair or head of each unit writes a separate report of the case. Regardless of the outcome of the vote, the entire case is forwarded to the college level. Most colleges have their own promotion and tenure committee with representatives from the departments within the college. (Some smaller colleges send their materials to an All-University Promotion and Tenure Committee. Their recommendations go directly to the Executive Vice President and Provost). The second-level promotion and tenure committee (either collegiate or All-University) also evaluates the dossier and forwards their recommendations and formal vote in a report to the dean of the college; this report is advisory to the dean. The dean evaluates the dossier as well and provides a formal letter to the Executive Vice President and Provost with recommendations about promotion and/or tenure. For the Crookston, Morris and Rochester campuses, the reviews are conducted along division or department lines, followed by a college-wide or all-university committee review, and review by both the Vice Chancellor and the Chancellor.

The central level of review for the Twin Cities, Crookston, Morris, and Rochester campuses is coordinated by the Vice Provost for Faculty and Academic Affairs who reviews each dossier (except
those from the University of Minnesota Duluth). Cases that have negative decisions or mixed votes are often reviewed by one or more additional central administrators. Results of all cases are reviewed by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs; cases that have variance in voting (i.e. a mix of positive and negative votes along the review process or negative recommendations) are reviewed directly by the Executive Vice President and Provost.

For assistant professors on probationary appointments, the possible outcomes of the decision are: promotion to associate professor with conferral of indefinite tenure or non-reappointment (which has a one-year terminal appointment). For associate professors with tenure, the possible outcomes are promotion to full professor with tenure or continuation in rank. For associate professors on probationary appointments, the outcomes are conferral of indefinite tenure, promotion to professor with tenure, or non-reappointment (which has a one-year terminal appointment).

**Contract Faculty: Review Process**

The review process is similar for contract faculty: dossiers are assembled documenting research, teaching, and service activities as well as clinical practice for those who are in the Academic Health Center; external and internal reviewers provide evaluation of research, teaching, service, and clinical practice, if applicable. Departments or units vote on promotion in rank. The report of these votes, along with a review by the unit head, is sent to the college level for review by a collegiate committee and the dean.

Assistant professors with term appointments may be promoted to the rank of associate professor; associate professors with term appointments may be promoted to the rank of professor.

**Tenure Success Rate**

The recommendation that a faculty member receive indefinite tenure is one of the most important ones made by the Executive Vice President and Provost since this represents the commitment of the University to this faculty member for the remainder of his/her career. The metric for tenure success that is used at the University of Minnesota is based on a comparison of the entering cohort of untenured assistant professors in a given year and the percentage of the cohort who has attained tenure seven years after beginning an appointment at the University. Over the course of the intervening probationary appointment, a number of untenured faculty receive reviews that suggest that their progress is unsatisfactory and they choose to leave the University. Some may receive notices of non-reappointment during the probationary period. Others may leave the University for another position for a variety of reasons. The number of untenured assistant professors who are recommended for tenure in their decision year is a fraction of the cohort that began.

Each year, the tenure success rate is calculated as a three-year rolling average. This year, the cohorts of probationary faculty began their appointments in 2009, 2010, and 2011. There were 216 faculty who began their appointments in this three-year group. After seven years, 56% had received tenure and were still employed at the University and 3% had received tenure and left the University. The three-year average tenure success rate is 70%.
Results of 2018-2019 Promotion and Tenure Review

In 2018-2019, a total of 241 cases were evaluated across the University of Minnesota system. There were 131 cases from the Twin Cities campus, 24 cases from the Duluth campus, 2 cases from the Morris campus, and 1 case from the Rochester campus. There were 158 cases for regular faculty and 83 cases for contract faculty.

Table 1 contains all recommendations by gender and category of rank for both regular and contract faculty. For regular faculty, there are 83 assistant professors on probationary appointments who were reviewed: 81 of them are recommended for tenure and promotion to the rank of associate professor and 2 are recommended for non-reappointment.

Of the 9 associate professors on a probationary appointment, 8 are recommended for conferral of indefinite tenure in rank and 1 is recommended for tenure and promotion to professor.

Of the 66 associate professors with tenure, 65 are recommended for promotion to professor and 1 is recommended for continuation in rank.

For contract faculty, 54 assistant professors are recommended for promotion to associate professor, and 28 associate professors are recommended for promotion to professor. One assistant professor is recommended for promotion to professor.

Of the 241 total cases, 134 are men (56%) and 107 are women (44%). For the regular faculty, 59% are men and 41% are women. For the contract faculty, 48% are men and 52% are women. In addition, 73 decisions or 30% involved faculty of color. These data are displayed in Tables 1 and 2, separated by gender and race/ethnicity. Tables 3 and 4 list the gender and race/ethnicity for all tenure stream and non-tenure stream faculty systemwide.
### TABLE 1
**FACULTY TENURE AND/OR PROMOTION RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Regular Faculty (Tenure-Track and Tenured Cases)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor probationary to associate professor with tenure</td>
<td>45</td>
<td>36</td>
<td>81</td>
</tr>
<tr>
<td>Associate professor probationary to associate professor with tenure</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Associate professor probationary to professor with tenure</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate professor with tenure to professor with tenure</td>
<td>44</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td>Continuation in rank – associate professor with tenure</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non-reappointment – assistant professor probationary</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Tenure-Track/Tenured Cases</strong></td>
<td><strong>94</strong></td>
<td><strong>64</strong></td>
<td><strong>158</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Faculty (Non-Tenure Track)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor without tenure to associate professor without tenure</td>
<td>25</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>Assistant professor without tenure to professor without tenure</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate professor without tenure to professor without tenure</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total Non-Tenure Track Cases</strong></td>
<td><strong>40</strong></td>
<td><strong>43</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTAL** | **134** | **107** | **241** |

### TABLE 2
**GENDER AND RACE/ETHNICITY BREAKDOWN FOR FACULTY IN TABLE 1**

<table>
<thead>
<tr>
<th>Gender and Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>36</td>
<td>19</td>
<td>55</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unknown/not specified</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>84</td>
<td>80</td>
<td>164</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>134</strong></td>
<td><strong>107</strong></td>
<td><strong>241</strong></td>
</tr>
</tbody>
</table>

### TABLE 3
**GENDER AND RACE/ETHNICITY FOR ALL TENURED/TENURE-TRACK FACULTY SYSTEMWIDE**

<table>
<thead>
<tr>
<th>Gender and Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>16</td>
<td>&lt;1%</td>
<td>19</td>
</tr>
<tr>
<td>Asian</td>
<td>317</td>
<td>11%</td>
<td>144</td>
</tr>
<tr>
<td>Black or African American</td>
<td>48</td>
<td>2%</td>
<td>39</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>45</td>
<td>2%</td>
<td>28</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>&lt;1%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown/not specified</td>
<td>18</td>
<td>&lt;1%</td>
<td>15</td>
</tr>
<tr>
<td>White</td>
<td>1431</td>
<td>48%</td>
<td>835</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1877</strong></td>
<td><strong>63%</strong></td>
<td><strong>1082</strong></td>
</tr>
</tbody>
</table>
### TABLE 4
**GENDER AND RACE/ETHNICITY FOR ALL CONTRACT FACULTY SYSTEMWIDE**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>&lt;1%</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>99</td>
<td>8%</td>
<td>70</td>
</tr>
<tr>
<td>Black or African American</td>
<td>14</td>
<td>1%</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>20</td>
<td>2%</td>
<td>15</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>&lt;1%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown/not specified</td>
<td>69</td>
<td>5%</td>
<td>33</td>
</tr>
<tr>
<td>White</td>
<td>400</td>
<td>33%</td>
<td>466</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>605</strong></td>
<td><strong>50%</strong></td>
<td><strong>598</strong></td>
</tr>
</tbody>
</table>
Promotion & Tenure for Faculty
Continuous Appointments for Academic Professionals
2018-2019

Karen Hanson
Executive Vice President and Provost

Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

May 9, 2019
Faculty Tenure Policy

• Defines regular faculty
  – Tenured with indefinite appointments
  – Tenure-track who are eligible for tenure

• Defines contract faculty
  – Annual appointments or multi-year appointments
Basic Principles: Tenure

- University-wide criteria for tenure
  - Research or creative activity
  - Teaching effectiveness
    (classroom, laboratory, studio, advising)
  - Service
    (outreach, public engagement, service to profession)
- Cumulative record should form the foundation for a national or international reputation or both
- Promise of achieving promotion to professor
- Provides for indefinite appointment for faculty after a probationary period
Basic Principles: Tenure

- Each unit has a set of standards and criteria for research or creative activity, teaching, and service in addition to those of the University
- Annual reviews are mandated each year of the probationary period
- Faculty may resign or receive terminal appointments during the probationary period
Basic Principles: Promotion

- Ranks
  - assistant professor
  - associate professor
  - professor

- Regular faculty have both rank and tenure or the possibility of achieving tenure

- Contract faculty have rank only
Basic Principles: Promotion for Regular Faculty

• Tenure and promotion to associate professor occur together

• Promotion to professor for tenured associate professors
  – Must have added substantially to an already distinguished record of research or other creative work, teaching, and service
  – Must have a national or international reputation or both
Basic Principles: Promotion for Contract Faculty

• Each unit has criteria for promotion in rank for contract faculty

• These include teaching, research and service
  – May include clinical activities for those in the Academic Health Center
  – May include extension activities for those in College of Food, Agricultural, and Natural Resource Sciences

• Criteria are different than those for regular faculty
Review Process

• Unit seeks reviews of each candidate for tenure and/or promotion from external evaluators at other institutions
  – Experts in the area of the candidate write detailed letters
  – Experts have national and/or international stature
Review Process

- Candidate has a dossier
  - Curriculum vitae
  - Statements about research or other creative activity, teaching and service
  - Teaching data from student ratings and peer reviews of teaching
  - Internal letters in some cases
  - Samples of scholarship or other creative activity
Promotion and Tenure Process

1. Candidate’s Dossier
2. External Review
3. Unit Review and Vote
4. College/Campus P & T Committee Review and Vote
5. Dean’s/Chancellor’s Review and Recommendation
6. Vice Provost for Faculty and Academic Affairs
7. Executive Vice President and Provost
Promotion and Tenure System Wide

Two Cohorts of Faculty Candidates

Tenured/tenure-track candidates 158
(regular faculty - tenure and/or promotion in rank)

Non-tenure track candidates 83
(contract faculty - promotion in rank)

Total candidates 241
**Promotion System Wide: Contract Faculty**

**Recommendation**

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant to associate professor</td>
<td>54</td>
</tr>
<tr>
<td>Assistant to professor</td>
<td>1</td>
</tr>
<tr>
<td>Associate to professor</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>
Promotion and Tenure System Wide: Regular Faculty

Recommendation

Assistant professor to associate professor with tenure 81
Assistant professor – non reappointment 2
Associate professor to associate professor with tenure 8
Associate professor – continuation in rank 1
Associate professor to professor with tenure 1
Associate professor with tenure to professor with tenure 65

Total candidates 158
### Promotion and Tenure System Wide: Regular Faculty by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Asst-Assoc</th>
<th>Assoc-Assoc</th>
<th>Assoc-Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Duluth</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Morris</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Rochester</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>68</td>
<td>6</td>
<td>54</td>
<td>128</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>8</strong></td>
<td><strong>66</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>
Tenure Success

- This year, only 2 of 83 faculty who were evaluated for tenure and promotion to associate professor are recommended for tenure denial.
- Tenure success rate shows the many different outcomes of faculty who begin their academic careers at the University of Minnesota.
- We have a rigorous, annual review process:
  - Faculty leave during the probationary period based on feedback received.
  - Some are not reappointed.
Rate of Tenure Success

• Look at an entering cohort of assistant professors in a given year
• Follow them over a full cycle of 7 years (6 probationary years + 1 year post-tenure)
• Take a snapshot at a point in time to determine outcome
Tenure Success Rate

- Look at four possible outcomes for those who were hired:
  - received tenure and are still at the University
  - received tenure and left the University
  - left the University without tenure
  - are still at the University on the tenure clock
Tenure Success Rate

- Includes the percent of tenure-track faculty who received tenure and stayed at the U of M plus the percent of tenure-track faculty who received tenure and left the U of M.
Tenure Success Rate

• Examine the tenure success rate over a three-year period

• Look at the rolling three-year average each year

• Overall tenure success rate of 70% for this year’s cohort
Continuous Appointments

- Fewer than 2% of academic professionals are on continuous appointments (93 individuals)
- Approximately 75% of these are in the University Libraries
- The remainder hold positions such as attorney, clinical specialist, or curator
Continuous Appointment Recommendations

- There are two academic professionals being recommended for continuous appointment this year:
  - Assistant librarian in the University Libraries (includes promotion to associate librarian)
Recommendations

1. That the regular faculty candidates on the list be approved for tenure and/or promotion as indicated;

2. That the contract faculty candidates listed be approved for promotion to the rank indicated;

3. That the academic professional candidates listed receive continuous appointments and promotions as indicated.
Mission Fulfillment

AGENDA ITEM: Promotion and Tenure, and Annual Continuous Appointments

☐ Review  ☑ Review + Action  ☐ Action  ☐ Discussion

☑ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
             Rebecca Ropers, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

After careful review and due consideration, the senior academic officers of the University of Minnesota recommend to the Board of Regents those faculty being considered for promotion and/or tenure, and academic professional staff members being considered for continuous appointment, effective with the beginning dates of their terms of appointment in 2019-2020.

The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the docket who are members of the faculty on the Morris, Rochester, and Twin Cities campuses.

The Chancellor of the University of Minnesota Duluth, in accordance with the Agreement between the Regents of the University of Minnesota and the University Education Association, recommends for promotion and/or tenure those individuals listed in the docket who are members of the Duluth faculty.

BACKGROUND INFORMATION

Board of Regents Policy: Faculty Tenure calls for the administration to bring forward its recommendations for faculty promotion on an annual basis for action by the Board.

Each spring, the administration presents its recommendations on continuous appointments to the Board of Regents for staff in the academic professional employee category. Board approval of this personnel action is required by Board of Regents Policy: Board Operations and Agenda Guidelines and University administrative policies.

PRESIDENT’S RECOMMENDATION

The President recommends approval of these annual promotion and/or tenure recommendations and continuous appointment recommendations.
### Promotion and Tenure Recommendations Effective 2019-2020

**Presented to the Mission Fulfillment Committee of the Board of Regents**

**May 9, 2019**

<table>
<thead>
<tr>
<th>COLLEGE/CAMPUS</th>
<th>DEPARTMENT/UNIT</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Health Center</strong></td>
<td>Institute for Health Informatics</td>
<td>Assistant Professor</td>
<td>C Associate Professor</td>
</tr>
<tr>
<td>David Pieczkiewicz</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td><strong>Biological Sciences, College of</strong></td>
<td>Genetics, Cell Biology, and Development</td>
<td>Assistant Professor</td>
<td>TT Associate Professor</td>
</tr>
<tr>
<td>Ran Blekhman</td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>Sehoya Cotner</td>
<td>Biology Teaching and Learning</td>
<td>Associate Professor</td>
<td>TT Associate Professor</td>
</tr>
<tr>
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**Law School**

Prentiss Cox  
Law School  
Associate Professor  
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Professor  
T

**Liberal Arts, College of**

Aren Aizura  
Gender, Women and Sexuality Studies  
Assistant Professor  
TT  
Associate Professor  
T

Elaine Auyoung  
English  
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TT  
Associate Professor  
T

Christine Baemler  
Art  
Assistant Professor  
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Professor  
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Christine DeLisle  
American Indian Studies  
Assistant Professor  
TT  
Associate Professor  
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Jack DeWaard  
Sociology  
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Associate Professor  
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Katherine Gerbner  
History  
Assistant Professor  
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Associate Professor  
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Nathan Kuncel  
Psychology  
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Professor  
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Michael Lower  
History  
Associate Professor  
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Professor  
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Nathaniel Mills  
English  
Assistant Professor  
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Associate Professor  
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Rebekah Nagler  
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Associate Professor  
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Amy O'Connor  
Hubbard School of Journalism and Mass Communication  
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Associate Professor  
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Tade Okediji  
African American and African Studies  
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Professor  
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Michelle Phelps  
Sociology  
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Asian Languages and Literatures  
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Hyeyeon Rim  
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Arun Saldanha  
Geography, Environment and Society  
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Professor  
T

Christophe Wall-Romana  
French and Italian  
Associate Professor  
T  
Professor  
T

Terrion Williamson  
African American and African Studies  
Assistant Professor  
TT  
Associate Professor  
T

**Management, Carlson School of**

Jason Chan  
Information and Decision Sciences  
Assistant Professor  
TT  
Associate Professor  
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Soumya Sen  
Information and Decision Sciences  
Assistant Professor  
TT  
Associate Professor  
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Paul Vaaler  
Strategic Management and Entrepreneurship  
Associate Professor  
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Professor  
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Alison Xu  
Marketing  
Assistant Professor  
TT  
Associate Professor  
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Yi Zhu  
Marketing  
Assistant Professor  
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Associate Professor  
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**Medical School**

Ahmet (Selcuk) Adabag  
Medicine  
Associate Professor  
C  
Professor  
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Meredith Adams  
Otolaryngology  
Assistant Professor  
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Associate Professor  
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Wayne Adkisson  
Medicine  
Assistant Professor  
C  
Associate Professor  
C

Khalid Amin  
Laboratory Medicine and Pathology  
Assistant Professor  
C  
Associate Professor  
C

Lisa Anderson  
Integrative Biology and Physiology  
Assistant Professor  
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Associate Professor  
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Rafael Andrade  
Surgery  
Associate Professor  
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Professor  
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Gavin Bart  
Medicine  
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Professor  
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Lyne Bemis  
Biomedical Sciences  
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Jerica Berge  
Family Medicine and Community Health  
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Emily Binstadt  
Emergency Medicine  
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David Bouware  
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Gary Bryant  
Medicine  
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Lynn Burmeister  
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Jane Chen  
Medicine  
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Stephen Contag  
Obstetrics, Gynecology and Women's Health  
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Elizabeth Courville  
Laboratory Medicine and Pathology  
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<td>Johannes (Jop) van Berlo</td>
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<td>Richard Vehe</td>
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<td>Rui Zhang</td>
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**Public Health, School of**
Silvia Balbo  Division of Environmental Health Sciences  Assistant Professor  TT  Associate Professor  T
Saonli Basu  Division of Biostatistics  Associate Professor  T  Professor  T
Eva Enns  Division of Health Policy and Management  Assistant Professor  TT  Associate Professor  T
David Vock  Division of Biostatistics  Assistant Professor  TT  Associate Professor  T

Science and Engineering, College of

Sebastian Behrens  Civil, Environmental, and Geo-Engineering  Associate Professor  TT  Associate Professor  T
Christine Berkesch  School of Mathematics  Assistant Professor  TT  Associate Professor  T
Dmitriy Bilyk  School of Mathematics  Associate Professor  T  Professor  T
Fiona Burnell  School of Physics and Astronomy  Assistant Professor  TT  Associate Professor  T
Wei-Kuo Chen  School of Mathematics  Assistant Professor  TT  Associate Professor  T
Jeong-Hyun Cho  Electrical and Computer Engineering  Assistant Professor  TT  Associate Professor  T
Filippo Coletti  Aerospace Engineering and Mechanics  Assistant Professor  TT  Associate Professor  T
Paul Dauenhauer  Chemical Engineering and Materials Science  Associate Professor  T  Professor  T
Traian Dumitrica  Mechanical Engineering  Assistant Professor  TT  Associate Professor  T
Cari Dutcher  Mechanical Engineering  Assistant Professor  TT  Associate Professor  T
Jasmine Foo  School of Mathematics  Associate Professor  T  Professor  T
Renee Frontiera  Chemistry  Assistant Professor  TT  Associate Professor  T
Christopher Hogan  Mechanical Engineering  Associate Professor  T  Professor  T
Tony Low  Electrical and Computer Engineering  Assistant Professor  TT  Associate Professor  T
Mahesh Mahanthappa  Chemical Engineering and Materials Science  Associate Professor  T  Professor  T
Michael McAlpine  Mechanical Engineering  Associate Professor  T  Professor  T
Stephen McCamant  Computer Science and Engineering  Assistant Professor  TT  Associate Professor  T
Chad Myers  Computer Science and Engineering  Associate Professor  T  Professor  T
Joseph Nichols  Aerospace Engineering and Mechanics  Assistant Professor  TT  Associate Professor  T
Natalia Perkins  School of Physics and Astronomy  Associate Professor  T  Professor  T
Pavlo Pylyavskyi  School of Mathematics  Associate Professor  T  Professor  T
Cara Santelli  Earth Sciences  Assistant Professor  TT  Associate Professor  T
Dominik Schillinger  Civil, Environmental, and Geo-Engineering  Assistant Professor  TT  Associate Professor  T
Alena Talkachova  Biomedical Engineering  Associate Professor  T  Professor  T
Ian Tonks  Chemistry  Assistant Professor  TT  Associate Professor  T
Zhi Yang  Biomedical Engineering  Assistant Professor  TT  Associate Professor  T

Veterinary Medicine, College of

Julie Churchill  Veterinary Clinical Sciences  Associate Professor  C  Professor  C
Jennifer Granick  Veterinary Clinical Sciences  Assistant Professor  TT  Associate Professor  T
Lindsay Merkel  Veterinary Clinical Sciences  Assistant Professor  C  Associate Professor  C
Innocent Rwego  Veterinary Population Medicine  Assistant Professor  C  Associate Professor  C
Davis Seelig  Veterinary Clinical Sciences  Assistant Professor  TT  Associate Professor  T
Dominic Travis  Veterinary Population Medicine  Associate Professor  TT  Associate Professor  T

University of Minnesota Duluth

Business and Economics, Labovitz School of

Xin Liang  Management Studies  Associate Professor  T  Professor  T
Wenqing Zhang  Management Studies  Assistant Professor  TT  Associate Professor  T

Education and Human Service Professions, College of
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<td>Thomas Genova</td>
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<td>Bradley Miller</td>
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<td>Kelsey Metzger</td>
<td>Center for Learning Innovation</td>
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**Employment Status Symbols**

- C: Contract/term faculty
- TT: Probationary; tenure-track
- T: Indefinite tenure
Executive Summary

The Continuous Appointment Process

Each year, the Executive Vice President and Provost recommends to the Board of Regents a group of academic professionals for continuous appointments. The conferral of continuous appointment status for an academic professional is parallel to the conferral of indefinite tenure for a faculty member and follows a similar process. There are currently 93 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

Approximately 75% of the academic professionals with continuous appointments or probationary status work in the University Libraries. The remainder hold positions such as attorney, clinical specialist, or curator.

Review Process

Just as for faculty, academic professionals with probationary status receive an annual review for each of the six probationary years that provides them with feedback about their progress toward receiving a continuous appointment. This review includes the unit level, the collegiate or divisional level, and the central level (the Vice Provost for Faculty and Academic Affairs).

During the decision year for receiving a continuous appointment, the home unit of the individual solicits letters from external reviewers who are experts in their fields at other institutions. The unit may also include internal letters from other individuals at the University with whom the candidate interacts. For example, for a university librarian, letters may be solicited from academic department chairs whose departments are served by that librarian. This review has three stages as well: the unit in which the individual is employed, an All-University Review Committee, and the central level in the Provost's Office (the Vice Provost for Faculty and Academic Affairs). The results of the complete process are reviewed together by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs.

2018-2019 Candidates for Continuous Appointment

This year, the Executive Vice President and Provost recommends to the Board of Regents two individuals from the Twin Cities campus in the Librarian series of the academic professional employee category for continuous appointments.

For the employee category of academic professionals, the gender breakdown is 54% female (2,790) and 46% male (2,355). In addition, 14% (697 individuals) are persons of color. The two individuals recommended for continuous appointments this year have the following characteristics: white female.
Continuous Appointment: The following individuals in the academic professional series have been recommended for continuous appointment, to be effective with the beginning of the 2019-2020 appointment period.

University of Minnesota Libraries - Twin Cities

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<td>Sunshine Carter</td>
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<tr>
<td>Cecily Marcus</td>
<td>Assistant Librarian to Associate Librarian with continuous appointment</td>
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MISSION FULFILLMENT

AGENDA ITEM: Transfer Students at the University

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Vice Provost and Dean for Undergraduate Education
Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiatives
Sue Van Voorhis, Associate Vice Provost and University Registrar

PURPOSE & KEY POINTS

The purpose of this item is to discuss transfer students at the University. This item will include an overview of:

- Transfer student demographics, including who they are, where they come from, their level of preparedness, and how they progress toward graduation.
- The processes around admissions decisions and the systems to streamline the mechanics of transferring.
- The ways the offices and partners across the Twin Cities campus work together to support the overall student experience to facilitate successful outcomes for students.

Educating transfer students is an integral part of the Twin Cities campus undergraduate enrollment strategy and also important to ensure University access. There are three types of transfer students:

- New Advanced Standing (NAS) – traditional transfer coming from many institution types
- Intra-University Transfer (IUT) – transfer students coming to the Twin Cities campus from within the University of Minnesota system
- Inter-College Transfer (ICT) – students transferring among colleges on the Twin Cities campus

Transfer enrollment provides opportunity and access for students to complete a University of Minnesota degree after having started at another college or university. This higher education path is particularly important for students completing two-year degrees at Minnesota State institutions.

The Twin Cities campus enrolls a much higher percentage of transfer students than peer institutions. As called for in the March 2016 UMTC enrollment plan resolution, the Twin Cities campus should enroll a balance of new high school graduates (freshman students) and transfer students who can benefit from completing a degree program at the University of Minnesota.
Gateway Courses

Appointed working committee to look into gateway course success and discovered higher levels of D/F/W grades for transfer students (NAS) compared to their NHS peers.

Action Items:

- Working to increase faculty awareness of differential D/F/W rates in their courses
- Aligning academic support resources to be more intentional with support
Digging deeper into student success metrics, we discovered that 9.5% of first semester transfer students are on academic probation. We are working towards greater support and intervention for these students.

Action Items:

▪ Looking deeper into data to understand what is contributing to students academic struggles
▪ Evaluated collegiate practices and national best practices on probation support and interventions
▪ Launched a pilot in spring 2019 for students on probation after first term to implement more intentional support.
Completion Funds

Small fund to assist students close to finishing

“I can now focus on actual classes, instead of paying for them... I’m committed to my education, and it means everything to me that you were able to give me the means to do so.”

Students with barriers to registration/graduation:

- **2017-2018 Awards**
  - Students awarded: 42
  - Total amount awarded: $65,761
  - Median award: $1,500
  - Smallest award: $185
  - Largest award: $4,000
Institutional need-based aid for transfer students is only awarded for two years and at a lower rate than for freshmen.

- Data shows transfer students generally take longer than two years to complete their baccalaureate degree.

**Recommendation:**
Expand institutional need-based aid for transfer students to three years instead of two; increase the annual amount for these awards to the same as NHS ($4,000 annually) or $3,000.
There are fewer collegiate and central recruitment and merit scholarships available for transfer students

- Transfer students make up nearly a third of our incoming class each year but there is less money to support them

Recommendation:

- Establish need-based and merit-based scholarships targeted at transfer students
- Adopt a policy that supports awarding Iron Range scholarships to transfer students
Financial Issues

Students reach their aggregate maximums (in both subsidized and unsubsidized Direct Loans) due to borrowing at their previous school.

Recommendation:
- Work with our largest transfer feeder schools to assist students in understanding the financial implications of choosing the U of MN over some other place to finish their baccalaureate degree, especially if it is likely they could finish sooner at some other place.
- Work closely with our largest transfer feeder schools to establish transfer pathways.
Financial Issues

Students exhaust MN State Grant eligibility before completing their baccalaureate degree

Recommendation:
- Advocate that the State could expand MN State Grant to more closely match Pell in its length of eligibility to better accommodate transfer students.
The University of Minnesota has implemented the following initiatives to enhance the transfer student experience. The goal of these initiatives is to facilitate a smooth transition to campus and provide unique opportunities for engagement. These efforts are a collaboration with the Office of Undergraduate Education (OUE), Orientation & Transition Experiences (OTE), and other campus partners.

**TRANSFER ORIENTATION (OTE)**
This one-day on-campus program with online components serves as the official introduction for transfer students to the U of M.

**WELCOME WEEK (OTE)**
A series of events leading up to the start of the semester that provide opportunities for transfer and first-time students to connect with each other, student organizations, and campus resources.

**TRANSFER STUDENT WORKSHOP SERIES (OUE/OTE)**
A series of workshops designed exclusively for first semester transfer students to get them connected to University resources early in their transition.

**TRANSFER STUDENT LEADERS (OTE)**
Current transfer students assist Orientation staff in leading Transfer Orientation and Welcome Week.

**UNIVERSITY TRANSFER STUDENT BOARD (OUE)**
This student group advised by OUE provides community and support for transfer students and serves as the voice of U of M transfer students.

**TAU SIGMA HONOR SOCIETY (OUE)**
A national honor society just for transfer students. Students are invited to join the U of M chapter if they achieve a GPA of 3.5 or higher during their first semester on campus.

**TRANSFER STUDENT NETWORK (OTE)**
A peer-to-peer mentoring program that connects new transfer students with current students who have successfully transitioned to the U.

**LIVING LEARNING COMMUNITY FOR TRANSFER STUDENTS (OTE/Housing & Residential Life)**
The Leaders in Transition Living & Learning Community gives transfer students an opportunity to live together in a residence hall with others who share similar interests.

**FIRST SIX WEEKS INITIATIVE (OUE)**
A calendar that helps new transfer students get connected to campus early in their transition by collecting resources and events just for transfer students.

**TARGETED COMMUNICATION**

**TSE MONTHLY NEWSLETTER (OUE)**
A monthly eNewsletter sent to all transfer students during their first semester on campus. These newsletters ease the transition to campus by highlighting resources and opportunities for involvement.

**TRANSFER STUDENT EXPERIENCE WEBSITE (OUE)**
Transfer.umn.edu serves as a central website for transfer students at different points during their transition to the U of M.

**SOCIAL MEDIA**
Social media platforms (Facebook, Twitter, Instagram) are used to immediately communicate and connect with transfer students.
ABOUT TES

In January 2018, Academic Support Resources in partnership with the Office of Admissions launched a new Transfer Evaluation System for students. The project supports transfer student success at the University of Minnesota by helping prospective, newly-admitted and current students with their degree planning. Through Transferology, students can explore how their existing coursework will transfer and find courses from other institutions that can fulfill degree requirements.

PROJECT GOALS:
- Improve student satisfaction with transfer credit evaluation process
- Increase timely graduation by speeding up credit transfer decisions
- Ensure fairness and transparency for students

SUCCESS METRICS

Jan 18 - Mar, 2019

- 3,001 course decisions made
- 6-DAY median turnaround time for decisions
- Courses evaluated within CCAPS, CLA, CBS, CSOM, CEHD, CFANS, and CSE.

Using Transferology

- 1,760 new student accounts in Transferology
- 2,601 searches for UMTC through “Will My Courses Transfer?”
- 5,201 UMTC programs have been run
- 27,222 searches through “Replacement Course”

REVIEW PROCESS

Supporting the public-facing Transferology database is the new Transfer Evaluation System. This transfer-credit review process streamlines the review process by bringing evaluations into an online workflow with clear communications and updates for students who submit courses.

STUDENT w/ syllabus in hand

look up courses in TRANSFEROLOGY

If the course has NOT been reviewed?

SUBMIT A COURSE FOR REVIEW
(Office of Admissions website)

COURSE EVALUATED
(Admissions)

COURSE EQUIVALENCY REVIEWED
(Colleges; TES Departmental Evaluators)

ASR TES Coordinator

COURSE REVIEW RESULTS sent to student w/ rationale

COURSE DECISION added to Transferology
Transferable credit: Courses that count towards overall graduation, a minimum of 120 credits required. Transferology provides a list of transferable courses, and how they transfer to the University of Minnesota.

Liberal education: Core requirements for all students, regardless of major.

Major, Minor or Prerequisite requirements: Courses that fulfill a requirement for your declared major or minor.

Equivalent course: A course from another institution that has been approved as a direct match to a specific course at the University of Minnesota, Twin Cities. Example: PSYC 1110 (Introduction to Psychology) from Normandale Community College is equivalent to PSY 1001 (Introduction to Psychology) at UMTC.
Transfer Course Evaluation Workflow

STUDENT w/ syllabus in hand

look up courses in TRANSFEROLOGY

If the course has NOT been reviewed?

SUBMIT A COURSE FOR REVIEW (Office of Admissions website)

COURSE EVALUATED (Admissions)

COURSE EQUIVALENCY REVIEWED (Colleges: TES Departmental Evaluators)

ASR TES Coordinator

COURSE REVIEW RESULTS sent to student w/ rationale

COURSE EQUIVALENCY OR REJECTION added to Transferology

Origin of Submitted Courses (percent by institution type)

- MN Private: 8.2%
- Minnesota State: 22.2%
- UMN Campuses: 5.0%
- Out of State: 64.7%
Over 3000 courses have been processed (sent, reviewed, and have a course decision) since January 2018. Of those courses, 69% have resulted in a direct equivalency to a UMTC course. System campus courses are included in this as well. We are currently working with international admissions to incorporate international course reviews in TES and plan to pilot this beginning Fall 2019.
First Year Transfer Retention Rate

86.2%  
Full-time Students = 2,267
(Numbers in parentheses represent past year)

Retention Rates by College % reflects the number from the college cohort, not Transfer cohort.

96.72% Carlson School of Management (92.65%)
94.26% College of Education and Human Development (91.21%)
92.31% School of Nursing (95.83%)
91.14% College of Biological Sciences (92.19%)
88.24% Center for Allied Health (92.86%)
87.62% College of Design (90.38%)
86.81% College of Science and Engineering (89.60%)
84.60% College of Liberal Arts (84.54%)
82.12% College of Food, Agricultural and Natural Resource Sciences (90.32%)
81.71% College of Continuing and Professional Services (77.59%)

Retention Rate by Geography

90.65% International Students (91.91%)
86.74% from Greater MN (83.14%)
85.34% from Twin Cities Metro area (86.71%)
83.80% from North Dakota, South Dakota, Wisconsin or Manitoba (87.50%)
83.67% from Out-of State/Non Reciprocity (80.23%)

Race/Ethnicity Retention Rates

84.53% Student of Color (82.12%)
86.73% Non-Students of Color (88.18%)

First Generation Retention Rates

84.89% first generation status (86.16%)
86.96% non-first generation status (87.09%)

Office of Undergraduate Education
314 or 13.85% students did not re-enroll for fall 2018

Reasons students leave are very complex. There is not one single factor that predicts student success. One narrative:

- They struggle academically with a first semester GPA of 2.10 compared to 3.09 (statistically significant)

Characteristics we do know...

**Leaver Rate by Geography**

- Twin Cities metro area (14.7%)
- Greater MN (13.2%)
- Out-of-state/non-reciprocity (16.2%)
- International students (9.4%)
- North Dakota, South Dakota, or Wisconsin (16.2%)

**Leaver Rates by College**

(Leaver Rate by Home Location)

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<tr>
<td>College of Science and Engineering</td>
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<tr>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
<td>17.9%</td>
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<tr>
<td>College of Continuing and Professional Services</td>
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<tr>
<td>College of Design</td>
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</tr>
<tr>
<td>College of Education and Human Development</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Carlson School of Management</td>
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<tr>
<td>Center for Allied Health</td>
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<tr>
<td>School of Nursing</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Significant Findings

OTHER CHARACTERISTICS

- 134 first generation college students or 15.11% of all first generation left
- 102 Pell Eligible or 15.50% of all Pell Eligible left

Understanding the reasons students leave...

APLUS Tags:

- Personal Tag: 105 (36% of all fall 2017 leavers)
- Academic Tag: 92 (32% of all fall 2017 leavers)
- Campus Climate Tag: 16 (5% of all fall 2017 leavers)
- Financial Tag: 28 (10% of all fall 2017 leavers)
- Transfer Tag: 39 (12.4% of all fall 2017 leavers)
- Has not/will not disclose: 30 (7% of all fall 2017 leavers)
- Couldn't reach Tag: 31 (17% of all fall 2017 leavers)

Leave of Absence:

- 42 or 13% of fall 2017 leavers had a leave of absence on file (5 also had the LOA tag in APLUS)
- 22 or 7% had a "Intends to File Leave of Absence" tag in APLUS but did not have an LOA on file in PeopleSoft

Probation/Suspension:

- 84 or 27% on probation (12 also had the APLUS tag)
- 44 or 14% on suspension (33 also had the APLUS tag)

For additional information about this study contact:

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Sarah Ruhland  hurl0064@umn.edu
The UMTC Transfer Experience
Board of Regents | Mission Fulfillment Committee

May 9, 2019

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

Beth Lingren Clark
Associate Vice Provost for Strategic Enrollment Initiatives, Twin Cities

Sue Van Voorhis
Associate Vice Provost for Academic Support Resources, Twin Cities
Overview

1. Who are they, where do they come from, how prepared are they, how do they progress toward graduation?

2. Systems to streamline transfer process including admissions decisions

3. Supporting transfer student experiences and facilitating successful outcomes
Categories of Transfer Students

“New Advanced Standing” (NAS)
Students who are new to the University of Minnesota System, but previously attended another higher education institution

“Intra-University Transfers” (IUT)
Students who are new to a particular campus, but previously attended another University of Minnesota System campus (also sometimes called “inter-campus transfers”)

“Intra-Campus Transfers” (ICT)
Students who enroll in a new college on the University of Minnesota campus they are currently attending (also sometimes called “inter-collegiate transfers”)
# Migration of UMTC ICT from Previous College (Columns) to New College (Rows): Academic Year 2018-2019

<table>
<thead>
<tr>
<th>College</th>
<th>CSOM</th>
<th>EHD</th>
<th>CSE</th>
<th>CBS</th>
<th>Med</th>
<th>Nurs</th>
<th>CLA</th>
<th>CCAPS</th>
<th>GC</th>
<th>CDES</th>
<th>CFANS</th>
<th>CHE</th>
<th>CAH</th>
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<td>6</td>
<td></td>
<td></td>
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<td>187</td>
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<tr>
<td>CAH</td>
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<td>4</td>
<td>1</td>
<td>9</td>
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<td></td>
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<td></td>
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<td></td>
<td>18</td>
</tr>
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<td>152</td>
<td>187</td>
<td>168</td>
<td>1</td>
<td>7</td>
<td>1,082</td>
<td>24</td>
<td>2</td>
<td>113</td>
<td>139</td>
<td>3</td>
<td>5</td>
<td>1,899</td>
</tr>
</tbody>
</table>

- **CSOM**: College of Science and Engineering
- **EHD**: College of Dentistry
- **CSE**: College of Science
- **CBS**: College of Business
- **Med**: College of Medicine
- **Nurs**: College of Nursing
- **CLA**: College of Liberal Arts
- **CCAPS**: College of Continuing and Professional Studies
- **CDES**: College of Design
- **CFANS**: College of Food, Agriculture, and Natural Resources
- **CAH**: College of Architecture and the Built Environment
Transfer Student Success Outcomes and Initiatives

2003 – Transfer Living Learning Community - Leaders in Transition
2004 – Transfer Student Experience Survey
2004 – Online Orientation launched
2006 – One Stop Financial Literacy Programming
2007 – NISTS Research Grant to study transfer student success
2008 – One Stop Financial Aid Assistance at Transfer

2010 – Implemented Transfer Welcome Days
2011 – Creation of central Strategic Enrollment Plan
2011 – One Stop Outreach to Non-Registered Students

2013 – U Promise Scholarships
2013 – Transfer Student Experience Coordinator in OUE
2013 – University Transfer Student Board Created
2013 – Creation of Transfer Student Advisory Committee

2016 – First Annual Transfer Summit
2016 – Completion Funds Established and Awarded
2017 – Launched IUT Checklist System-Wide
2018 – Expanded programming
2018 – Expanded Transfer Welcome Days to Welcome Week
2018 – One Stop Outreach to Students with Outstanding Bills
2018 – Expanded Financial Wellness Programming
Student Experience in the Research University (SERU)

Compared to their NHS peers, U of M transfer students are more…

- Likely to report spending time working
- Academically involved and show initiative
- Concerned about paying for education
- Likely to skip meals to save money
- Worried about personal debt

Compared to their NHS peers U of M transfer students are less…

- Satisfied overall with their U of M experience
- Satisfied with access and availability of courses in major
- Satisfied with clarity of program requirements, policies, and practices
The Transfer Framework
Framework

Transfer student experience (TSE) worked to implement programs and services throughout the transfer student experience based on a theoretical framework.

- Preparation for Transfer
- Admitted & Confirmed Students
- Progression to Graduation

- Academic Adjustment
- Financial Concerns
- Social & Cultural Integration
- Career Development
Current Highlights

TSE has expanded and implemented the following initiatives to enhance the transfer student experience:

- Transfer Orientation
- Transfer Welcome Week
- Transfer Student Workshop Series
- First Six Weeks Calendar
- Transfer Advocate Training
- Transfer Student Network
- Living Learning Community
- Transfer Student Experience Website
- Social Media
- University Transfer Student Board
- Transfer Student Leaders
- Tau Sigma Honors Society
- TSE Monthly Newsletter
Transfer Evaluation System (TES)

TES is a workflow that processes transfer course evaluations
- Median turnaround: 6 days
- 69% of reviews resulted in direct equivalency
Will My Courses Transfer?

See how your courses will transfer to another school. Enter your coursework and search for matches. Don't want to transfer? Find a Replacement Course that you can take elsewhere for credit at your current school.

Determine if a course transfers:

- Between U of M campuses
- From other Minnesota schools
- Any school using this system

Students, parents, advisors, anyone can use this system

- 7,519 people to Transferology from our Admissions link since January 2018

This is a partnership with Minnesota State Colleges and Universities
Transfer Articulation & Degree Audit (TADA)

The University is implementing uAchieve (the vendor's current version of our existing system) and making improvements to related processes.

- Enables data feeds for analysis and integration
- Detailed information for students and advisors
- Improvements to transfer credit handling
“It makes you feel excited to register.”
— student
Enrollments and Profile
## Profile of UMTC fall semester 2018 entering NAS class

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total new transfer students (NAS)</td>
<td>2,078</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female students</td>
<td>1,049</td>
<td>50.5%</td>
</tr>
<tr>
<td>Male students</td>
<td>1,021</td>
<td>49.1%</td>
</tr>
<tr>
<td>Students of color</td>
<td>582</td>
<td>28.0%</td>
</tr>
<tr>
<td>Minnesota residents</td>
<td>1,435</td>
<td>69.1%</td>
</tr>
<tr>
<td>Wisconsin/North Dakota/South Dakota</td>
<td>182</td>
<td>8.8%</td>
</tr>
<tr>
<td>Other U.S. states</td>
<td>128</td>
<td>6.2%</td>
</tr>
<tr>
<td>International (Location)</td>
<td>333</td>
<td>16.0%</td>
</tr>
<tr>
<td>Freshman Standing (less than 30 credits)</td>
<td>277</td>
<td>13.3%</td>
</tr>
<tr>
<td>Sophomore Standing (30 to 60 credits)</td>
<td>897</td>
<td>43.2%</td>
</tr>
<tr>
<td>Junior Standing (60 to 90 credits)</td>
<td>690</td>
<td>33.2%</td>
</tr>
<tr>
<td>Senior Standing (more than 90 credits)</td>
<td>214</td>
<td>10.3%</td>
</tr>
<tr>
<td>Measure</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Total new intra-university transfer students (IUT)</td>
<td>218</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female students</td>
<td>127</td>
<td>58.3%</td>
</tr>
<tr>
<td>Male students</td>
<td>91</td>
<td>41.7%</td>
</tr>
<tr>
<td>Students of color</td>
<td>57</td>
<td>26.1%</td>
</tr>
<tr>
<td>Minnesota residents</td>
<td>169</td>
<td>77.5%</td>
</tr>
<tr>
<td>Wisconsin/North Dakota/South Dakota</td>
<td>12</td>
<td>5.5%</td>
</tr>
<tr>
<td>Other U.S. states</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>International (Location)</td>
<td>33</td>
<td>15.1%</td>
</tr>
<tr>
<td>Freshman Standing (less than 30 credits)</td>
<td>14</td>
<td>6.4%</td>
</tr>
<tr>
<td>Sophomore Standing (30 to 60 credits)</td>
<td>104</td>
<td>47.7%</td>
</tr>
<tr>
<td>Junior Standing (60 to 90 credits)</td>
<td>59</td>
<td>27.1%</td>
</tr>
<tr>
<td>Senior Standing (more than 90 credits)</td>
<td>41</td>
<td>18.8%</td>
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</tbody>
</table>
UMTC fall and spring semester new IUT enrollment

![Bar chart showing UMTC fall and spring semester new IUT enrollment from 2008-2009 to 2018-2019.](chart.png)
UMTC IUT and NAS enrollment by academic year (fall and spring)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total</th>
<th>IUT</th>
<th>NAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>3,165</td>
<td>311</td>
<td>2,854</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3,879</td>
<td>365</td>
<td>3,514</td>
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<tr>
<td>2010-2011</td>
<td>3,507</td>
<td>302</td>
<td>3,205</td>
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<tr>
<td>2011-2012</td>
<td>3,180</td>
<td>318</td>
<td>2,862</td>
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<tr>
<td>2012-2013</td>
<td>3,241</td>
<td>297</td>
<td>2,944</td>
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<tr>
<td>2013-2014</td>
<td>3,447</td>
<td>314</td>
<td>3,133</td>
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<tr>
<td>2014-2015</td>
<td>3,322</td>
<td>287</td>
<td>3,035</td>
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<tr>
<td>2015-2016</td>
<td>3,304</td>
<td>308</td>
<td>2,996</td>
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<tr>
<td>2016-2017</td>
<td>3,423</td>
<td>286</td>
<td>3,137</td>
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<tr>
<td>2017-2018</td>
<td>3,257</td>
<td>263</td>
<td>2,994</td>
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<td>2018-2019</td>
<td>3,140</td>
<td>313</td>
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### Crookston IUT and NAS enrollment by academic year (fall and spring)

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<th>Total</th>
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<th>NAS</th>
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<td>2008-2009</td>
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<td>2009-2010</td>
<td>278</td>
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<td>258</td>
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<tr>
<td>2010-2011</td>
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<td>306</td>
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<tr>
<td>2011-2012</td>
<td>424</td>
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<td>2012-2013</td>
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<td>2015-2016</td>
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<td>2016-2017</td>
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<td>2017-2018</td>
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<td>2018-2019</td>
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Duluth IUT and NAS enrollment by academic year (fall and spring)

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<tbody>
<tr>
<td>Total</td>
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<td>684</td>
<td>762</td>
<td>806</td>
<td>710</td>
<td>697</td>
<td>646</td>
<td>676</td>
<td>644</td>
<td>619</td>
<td>567</td>
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<tr>
<td>IUT</td>
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<td>40</td>
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<td>713</td>
<td>742</td>
<td>649</td>
<td>646</td>
<td>606</td>
<td>624</td>
<td>602</td>
<td>581</td>
<td>530</td>
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</table>
Morris IUT and NAS enrollment by academic year (fall and spring)

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<tbody>
<tr>
<td>Total</td>
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<td>136</td>
<td>177</td>
<td>157</td>
<td>148</td>
<td>125</td>
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<tr>
<td>NAS</td>
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<td>165</td>
<td>151</td>
<td>141</td>
<td>122</td>
<td>137</td>
<td>127</td>
<td>118</td>
<td>106</td>
<td>91</td>
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</table>
Rochester IUT and NAS enrollment by academic year (fall and spring)

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<th>NAS</th>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
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<td>2013-2014</td>
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<td>2016-2017</td>
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<td>2017-2018</td>
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</tr>
<tr>
<td>2018-2019</td>
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UMTC NAS and IUT as a percentage of new undergraduates (NHS+NAS+IUT) by Academic Year (Fall + Spring)
NAS and IUT as a percent of new undergraduates (NHS+NAS+IUT): Big 10 Fall 2017

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State</td>
<td>3.5%</td>
</tr>
<tr>
<td>Indiana</td>
<td>8.8%</td>
</tr>
<tr>
<td>Michigan</td>
<td>13.7%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>14.2%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>14.6%</td>
</tr>
<tr>
<td>Purdue</td>
<td>14.7%</td>
</tr>
<tr>
<td>Illinois</td>
<td>15.5%</td>
</tr>
<tr>
<td>Mich State</td>
<td>16.6%</td>
</tr>
<tr>
<td>Iowa</td>
<td>19.3%</td>
</tr>
<tr>
<td>Ohio State</td>
<td>28.0%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>28.4%</td>
</tr>
<tr>
<td>Maryland</td>
<td>28.9%</td>
</tr>
<tr>
<td>Rutgers</td>
<td>30.1%</td>
</tr>
</tbody>
</table>
Fall Semester 2017 new transfer enrollment: Significant UMN system regional competitor institutions

Augsburg: 270
Bemidji State: 611
Concordia: 44
Gustavus: 18
Hamline: 131
Iowa State: 1,726
MN State-Mankato: 1,020
North Dakota: 488
North Dakota State: 867
Saint Benedict: 673
Saint Cloud State: 1,008
Saint Johns: 24
South Dakota State: 23
St Catherine: 503
St Olaf: 562
St Thomas: 25
UMN-Crookston: 236
UMN-Duluth: 2,459
UMN-Morris: 475
UMN-Moorhead: 93
UMN-Rochester: 38
UMN-Twin Cities: 1,126
UW-Eau Claire: 489
UW-La Crosse: 486
UW-Madison: 424
UW-River Falls: 658
UW-Stout: 512
Winona State: 0
Big Ten Academic Alliance Fall 2017 NAS and IUT student of color percentage

- Penn State: 12.2%
- Wisconsin: 13.5%
- Purdue: 15.2%
- Nebraska: 17.1%
- Mich State: 17.7%
- Indiana: 19.1%
- Michigan: 19.6%
- Iowa: 21.6%
- Ohio State: 22.6%
- Minnesota: 26.1%
- Illinois: 29.1%
- Rutgers: 42.3%
- Maryland: 45.9%
UMTC fall and spring new degree-seeking students of color percentage by entry type (NHS, NAS, or IUT)

<table>
<thead>
<tr>
<th>Year</th>
<th>NHS</th>
<th>NAS</th>
<th>IUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-9</td>
<td>20.2%</td>
<td>16.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>18.9%</td>
<td>16.7%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
Previous Institutions
## IUT by previous campus: Fall 2018 and Spring 2019

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Duluth</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>213</td>
<td>227</td>
</tr>
<tr>
<td>Morris</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>Rochester</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>27</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>37</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>312</strong></td>
<td><strong>396</strong></td>
</tr>
</tbody>
</table>

*Note: Students who change campuses more than once during a year are only counted once*
Number of Academic Year 2018-2019 NAS: Credit by state of previous institution

Note: Students transferring credit from multiple states are counted in each state’s total.
UMTC NAS and IUT by previous institution sector: Academic year 2018-2019 (fall and spring)

- MN State 2yr, 33.8%
- MN State 4yr, 4.8%
- MN Private 4yr, 7.2%
- UMN, 10.0%
- WI Public 4yr, 7.2%
- WA Public 4yr, 3.0%
- IA Public 4yr, 1.8%
- ND Public 4yr, 2.3%
- Other Public 4yr, 8.1%
- Other Private 4yr, 7.2%
- AP/IB or Test, 2.1%
- For-Profit 4yr, 0.3%
- Unknown, 2.2%
- Other Public 2yr, 4.4%
- International, 5.6%
- Other Private 2yr, 4.4%
- For-Profit 2yr, 0.3%
- Other Public 2yr, 4.4%
- Other Private 4yr, 7.2%
- AP/IB or Test, 2.1%
- For-Profit 4yr, 0.3%
- Unknown, 2.2%
- Other Public 2yr, 4.4%
# Top 25 previous institutions of UMTC
2018-2019 (fall and spring) IUT and NAS

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Institution</th>
<th>N</th>
<th>Institution</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNSCU2: Normandale CC</td>
<td>274</td>
<td>INTL: Shandong U Fin/Econ</td>
<td>66</td>
<td>MNSCU2: Rochester CTC</td>
<td>31</td>
</tr>
<tr>
<td>UMN: UofM Duluth</td>
<td>213</td>
<td>Wisc: UW Eau Claire</td>
<td>66</td>
<td>ND: UND Grand Forks</td>
<td>29</td>
</tr>
<tr>
<td>MNSCU2: Mpls CTC</td>
<td>184</td>
<td>UMN: UofM Morris</td>
<td>56</td>
<td>WA: Green River College</td>
<td>28</td>
</tr>
<tr>
<td>MNSCU2: Century College</td>
<td>123</td>
<td>MNSCU4: St Cloud State</td>
<td>47</td>
<td>MNSCU4: Winona State</td>
<td>27</td>
</tr>
<tr>
<td>MNSCU2: Anoka-Ramsey CC</td>
<td>108</td>
<td>MNSCU4: MSU Mankato</td>
<td>42</td>
<td>Wisc: UW La Crosse</td>
<td>26</td>
</tr>
<tr>
<td>MNSCU2: N Hennepin CC</td>
<td>95</td>
<td>ND: NDSU Fargo</td>
<td>42</td>
<td>UMN: UofM Rochester</td>
<td>25</td>
</tr>
<tr>
<td>MNSCU2: Inver Hills CC</td>
<td>85</td>
<td>IA: Iowa State University</td>
<td>33</td>
<td>Priv: Hamline University</td>
<td>24</td>
</tr>
<tr>
<td>MNSCU2: St Paul College</td>
<td>77</td>
<td>Wisc: UW Madison</td>
<td>32</td>
<td>IA: University of Iowa</td>
<td>22</td>
</tr>
<tr>
<td>Priv: U of St Thomas (MN)</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer Admissions
UMTC fall semester NAS applicants, offers, and enrollees
NAS students who previously applied as freshmen

692 (33%) of the 2,078 fall 2018 entering NAS had previously applied for freshman admission to the Twin Cities campus.

Of those NAS who previously applied for freshman admission, 209 (30%) were accepted but chose to enroll at another institution.

Of those NAS who applied for freshman admission and were denied, the most commonly attended institution was the University of Wisconsin Madison (19 students).

Top Institutions Attended by Transfer Students Who Applied for Twin Cities Freshman Admission
(Both Admitted and Denied Freshman Applicants)

<table>
<thead>
<tr>
<th>Institution Attended</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normandale Community College</td>
<td>11.0%</td>
</tr>
<tr>
<td>Minneapolis Community &amp; Technical College</td>
<td>5.5%</td>
</tr>
<tr>
<td>North Hennepin Community College</td>
<td>4.5%</td>
</tr>
<tr>
<td>Saint Paul College</td>
<td>4.5%</td>
</tr>
<tr>
<td>Century College</td>
<td>4.2%</td>
</tr>
<tr>
<td>Anoka-Ramsey Community College</td>
<td>3.9%</td>
</tr>
<tr>
<td>University of Saint Thomas (Minnesota)</td>
<td>3.6%</td>
</tr>
<tr>
<td>Inver Hills Community College</td>
<td>3.2%</td>
</tr>
<tr>
<td>University of Wisconsin Eau Claire</td>
<td>3.0%</td>
</tr>
<tr>
<td>University of Wisconsin Madison</td>
<td>2.9%</td>
</tr>
<tr>
<td>Other Institutions</td>
<td>53.8%</td>
</tr>
</tbody>
</table>

Of those NAS previously admitted as freshmen, the most commonly attended institution was the University of Wisconsin Madison (19 students).

Of those NAS who applied for freshman admission and were denied, the most commonly attended institution was Normandale Community College (59 students).
Transfer Student Outcomes
UMTC fall semester NAS: First-year retention rates

- 2006: 87.1%
- 2007: 86.5%
- 2008: 87.5%
- 2009: 87.8%
- 2010: 87.3%
- 2011: 87.6%
- 2012: 86.2%
- 2013: 85.9%
- 2014: 87.5%
- 2015: 86.7%
- 2016: 86.7%
- 2017: 86.2%
UMTC fall semester IUT:
Graduation rate within 3 years of transfer

2000: 55.5%
2001: 50.4%
2002: 60.6%
2003: 61.0%
2004: 57.1%
2005: 61.4%
2006: 67.0%
2007: 60.0%
2008: 59.1%
2009: 62.1%
2010: 55.1%
2011: 59.6%
2012: 64.5%
2013: 67.1%
2014: 68.7%
2015: 68.1%
UMTC NAS:
Three-year graduation rate
UMTC fall semester NAS: Four-year graduation rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>58.7%</td>
</tr>
<tr>
<td>2002</td>
<td>64.7%</td>
</tr>
<tr>
<td>2003</td>
<td>61.8%</td>
</tr>
<tr>
<td>2004</td>
<td>69.8%</td>
</tr>
<tr>
<td>2005</td>
<td>66.6%</td>
</tr>
<tr>
<td>2006</td>
<td>72.1%</td>
</tr>
<tr>
<td>2007</td>
<td>71.0%</td>
</tr>
<tr>
<td>2008</td>
<td>73.3%</td>
</tr>
<tr>
<td>2009</td>
<td>72.1%</td>
</tr>
<tr>
<td>2010</td>
<td>72.8%</td>
</tr>
<tr>
<td>2011</td>
<td>74.8%</td>
</tr>
<tr>
<td>2012</td>
<td>73.6%</td>
</tr>
<tr>
<td>2013</td>
<td>75.3%</td>
</tr>
<tr>
<td>2014</td>
<td>75.7%</td>
</tr>
</tbody>
</table>
UMTC NAS 3-year graduation rates by entry college and previous institution sector: Fall 2011 to 2015 cohorts

<table>
<thead>
<tr>
<th>College</th>
<th>Public2yr</th>
<th>CEHD</th>
<th>CSE</th>
<th>CBS</th>
<th>CLA</th>
<th>CCAPS</th>
<th>CDES</th>
<th>CFANS</th>
<th>AHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>89.4%</td>
<td>75.9%</td>
<td>62.1%</td>
<td>72.0%</td>
<td>54.8%</td>
<td>45.6%</td>
<td>39.0%</td>
<td>57.9%</td>
<td>78.2%</td>
</tr>
<tr>
<td>CEHD</td>
<td>86.0%</td>
<td>78.4%</td>
<td>71.3%</td>
<td>68.9%</td>
<td>62.6%</td>
<td>53.4%</td>
<td>42.8%</td>
<td>63.6%</td>
<td>94.4%</td>
</tr>
<tr>
<td>CSE</td>
<td>81.6%</td>
<td>74.0%</td>
<td>72.6%</td>
<td>83.0%</td>
<td>59.5%</td>
<td>51.5%</td>
<td>31.7%</td>
<td>64.8%</td>
<td>89.1%</td>
</tr>
<tr>
<td>CBS</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CLA</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CCAPS</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CDES</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CFANS</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>AHC</td>
<td>85.7%</td>
<td>66.7%</td>
<td>81.7%</td>
<td>63.0%</td>
<td>79.1%</td>
<td>69.2%</td>
<td>55.9%</td>
<td>81.7%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

- **Public2yr**: 89.4%, 75.9%, 62.1%, 72.0%, 54.8%, 45.6%, 39.0%, 57.9%, 78.2%
- **Public4yr**: 86.0%, 78.4%, 71.3%, 68.9%, 62.6%, 53.4%, 42.8%, 63.6%, 94.4%
- **Private4yr**: 81.6%, 74.0%, 72.6%, 83.0%, 59.5%, 51.5%, 31.7%, 64.8%, 89.1%
- **Intl**: 85.7%, 66.7%, 81.7%, 63.0%, 79.1%, 69.2%, 55.9%, 81.7%, 50.0%
College of Biological Sciences (CBS) NAS 3-year and 4-year graduation rates of top previous institutions: Fall 2010 to fall 2014

- Normandale Community College: 3yr Grad% 59.1%, 4yr Grad% 68.3%
- Minneapolis Community and Technical College: 3yr Grad% 60.0%, 4yr Grad% 80.8%
- Century College: 3yr Grad% 60.0%, 4yr Grad% 75.0%
- Anoka-Ramsey Community College: 3yr Grad% 60.0%, 4yr Grad% 80.0%
- Inver Hills Community College: 3yr Grad% 60.0%, 4yr Grad% 68.2%
- North Hennepin Community College: 3yr Grad% 59.1%, 4yr Grad% 73.3%

Legend: 3yr Grad% and 4yr Grad%
New External Transfer (NAS) Three-Year Graduation Rates by Major and Previous Sector: Ten Most Common Entry Majors, Fall 2011-2015

<table>
<thead>
<tr>
<th>Major</th>
<th>Public 2yr</th>
<th>Public 4yr</th>
<th>Private 4yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>61.1%</td>
<td>67.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Journalism</td>
<td>61.9%</td>
<td>79.9%</td>
<td>61.1%</td>
</tr>
<tr>
<td>English</td>
<td>59.3%</td>
<td>64.7%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Economics</td>
<td>79.2%</td>
<td>71.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>Nursing</td>
<td>85.8%</td>
<td>92.5%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>56.3%</td>
<td>64.4%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Architecture</td>
<td>38.3%</td>
<td>32.6%</td>
<td>39.3%</td>
</tr>
<tr>
<td>History</td>
<td>62.5%</td>
<td>78.1%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Biology</td>
<td>70.9%</td>
<td>68.2%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Mech Engr</td>
<td>86.3%</td>
<td>91.7%</td>
<td>91.8%</td>
</tr>
</tbody>
</table>
Three-year graduation rates of NAS who previously attended Normandale Community College: Top 15 University of Minnesota majors, fall 2011 to fall 2015 cohorts

- Psychology: 64.4%
- Journalism: 71.1%
- Computer Sci: 72.2%
- Biochemistry: 81.5%
- English: 76.0%
- Family Social Sci: 65.0%
- Clinical Lab Sci: 52.6%
- Biology: 81.3%
- Nursing: 93.8%
- Electrical Eng: 60.0%
- History: 57.1%
- Nutrition: 85.7%
- Animal Science: 69.2%
- Finance: 100.0%
- Accounting: 72.7%
NAS 3-year graduation rates of psychology majors by previous institution:
Top ten institutions fall 2011 to 2015

- Normandale Community College: 63.60%
- Anoka-Ramsey Community College: 64.20%
- Minneapolis Community and Technical College: 59.50%
- Inver Hills Community College: 61.30%
- Century College: 74.20%
- North Hennepin Community College: 53.80%
- INTI Int'l College KualaLumpur: 66.70%
- Minnesota State University-Mankato: 52.60%
- Taylor's University (Malaysia): 100.00%
- Rochester Community and Technical College: 53.80%
NAS 3-year graduation rates of students of color by previous institution:
Top ten institutions fall 2011 to 2015

- Normandale Community College: 61.20%
- Minneapolis Community and Technical College: 53.00%
- Century College: 52.90%
- North Hennepin Community College: 53.60%
- Saint Paul College: 43.00%
- Anoka-Ramsey Community College: 62.40%
- Inver Hills Community College: 47.40%
- Rochester Community and Technical College: 62.70%
- Minnesota State University-Mankato: 38.20%
- University of St Thomas: 37.90%
Three-year graduation rates by transfer credits and GPA for NAS who previously attended Minnesota State 2-year institutions

<table>
<thead>
<tr>
<th>Credits vs GPA</th>
<th>0.00-2.75</th>
<th>2.76-3.00</th>
<th>3.01-3.25</th>
<th>3.26-3.50</th>
<th>3.51-3.75</th>
<th>3.76-4.00</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15 credits</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>16-30 credits</td>
<td>41.7%</td>
<td>29.4%</td>
<td>28.6%</td>
<td>41.4%</td>
<td>27.6%</td>
<td>26.2%</td>
<td>31.6%</td>
</tr>
<tr>
<td>31-45 credits</td>
<td>35.6%</td>
<td>31.3%</td>
<td>45.5%</td>
<td>46.9%</td>
<td>42.9%</td>
<td>49.3%</td>
<td>42.7%</td>
</tr>
<tr>
<td>46-60 credits</td>
<td>45.2%</td>
<td>47.5%</td>
<td>47.2%</td>
<td>58.2%</td>
<td>69.3%</td>
<td>75.3%</td>
<td>58.0%</td>
</tr>
<tr>
<td>61-75 credits</td>
<td>55.3%</td>
<td>56.1%</td>
<td>59.4%</td>
<td>58.8%</td>
<td>68.2%</td>
<td>71.6%</td>
<td>62.7%</td>
</tr>
<tr>
<td>76-90 credits</td>
<td>53.8%</td>
<td>50.0%</td>
<td>62.6%</td>
<td>63.6%</td>
<td>68.9%</td>
<td>72.3%</td>
<td>64.7%</td>
</tr>
<tr>
<td>91-105 credits</td>
<td>63.2%</td>
<td>56.3%</td>
<td>64.2%</td>
<td>65.3%</td>
<td>70.8%</td>
<td>75.6%</td>
<td>67.6%</td>
</tr>
<tr>
<td>106-120 credits</td>
<td>40.0%</td>
<td>87.5%</td>
<td>82.6%</td>
<td>74.5%</td>
<td>67.5%</td>
<td>77.4%</td>
<td>74.0%</td>
</tr>
<tr>
<td>121+ credits</td>
<td>50.0%</td>
<td>72.7%</td>
<td>66.7%</td>
<td>65.0%</td>
<td>87.5%</td>
<td>55.6%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Total</td>
<td>48.3%</td>
<td>49.4%</td>
<td>55.3%</td>
<td>58.4%</td>
<td>65.2%</td>
<td>68.4%</td>
<td>59.2%</td>
</tr>
</tbody>
</table>
### NAS loan debt (for those with debt):
UMTC bachelor’s degree recipients

<table>
<thead>
<tr>
<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>Number of Graduates</td>
<td>1,979</td>
<td>1,971</td>
<td>2,170</td>
<td>2,457</td>
<td>2,572</td>
<td>2,472</td>
<td>2,432</td>
<td>2,414</td>
<td>2,455</td>
<td>2,340</td>
</tr>
<tr>
<td>% with NO Debt</td>
<td>31%</td>
<td>31%</td>
<td>29%</td>
<td>34%</td>
<td>34%</td>
<td>38%</td>
<td>39%</td>
<td>42%</td>
<td>43%</td>
<td>44%</td>
</tr>
</tbody>
</table>

### Student Loan Debt (for students with debt excluding PLUS parent loans)

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$23,063</td>
<td>$20,834</td>
</tr>
<tr>
<td>2009-10</td>
<td>$24,223</td>
<td>$22,428</td>
</tr>
<tr>
<td>2010-11</td>
<td>$24,694</td>
<td>$22,401</td>
</tr>
<tr>
<td>2011-12</td>
<td>$23,811</td>
<td>$21,398</td>
</tr>
<tr>
<td>2012-13</td>
<td>$24,788</td>
<td>$22,353</td>
</tr>
<tr>
<td>2013-14</td>
<td>$25,280</td>
<td>$22,330</td>
</tr>
<tr>
<td>2014-15</td>
<td>$25,393</td>
<td>$22,272</td>
</tr>
<tr>
<td>2015-16</td>
<td>$24,428</td>
<td>$21,275</td>
</tr>
<tr>
<td>2016-17</td>
<td>$24,450</td>
<td>$20,573</td>
</tr>
<tr>
<td>2017-18</td>
<td>$23,609</td>
<td>$20,052</td>
</tr>
</tbody>
</table>

Only includes federal, state, university, and private student loans borrowed while enrolled at any UMN campus as an undergraduate.
Transfer Student Experience: 2018 SERU
Overall satisfaction of undergraduates by NAS or other entry status: SERU spring 2018

Percentage answering Satisfied/Agree or Very Satisfied/Strongly Agree on six-point scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Transfer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average (GPA)</td>
<td>40.8%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Overall Social Experience</td>
<td>38.5%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Overall Academic Experience</td>
<td>53.2%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Value of Education for Price</td>
<td>40.5%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Quality of Faculty Instruction</td>
<td>65.6%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Availability of Courses for Graduation</td>
<td>58.8%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Would Choose to Enroll Again</td>
<td>62.4%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Legend: Transfer, Other
Sense of belonging and inclusion of undergraduates by NAS or other entry status: SERU spring 2018

Percentage answering Satisfied/Agree or Very Satisfied/Strongly Agree on six-point scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Transfer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable with Climate for Diversity</td>
<td>59.2%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Is a Safe and Secure Campus</td>
<td>49.9%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Is a Welcoming Campus</td>
<td>61.9%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Feel Valued as Individual</td>
<td>40.9%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Feel Like I Belong</td>
<td>49.5%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>
Systemic Change for Transfer Student Success: A Look Back

Organization & Leadership
Associate Dean of University Curriculum
Annual College Enrollment Planning Meetings
Advising Steering Committee
Transfer Student Advisory Committee
Transfer Summit
Transfer Advocate Training

Policy & Strategy
13cr Registration Rule
University Graduation
Rate Goals
Strategic Enrollment Management Plan

Curriculum & Learning
Writing-Enriched Curriculum
Transfer Student Success Courses
Student Learning Outcomes
Transfer LLCs
Retention efforts with Probation students

Technology & Tools
Online new student orientation
APLUS Advising Support System
MyU Portal for Students
Transferology
Transfer Evaluation System
Transfer Articulation and Degree Audit Project

Finances & Aid
U Promise Scholarships
Work Study Awards
Financial Wellness Coaching
Financial Hold Outreach

Programming & Support
Welcome Week
Center for Academic Planning and Exploration (CAPE)
University Transfer Student Board
Tau Sigma Honor Society
Enhanced Transfer Student Programming
Launched IUT Checklist System-wide
Barriers and Challenges in Work

- Focus on freshmen
- Limited resources to support work for the transfer student experience
- Two system state (Minnesota State System) - want to recruit and retain their own students and softening pools
- Decentralized nature of our campus (i.e. admissions, orientation processes, etc.)
- Less financial aid and scholarships for transfer students
Vision and Dreams...

- Continue to **improve 3-year graduation rates**
- Continue to **enhance partnerships** with Greater MN campuses
- **Transfer Center** - Dedicated physical space
- Increase **need-based** and **merit-based scholarships**
- TRIO or President’s Emerging Scholars program to **support transfers who have left similar programs** on other campuses
- Create 2-3 general **transfer advisors**
- **Statewide Transfer Summit**
AGENDA ITEM: Consent Report

☐ Review  x  Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs

- College of Design (Twin Cities campus)—Create graduate minor in Lighting Design
- College of Continuing and Professional Studies (Twin Cities campus)—Create B.S. degree in Health and Wellbeing Sciences
- Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree and undergraduate minor in Human Resource Management
- School of Fine Arts (Duluth campus)—Create undergraduate certificate in Theatre Design and Production
- Crookston Campus—Create undergraduate certificate in Health Management and deliver the program online
- Crookston Campus—Create undergraduate certificate in Nursing Home Administrator and deliver the program online

II. Request for Approval of Changed Academic Programs

- College of Design (Twin Cities campus)—Create a sub-plan in Product Design within the M.S. degree in Design
- College of Science and Engineering (Twin Cities campus)—Deliver the Master of Computer Science degree partially online
- Labovitz School of Business and Economics (Duluth campus)—Discontinue sub-plans in Human Resource Management and Organizational Management within the Management B.B.A.
- Swenson College of Science and Engineering (Duluth campus)—Discontinue sub-plan in Exploration and Mining Geology within the B.S. degree in Geological Sciences
III. Request for Departmental Name Change

- College of Liberal Arts (Twin Cities campus)—Change the name of Asian Languages and Literatures to Asian and Middle Eastern Studies

IV. Request for Granting Faculty Emerita Status

- Grant faculty emerita status to Dr. Eileen Harwood in the School of Public Health

V. Request for Conferral of Tenure for Outside Hires

- Brian Betts, associate professor with tenure, Medicine, Medical School
- Vadim Gorin, associate professor with tenure, School of Mathematics, College of Science and Engineering
- Brent Hecht, associate professor with tenure, Computer Science and Engineering, College of Science and Engineering
- Byeonghwa Jeon, associate professor with tenure, Environmental Health Sciences, School of Public Health
- Zhaosong Lu, professor with tenure, Industrial and Systems Engineering, College of Science and Engineering
- Emily Vraga, associate professor with tenure, School of Journalism and Mass Communication, College of Liberal Arts
- Chuan Xue, associate professor with tenure, School of Mathematics, College of Science and Engineering
- James A. Sellers, professor with tenure and department head, Mathematics and Statistics, Swenson College of Science and Engineering, University of Minnesota Duluth
- Jeremy Youde, professor with tenure and dean, Department of Political Science, College of Liberal Arts, University of Minnesota Duluth

BACKGROUND INFORMATION

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

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

PRESIDENT'S RECOMMENDATION

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

- **College of Design (Twin Cities campus)—Create graduate minor in Lighting Design**

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

- **College of Continuing and Professional Studies (Twin Cities campus)—Create B.S. degree in Health and Wellbeing Sciences**

  The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Health and Wellbeing Sciences, effective fall 2019. The proposed program is a broadly interdisciplinary, individualized Bachelor of Science degree. The course requirements include the foundational biological, physical, and social sciences relevant to health and wellness in the 21st century. Through both core requirements and customized course selections, students can complete prerequisites for graduate and professional school programs or prepare for direct entry into a health- and wellbeing-related field. This proposed program previously existed as a thematic option within the Inter-College Program major. The proposed program makes use of existing courses and resources.

- **Labovitz School of Business and Economics (Duluth campus)—Create B.B.A. degree and undergraduate minor in Human Resource Management**

  The Labovitz School of Business and Economics on the Duluth campus requests approval to create a Bachelor of Business Administration (B.B.A.) degree, as well as an undergraduate minor, in Human Resource Management, effective fall 2019. The proposed programs prepare students for managing responsibilities such as equal employment opportunity, the study and design of jobs, employee benefit programs, union-management relations, counseling, and the development of work systems. The proposed programs existed originally as a sub-plan within the Management B.B.A., as such, there is no new content being created. All courses and supporting degree infrastructure already exist.
- **School of Fine Arts (Duluth campus)—Create undergraduate certificate in Theatre Design and Production**
  
The School of Fine Arts on the Duluth campus requests approval to create an undergraduate certificate in Theater Design and Production, effective fall 2019. The proposed program offers a technical background in theater production, including courses in stage, costume, and sound design, as well as stage management, theater technology, and theater construction. The proposed program makes use of existing courses and resources.

- **Crookston Campus—Create undergraduate certificate in Health Management and deliver the program online**
  
The Crookston campus requests approval to create a new undergraduate certificate in Health Management, effective fall 2019. The proposed program will provide fundamental knowledge of the business of healthcare in areas such as finance, health information technology, healthcare law, and group practice. The certificate will help students advance their management careers in health-related settings. The program will be delivered completely online. The proposed program makes use of existing resources.

- **Crookston Campus—Create undergraduate certificate in Nursing Home Administrator and deliver the program online**
  
The Crookston campus requests approval to create a new undergraduate certificate in Nursing Home Administrator, effective fall 2019. The proposed program prepares students for the regulatory and business principles of nursing homes, assisted living facilities, home health services, and other long-term care services. The certificate content consists of courses required for the state of Minnesota licensure and preparation for the National Association of Nursing Home Administrator Board (NAB) exam to become a Licensed Nursing Home Administrator (LNHA). The program will be delivered completely online. The proposed program makes use of existing resources.

II. **Request for Changes to Academic Programs**

- **College of Design (Twin Cities campus)—Create a sub-plan in Product Design within the M.S. degree in Design**
  
The College of Design on the Twin Cities campus requests approval to create a sub-plan in Product Design within the Master of Science (M.S.) degree in Design, effective fall 2020. Additionally, the College of Design requests permission to create a Plan C coursework-only option within the M.S. degree in Design. The proposed changes better reflect current curricular alignment and student demand.

- **College of Science and Engineering (Twin Cities campus)—Deliver the Master of Computer Science degree partially online**
  
The College of Science and Engineering on the Twin Cities campus requests approval to deliver the Master of Computer Science (M.C.S.) degree partially online, effective fall 2019. The program will reflect a blended delivery of 50% online, 50% in-person instruction. This method of delivery will allow better access for students.
Labovitz School of Business and Economics (Duluth campus)—Discontinue sub-plans in Human Resource Management and Organizational Management within the Management B.B.A.

The Labovitz School of Business and Economics on the Duluth campus requests approval to discontinue sub-plans in Human Resource Management and Organizational Management within the Bachelor of Business Administration (B.B.A.) degree in Management, effective fall 2019. The Human Resource Management sub-plan is being adapted into a unique B.B.A. in the same area (listed previously in this consent agenda). The remaining Management B.B.A. will encompass the content of the Organizational Management sub-plan.

Swenson College of Science and Engineering (Duluth campus)—Discontinue sub-plan in Exploration and Mining Geology within the B.S. degree in Geological Sciences

The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue a sub-plan in Exploration and Mining Geology within the Bachelor of Science (B.S.) degree in Geological Sciences. There are no students enrolled in the sub-plan.

III. Request for Departmental Name Change

College of Liberal Arts (Twin Cities campus)—Change the name of Asian Languages and Literatures to Asian and Middle Eastern Studies

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Department of Asian Languages and Literatures to the Department of Asian and Middle Eastern Studies. The proposed name change reflects current curricular alignment, departmental initiatives and expertise, as well as curricular developments and standards in the field.

IV. Request for Granting Faculty Emerita Status

Grant faculty emerita status to Dr. Eileen Harwood in the School of Public Health

The President requests approval to grant Dr. Eileen Harwood faculty emerita status. Board of Regents Policy: Faculty Emeriti defines this status as “a tenured faculty member who has retired from the University under any circumstances, including a terminal agreement or completion of a phased retirement, after at least five years of employment at the University and at an age where retirement is allowable under University policy.” The policy allows for special circumstances and states that, “On the recommendation of the president, the Board of Regents may award the title of emeritus to a faculty member not meeting the definition or make a promotion in the emeritus rank.”

Dr. Harwood is a term faculty member in the Division of Epidemiology and Community Health in the School of Public Health; accordingly, she is not automatically conferred the emerita status. She will retire on June 30, 2019, and requested the emerita status, which was supported by John Finnegan, Dean of the School of the Public Health, and Dianne Neumark-Sztainer, Professor and Head of the Division of Epidemiology and Community Health. The faculty of the School of
Public Health approved the granting of faculty emerita status to Dr. Harwood on April 12, 2019.

Dr. Harwood has been with the division of Epidemiology and Community Service since 1997, she became a Contract Assistant Professor in 2005 and was promoted in 2010 to Contract Associate Professor. Her research interests include: methods of survey data collection and management; health program evaluation, qualitative research methods, social epidemiology; structural factors related to health and health disparities. Dr. Harwood has collaborated with several people in Epidemiology and other School of Public Health divisions, the School of Public Health, Academic Health Center, other University schools and colleges, and several other noteworthy individuals across the nation through various grants, contracts, teaching, advising and mentoring, and administrative roles.

As Co-Director of Evaluation at the Clinical & Translational Science Institute, she helped lead a team of evaluation experts in monitoring, tracking, collecting, analyzing, and interpreting data related to the Institute’s delivery of services and training that are designed to transform the way we conduct clinical and translation research to improve the health of populations. This Institute is one of 61 sites across the nation funded to achieve this public health goal in the U.S. with funded by the National Institutes of Health.

Dr. Harwood received her BS and M.Ed from the University of Vermont and her PhD from the University of Georgia.
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 May 2019 Board of Regents meeting – Twin Cities campus

Recommended by Executive Vice President and Provost Karen Hanson

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Betts</td>
<td>Associate professor with tenure</td>
<td>Medicine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical School</td>
</tr>
<tr>
<td>Vadim Gorin</td>
<td>Associate professor with tenure</td>
<td>School of Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College of Science and Engineering</td>
</tr>
<tr>
<td>Brent Hecht</td>
<td>Associate professor with tenure</td>
<td>Computer Science and Engineering</td>
</tr>
</tbody>
</table>

Professor Betts earned his M.D. from Eastern Virginia Medical School in 2004. Prior to joining the University of Minnesota, Dr. Betts was an associate professor at Moffitt Cancer Center/University of South Florida. His research is translational and focuses on graft-versus-host-disease (GVHD) prevention and preservation of donor anti-tumor responses by selectively controlling key signal transduction pathways in human immune cells.

Professor Gorin’s research focuses on the asymptotic analysis of stochastic systems of combinatorial probability and draws its inspiration from two sources: two-dimensional statistical mechanics and asymptotic representation theory. He earned his Ph.D. simultaneously from Moscow State University and the University of Utrecht in 2011. Dr. Gorin is currently an associate professor at MIT.

Professor Hecht’s research is in the broad area of human computer interaction, particularly the study of societal impact of computing and how the interaction of computing into our society might affect fairness, bias, and the transparency of decision making. He earned his Ph.D. in 2013 from Northwestern University. He is returning to the University of Minnesota after a short stint at Northwestern University.
**Byeonghwa Jeon**  
Associate professor with tenure  
Environmental Health Sciences  
School of Public Health  

Professor Jeon’s research is primarily focused on food safety with emphasis on molecular mechanisms of pathogenesis and antibiotic resistance, and development of control strategies for *Campylobacter*, a leading foodborne bacterial pathogen. He earned his Ph.D. in 2005 from the University of Tokyo. Currently, he serves as an associate professor at the University of Alberta, Canada.

**Zhaosong Lu**  
Professor with tenure  
Industrial and Systems Engineering  
College of Science and Engineering  

Dr. Lu is a leading expert in the field of optimization. He has made important contributions to the theory and algorithms for continuous optimization, low rank optimization, and sparse optimization, with a wide range of applications in data mining, machine learning, image processing, statistics, finance, engineering design, and decision making under uncertainty. Professor Lu earned his Ph.D. in Operations Research from the Georgia Institute of Technology in 2005. Currently he serves as a professor at Simon Fraser University in Canada.

**Charles Ryan**  
Professor with tenure  
Medicine  
Medical School  

Professor Ryan’s research is in the area of prostate cancer with studies ranging from biomarker genetics and epigenetic studies on prostate cancer to studies on clinical trials of novel therapies and health services research. He earned his M.D. from the University of Wisconsin Medical School in 1996 and previously served as professor of clinical medicine and urology at the University of California, San Francisco.

**Emily Vraga**  
Associate professor with tenure  
School of Journalism and Mass Communication  
College of Liberal Arts  

Professor Vraga earned her Ph.D. in Mass Communications from the University of Wisconsin Madison in 2011. Currently she is an associate professor at George Mason University. Professor Vraga’s program of research focuses on important and timely questions regarding health communication and misinformation in response to new information communication technology, with specific emphasis on the transformation of news media and broader information ecosystems.
Chuan Xue
Associate professor with tenure
School of Mathematics
College of Science and Engineering

Dr. Xue’s research interests are in the area of mathematical biology, with an emphasis on the development of multiscale models and methods for problems in cell and developmental biology. She earned a Ph.D. in Mathematics from the University of Minnesota in 2008 and is currently an associate professor at Ohio State University.

Tenured Hires for the May 2019 Board of Regents meeting – Duluth Campus
Recommended by Chancellor Lendley Black

James A. Sellers
Professor with tenure and department head
Mathematics and Statistics
Swenson College of Science and Engineering

Dr. Sellers received his Ph.D. in Mathematics from The Pennsylvania State University in 1992. His research interests focus on enumerative combinatorics, studying the number of ways certain patterns can be formed, with specific emphasis on integer partition functions. Dr. Sellers joins the University of Minnesota Duluth from The Pennsylvania State University where he has served in a faculty role since 2001.

Jeremy Youde
Professor with tenure and dean
Department of Political Science
College of Liberal Arts

Dr. Youde received his Ph.D. in Political Science from The University of Iowa in 2005. His research focuses on questions of global health governance and global health politics. Dr. Youde will be returning to the University of Minnesota Duluth from Australian National University where he is currently an associate professor in the Department of International Relations and deputy director of the Coral Bell School of Asia Pacific Affairs.
AGENDA ITEM: Information Items

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

BACKGROUND INFORMATION

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

University Highlights

The Institute for Advanced Study (IAS) has been awarded a $1,077,000 grant from The Andrew W. Mellon Foundation to develop a statewide, humanities-led environmental stewardship and community initiative that centers on respect for traditional Indigenous ways of understanding the world. Beginning in summer 2019, the Duluth, Morris, and Twin Cities campuses will collaborate in a systematic approach for integrating Indigenous ideas and research methods in humanities scholarship and environmental stewardship.

The University of Minnesota is one of three universities selected to serve as a strategic partner for the Campus Compact of the Midwest Region’s Engaged Scholars Initiative. This multi-state initiative will engage scholars and scholar-practitioners from across the Midwest to address complex and challenging issues in society through community-engaged practices. As a strategic partner, the University, along with Michigan State University and the University of Kansas, will provide leadership and support to participants.

The University of Minnesota will lead a $9.7 million grant over the next five years from the National Institutes for Health (NIH) BRAIN Initiative to develop a new implantable device and surgical procedure with the goal of restoring more natural hearing to people who are deaf or severely hard-of-hearing. The international team is made up of engineers, scientists, surgeons, and medical researchers from three countries that span three universities. The team also includes researchers from two medical device companies.

The University of Minnesota Twin Cities ranked third nationally on the annual list of colleges that produced the most Peace Corps recruits. The campus is on the list for the 19th consecutive year, having produced 70 volunteers in 2018.

Mpls.St.Paul Magazine announced the 2019 edition of “Top Doctors, Rising Stars,” which recognized 86 University of Minnesota Medical School faculty members. Candidates must have been fully licensed and in practice for 10 or fewer years. Each individual named to the list of “Rising Stars” was chosen by peers in the field. All candidates are evaluated on numerous factors, including professional achievement, review by an expert panel, research, and disciplinary history.

The University of Minnesota Press received 56 awards in 2018 across most of the major disciplines in which it publishes. Producing over 100 titles annually, the Press has been increasingly receiving more acclaim for its books than at any point in its 94-year history.
Faculty and Staff Activities and Awards
Heather Blue, College of Pharmacy, has been named the 2019 Minnesota Society of Health-System Pharmacists (MSHP) Outstanding Pharmacist Award recipient. The award is presented annually to a pharmacist in recognition of outstanding performance or achievement.

Dante Cicchetti, Institute of Child Development and Department of Psychiatry, has been selected as a recipient of the 2019 Distinguished Scientific Contribution Award from the American Psychological Association (APA). The award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology.

Peter Davies, veterinary population medicine, received the 2019 Howard Dunne Memorial Award, which recognizes an American Association of Swine Veterinarians (AASV) member who has made important contributions and provided outstanding service to the association and the swine industry.

Shanda Demorest, School of Nursing, received the Women’s Health Leadership Trust Health and Well-Being Award. This award honors women who advance the health and well-being of individuals, organizations, and communities.

Daniel Feeney, veterinary clinical sciences, received the J. Kevin Kealy Award from the International Veterinary Radiology Association (IVRA). The award is presented once every three years at each IVRA meeting, and is given to a member of the association who has made substantial published scientific contributions to veterinary radiology.

Vicente Garces, Law School, received the Joseph P. Andrews Legal Literature Award for his work as a co-author of the book Celebrating Diversity: A Legacy of Minority Leadership in the American Association of Law Libraries (2nd edition). This award recognizes a significant piece of scholarship that contributes to the body of legal literature and to advancing legal research and law librarianship.

Amy Hewitt, Director, Institute on Community Integration (ICI), was named president of the Association for University Centers on Disabilities (AUCD). AUCD is a membership organization that supports and promotes a national network of university-based interdisciplinary programs known as University Centers for Excellence in Developmental Disabilities (UCEDDs). ICI is the UCEDD for Minnesota.

Karen Monsen, School of Nursing, is the recipient of two Midwest Nursing Research Society awards. She received the Research Excellence Award from the Population Health Research Interest Group as well as the Senior Investigator Award from the Health Systems, Policy and Informatics Research Interest Group. The Senior Investigator Award is awarded to an experienced researcher who has made outstanding contributions to Health Systems, Informatics, and Policy Research Interest Group and has served as a mentor for students and/or peers.

Andrew Martineau, Law School, received the AALL/LEXISNEXIS Call of Papers Award for his article, “Reinforcing the ‘Crumbling Infrastructure for Legal Research’ through Court-Provided Metadata.” This competitive award recognizes significant scholarship relevant to legal bibliography and the profession of law librarianship.
Ramaiah Muthyala, School of Pharmacy, received the Lifetime Achievement Award from the India Association of Minnesota in recognition of his outstanding work on awareness and policy advocacy for rare diseases in the Asian Indian community.

Marilyn “Susie” Nanney, Medical School, received the Minnesota Academy of Family Physicians’ (MAFP) 2019 Innovation & Research Award. This award recognizes an individual who has made a major contribution to the development of family medicine research at the state or national level. Professor Nanney was a National Institutes of Health-funded researcher and associate professor in the University of Minnesota Department of Family Medicine and Community Health and University of Minnesota Program in Health Disparities Research. In June 2018, she tragically passed away, leaving behind a legacy of impactful work.

Carrie Neerland, School of Nursing, was named a finalist for the 2019 Mary Ann Shah New Author Award awarded by the Journal of Midwifery & Women’s Health. This award is given to a certified nurse-midwife who publishes for the first time as the primary author of an original research or review article in the journal. Neerland was the primary author of *Maternal Confidence for Physiology Childbirth: A Concept Analysis*.

Laura Palombi, College of Pharmacy, received a St. Louis County Public Health Achievement Award for her work to improve health in the region. Palombi was recognized for her work in the area of substance abuse prevention and intervention, and for her leadership in training people on how to use naloxone to save people experiencing an opioid overdose.

Carolyn Porta, School of Nursing, received the Women’s Health Leadership Trust Leadership Award. This award recognizes women who are viewed by their peers, superiors, and business partners as exceptional leaders by being imaginative, creative, resourceful, encouraging, and results-oriented.

Jon Schommer, pharmaceutical care and health systems, will receive the American Pharmacists Association Research Achievement Award in the Pharmaceutical Sciences. The award recognizes and encourages outstanding, meritorious achievement in any of the pharmaceutical sciences.

Jamie Stang, Division of Epidemiology and Community Health, has been chosen as one of only 20 experts in the U.S. to shape the 2020–25 Dietary Guidelines for Americans, which provide the foundation for federal food programs serving more than 44 million children, such as the National School Lunch Program and School Breakfast Program, as well as the Supplemental Nutrition Assistance Program (SNAP).

Paul Vaaler, Law School, has received a Fulbright award for the project, “Do Migrant Engagement Policies Affect Migrant Remittances in Southern Africa?” The Fulbright Program, which aims to increase mutual understanding between the people of the United States and the people of other countries, is the flagship international educational exchange program sponsored by the U.S. government.
Andrea Westby, Medical School, has been named the Minnesota Academy of Family Physicians’ (MAFP) 2019 Family Medicine Educator of the Year. This award recognizes an outstanding teacher of family medicine.

Effective January 1, 2020, Martha Wright, ophthalmology and visual neurosciences, will be joining the Board of Directors of the American Board of Ophthalmology (ABO). Founded in 1916, the ABO is an independent, nonprofit organization responsible for certifying ophthalmologists (eye physicians and surgeons) in the United States.

**Student Activities and Awards**

CEHD graduates Siad Ali, ’06, and Bo Thao-Urabe, ’94, have been selected Bush Fellows for 2019. The Bush Fellowship provides Fellows with up to $100,000 over 12 to 24 months to pursue learning experiences that help them develop leadership skills and attributes.

School of Public Health student Roland Brown and recent graduate Chong Wu (’18) won Eastern North American Region (ENAR) Distinguished Student Paper Awards. This annual competition attracts upwards of 150 entries from around the country. Of those entries, the top 20 are selected to receive awards. The papers chosen represent the most innovative and relevant research in the area of developing biostatistical methods.

Lexi Dant (University of Minnesota Morris ’20) earned a Public Policy and International Affairs (PPIA) Fellowship. The fellowship helps students thrive in graduate studies and launch careers in public service and international affairs. PPIA students are selected based on their academic records and involvement in student activities.

Catherine Drake (University of Minnesota Morris ’21) was awarded a German Academic Exchange Service scholarship to support a Research Internships in Science and Engineering position this summer. The program offers undergraduates the chance to complete a research internship at top German universities and research institutions.

A Financial Markets Program team from UMD’s Labovitz School of Business and Economics (LSBE) won the Upper Midwest Competition of the Chartered Financial Analyst (CFA) Institute’s Annual Research Challenge. Team members include Grant Fleagle, Tyler Hendrickson, Jake Newson, and Tanner Steele.

Alicia Granse (Law School, 3rd year) won the 2019 Minnesota Women Lawyers Equal Justice Award for her note “Gun Control and the Color of the Law.”

David Hahn (Law School, 3rd year) won the 2019 Distinguished Legal Writing Award from The Burton Foundation for his note “Late for an Appointment: Balancing Impartiality and Accountability in the IRS Office of Appeals.” This award honors authors of articles that demonstrate creativity, knowledge, and know-how while displaying a true understanding and mastery of the law.

Four students from the University of Minnesota Duluth’s Labovitz School of Business and Economics (LSBE) Marketing Analytics Program (MAP) won first place for data visualization in
the eighth annual Midwest Undergraduate Data Analytics Competition (MUDAC). Tucker Hazzard, Joey Kmiec, Camryn Monzo, and Austin Steinmetz competed against 58 other Midwest teams spending 24 hours working on a two-part data analytics problem and were judged on their work.

Drewe Jefferson (University of Minnesota Morris ’16) earned a Fulbright U.S. Student Program award for 2019–20. A German and English grad, Jefferson will spend nine months teaching English in Germany.

Ben Koisti (University of Minnesota Crookston ’19) was recently named the recipient of the 2019 North Central Turf Grass Association (NCTGA) scholarship. The purpose of the NCTGA is to promote the turf grass industry, to encourage and support the further study and research of turf, to gather and distribute this information, and to represent this group on matters of policy regarding the turf grass industry.

Hanna Nedrud (Medical School student) won the Minnesota Academy of Family Physicians’ (MAFP) 2019 Medical Student Leadership Award. This award recognizes a fourth-year medical student for family medicine activities on a local, community, medical school, state, or national level.

Two University of Minnesota Bachelor of Science in Nursing (BSN) students were elected to statewide leadership positions within the Minnesota Student Nurses’ Association (MSNA). Junior Jon Nghiem was elected MSNA director of communications and sophomore Julianne Pekala was elected Breakthrough to Nursing Committee chair.

Paige Quinlivan (University of Minnesota Morris ’19), had her one-act play, *John Hughes Wrote My Diary*, chosen for the Kennedy Center American College Theater Festival (KCACTF) one-act play reading contest. The script earned her first-place honors. It was also a finalist for the KCACTF National Festival John Cauble Award for Outstanding Short Play.

Ryan Rogers (Carlson School of Management undergraduate) won first prize at the third annual Heritage Japanese Language Speech Contest. His speech, titled “My Parents,” focuses on how he and his family ended up where they are now and why he chose to study Japanese. Hosted by the Consulate-General of Japan each year in Chicago, the competition invites students from 10 Midwestern states to deliver their speeches in Japanese to a panel.

University of Minnesota Morris Jazz Ensemble 1 earned third-place honors in the college division of the University of Idaho Lionel Hampton Competition. The competition is one of the largest and oldest educational jazz festivals in the world.

Jessica Wheeler (Law School, 3rd year) won second place in the Epstein Becker Green Writing Competition for her note, “Certified Community Behavioral Health Clinics: Privacy Protections in Integrated Care.” The competition is designed to encourage J.D. and LL.M. students in the preparation of scholarly papers on current topics of interest relating to health law.