Mission Fulfillment

October 2019

October 10, 2019
2:00 p.m.

Boardroom, McNamara Alumni Center
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   Background Material - Page 4
   Presentation Materials - Page 6

2. Faculty Retention: Risk Mitigation
   Docket Item Summary - Page 22
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3. College in the Schools and PSEO Strategy
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AGENDA ITEM: Credit Transfer Between Campuses

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Robert McMaster, Vice Provost and Dean of Undergraduate Education
Susan Van Voorhis, Associate Vice Provost for Academic Support Resources

PURPOSE & KEY POINTS

The University continually seeks to streamline the transfer credit process for students transferring between its campuses. Intra University Transfer (IUT) students are students who are new to a particular campus but previously attended another campus in the system. Approximately 400 students transfer between campuses each academic year.

This presentation will include:

- Definitions of the different types of transfer students.
- A summary of student movement across the University of Minnesota System.
- An overview of transfer credit evaluation.
- A description of the IUT student experience.

BACKGROUND INFORMATION

The committee engaged on this topic at the following recent meetings:

- June 2019, System Undergraduate Enrollment Update
- May 2019, The UMTC Transfer Experience
Credit Transfer Between Campuses

Intra-University Transfer (IUT) students are students who are new to a particular campus, but previously attended another University of Minnesota system campus. Approximately 400 students transfer between campuses each academic year for diverse reasons (e.g. seeking a particular degree program, interest in living in a different region of the state, etc.).

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>

The University of Minnesota provides a detailed guide on the One Stop website for students changing their U of M campus. The guide describes for students that although the University is connected across all five of its campuses, some campuses have their own systems for records, billing and financial aid, information technology, and registration. The guide includes a 'checklist' outlining steps for students to complete for a successful transfer such as: meeting with their academic advisor, completing financial aid exit counseling on their current campus, and sending non-U of M transcripts to their new campus.

The flowchart below illustrates the IUT admissions process. IUT students are not required to pay an application fee and the admissions process is simplified by the fact that students do not need to send their U of M transcripts nor AP/IB/CLEP credit to campuses within the U of M system. This information is accessible in PeopleSoft across campuses.
Transfer credit can be a significant barrier for all transfer students. The University of Minnesota continues to focus on streamlining transfer credit review and making equivalency decisions available to prospective students internal and external to the University of Minnesota System.

In 2018 the University of Minnesota Twin Cities implemented the Transfer Evaluation System (TES) to efficiently manage the transfer evaluation process. Since then, 331 system campus courses have been reviewed for UMTC course equivalency. Of the 331 courses, 276 (83%) have been assigned a UMTC direct equivalency. The courses without a direct equivalency were most frequently assigned level credit within a discipline and may still fulfill major requirements.

Sample Transfer Equivalency Decisions for the U of M Twin Cities campus

<table>
<thead>
<tr>
<th>Sending Campus</th>
<th>Course</th>
<th>UMTC Equivalency</th>
<th>UMTC Transfer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>ANSC 1004 Introduction to Animal Science</td>
<td>Yes</td>
<td>ANSC 1101</td>
<td>Introductory Animal Science</td>
</tr>
<tr>
<td>Duluth</td>
<td>POL 3131 Judicial Politics and Policy Making</td>
<td>Yes</td>
<td>POL 3309</td>
<td>Justice in America</td>
</tr>
<tr>
<td>Duluth</td>
<td>BIOL 1001 Biology and Society</td>
<td>No</td>
<td>BIOL 1xxx</td>
<td>Biology content differs in focus from UMTC’s BIOL 1009. Transfers as biology elective.</td>
</tr>
<tr>
<td>Morris</td>
<td>HIST 2551 Modern Japan</td>
<td>No</td>
<td>HIST 2xxx</td>
<td>No equivalent UMTC HIST course, counts as history elective.</td>
</tr>
</tbody>
</table>
Credit Transfer Between Campuses

Board of Regents | Mission Fulfillment Committee

October 10, 2019

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

Sue Van Voorhis
Associate Vice Provost for Academic
Support Resources, Twin Cities
<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;New Advanced Standing&quot; (NAS)</td>
<td>Students who are new to the University of Minnesota System, but previously attended another higher education institution</td>
</tr>
<tr>
<td>&quot;Intra-Campus Transfers&quot; (ICT)</td>
<td>Students who enroll in a new college on the University of Minnesota campus they are currently attending (also sometimes called “inter-collegiate transfers”)</td>
</tr>
<tr>
<td>&quot;Intra-University Transfers&quot; (IUT)</td>
<td>Students who are new to a particular campus, but previously attended another University of Minnesota System campus (also sometimes called “inter-campus transfers”)</td>
</tr>
<tr>
<td>Multi-Institution Enrollment</td>
<td>Students in good standing at one University of Minnesota campus (home campus) and choose to take courses at another U of M campus (host campus).</td>
</tr>
</tbody>
</table>
# 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>
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<tr>
<td>Crookston</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>18</td>
<td>21</td>
</tr>
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<td>Duluth</td>
<td>14</td>
<td>0</td>
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<td>0</td>
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<td>227</td>
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<td>Morris</td>
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<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>
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<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Twin Cities</td>
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<td>0</td>
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<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*
Note: 1446 IUT admits over the last 5 years, only 27 of them were Multi-I (visiting TC) prior to an IUT.
## Multi-Institution Enrollment Students
Fall 2018, Spring 2019, and Summer 2019

<table>
<thead>
<tr>
<th>Home 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>1</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Duluth</td>
<td>74</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>72</td>
<td>147</td>
</tr>
<tr>
<td>Morris</td>
<td>8</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>66</td>
<td>86</td>
</tr>
<tr>
<td>Rochester</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>22</strong></td>
<td><strong>4</strong></td>
<td><strong>0</strong></td>
<td><strong>158</strong></td>
<td><strong>311</strong></td>
</tr>
</tbody>
</table>

*Note: Students who change campuses more than once during a year are only counted once.*
## Profile of the UMTC Fall Semester 2018 Entering IUT Class

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
Definition of IUT

An IUT student is one new to a particular campus, but who previously attended another University of Minnesota campus.
Ease of Admission

- Specific application for U of M students
- No application or confirmation fees*
- No need to send University of Minnesota transcript

*The University of Minnesota Morris requires a $175 confirmation fee for IUT students.
Since 2018:

- 330 courses reviewed thus far from the other campuses (7.5% of total course reviews)
- 83% UMN courses granted direct equivalency
# Transfer Equivalency

<table>
<thead>
<tr>
<th>Sending Campus</th>
<th>Course</th>
<th>UMTC Direct Equivalency</th>
<th>UMTC Transfer</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Crookston</td>
<td>ANSC 1004 Introduction to Animal Science</td>
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All credit earned at a University of Minnesota campus counts toward the 120 required credits.
Percent of Reviewed University of Minnesota System Courses Granted Direct U of M Twin Cities Equivalency

<table>
<thead>
<tr>
<th>College</th>
<th>Courses reviewed</th>
<th>Direct equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDES</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CFANS</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>CBS</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>CEHD</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>CSOM</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>CCAPS</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>CLA</td>
<td>225</td>
<td>196</td>
</tr>
<tr>
<td>CSE</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>331</strong></td>
<td><strong>276 (83%)</strong></td>
</tr>
</tbody>
</table>

Courses not evaluated as a direct equivalency may still fulfill major requirements.
Transferology Between our Campuses

Determine if a course transfers:
- Between University of Minnesota campuses
- From other Minnesota schools
- Any school using this system

Anyone can use Transferology: 10,165 people to Transferology from our Admissions link since January 2018

This is a partnership with Minnesota State colleges and universities.
IUT Experience

• “What-if” APAS
  - Students can run a program for any campus
  - Shows how their courses meet degree requirements

• Meet with current campus academic advisor

• Review admission requirements

• Complete the Change of Campus application
## IUT Experience

<table>
<thead>
<tr>
<th>Before leaving previous campus</th>
<th>Before arriving on new campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cancel current classes</td>
<td>- Get new U card</td>
</tr>
<tr>
<td>- Return books, materials, equipment to current campus</td>
<td>- Update contact information</td>
</tr>
<tr>
<td>- Complete financial aid exiting counseling</td>
<td>- Contact One Stop Student Services about financial aid eligibility</td>
</tr>
<tr>
<td>- Cancel Housing contract or contact landlord</td>
<td>- Contact Boynton Health to determine health coverage</td>
</tr>
<tr>
<td>- Request to transfer U of M account/ID</td>
<td>- Contact Orientation &amp; Transfer Experiences and the Center for Academic Planning and Exploration</td>
</tr>
<tr>
<td>- Send copies of transcripts and test scores from any non-University campus to Admissions</td>
<td></td>
</tr>
</tbody>
</table>

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**Office of Undergraduate Education**

**University of Minnesota**

**Driven to Discover**
Challenges for IUT Students

- Transfer credit evaluation (streamlined since 2018)
- NRNR students transferring to the U of M Twin Cities may not be aware of the difference in tuition rates
- Students who apply late may not be able to find housing and then choose to return to a previous campus
- Financial Aid is recalculated due to different Costs of Attendance (COA). Each campus has its own Federal ID
- External transfer credits, AP, IB, and CLEP are re-evaluated
- Requesting transfer of U of M internet ID account
Next Steps

- Continue to grow the number of University of Minnesota System campus courses evaluated for U of M Twin Cities equivalency.
- Increase accessibility of information about tuition and financial aid across the University of Minnesota System.
- Enhance communication to students consider a transfer to ensure they fully understand the impact of transferring.
Mission Fulfillment

AGENDA ITEM: Faculty Retention: Risk Mitigation

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS:
Karen Hanson, Executive Vice President and Provost
Jane Blocker, Associate Dean for Arts and Humanities, College of Liberal Arts, Twin Cities campus
Ellen Longmire, Associate Dean for Academic Affairs, College of Science and Engineering, Twin Cities campus
Peter Olver, Head, School of Mathematics, College of Science and Engineering, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss strategies for retaining the University’s best faculty. The discussion will include current context and effective ways to mitigate early faculty departures.

Next to the effort involved in attracting and hiring the most promising faculty, retention of those faculty is of paramount importance. The costs of faculty leaving the institution are palpable and while some faculty departures are inevitable at research universities competing for field-shaping faculty, retention of the best faculty is crucial to the University’s ability to attract external funding, deliver a first-class education to students, and ensure a thriving workplace.

BACKGROUND INFORMATION

The committee engaged on this topic at the following recent meetings:

- May 2019, Promotion and Tenure: Context; Policy and Process; Rationale and Role of Tenure in Higher Education
- May 2019, Promotion and Tenure: Promotion and Tenure, and Annual Continuous Appointments
The Costs of Faculty Departures

The costs of faculty startup packages, the resources that new faculty receive at the time of hire, varies greatly with startup packages ranging from a few thousand to several million dollars. In addition to such funding, colleges often need to invest in costly lab space renovations in order to secure the research infrastructure necessary to carry out externally funded research. Even in disciplines with minimal startup expenditures, the investment in faculty is also tangible, and frequent faculty turnover disrupts on-campus research collaborations and interrupts the delivery of the department’s curriculum and graduate advising. Established connections and outreach to industry groups, agriculture, and local communities may also be lost. Importantly, these expenditures, whether they are direct capital expenditures or investments viewed more broadly, are what economists often refer to as “sunk costs” that cannot easily be recuperated: Specialized equipment and lab remodeling that cannot be repurposed, or curricular offerings and training and advising relationships that are not easily transferable.

Why Do Faculty Leave?

The most compelling factor in faculty members’ decision to leave are also the most obvious ones. Generous offers from other prestigious universities that provide an improved research infrastructure or higher salaries are common reasons cited by individuals who elect to leave. In many cases the University cannot compete with offers from wealthy private research universities or from private industry. While some of these external factors are beyond the control of the University, they are not necessarily the overriding reason for faculty leaving and there is no consistent pattern that can point to a clear pathway that leads a faculty member to make the decision to leave. Studies show that it is rarely broad dissatisfaction with the institution that triggers such decisions, and while localized dissatisfaction of certain aspects of work may play a role, it is difficult to point to a clear set of factors contributing to faculty leaving. Preliminary research conducted by the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University and the University of California, suggests that a majority of departing faculty do not cite salary as a primary factor in their decision, and one in four faculty who leave academic careers accept offers with only small salary base increases. Instead, discrete factors such as departmental collegiality are frequently cited as a compelling reason in faculty members’ decision to either stay or leave. Family considerations, including parental caregiving and the
need to find employment for dual career couples, as well as geography, weather, and social networks can also play a role in these decisions. For women and faculty of color, a lack of diversity and support structure is also often cited as a contributing factor in their decision to leave or to stay when presented with an external offer.

**Risk Mitigation Strategy: Retaining Faculty at the University of Minnesota**

Counter offers is the most common way in which departments and colleges react to external offers of employment. Counter offers typically take the form of salary adjustments to match or approximate an outside offer and may also include other types of support such as improved research infrastructure or assignment of graduate student research staff. While difficult to quantify because retentions are not always actively pursued by departments, the University generally does well in this effort. Between 2013 and 2019, on the Twin Cities campus, colleges reported a respectable average retention success rate of 64%.

As relatively successful as a counter offer strategy may be, it also contributes to a “counter offer culture” at top universities in which it is believed that the best way for faculty to earn university recognition and renegotiate the terms of their employment is by seeking outside offers. In some cases, such attempts result in costly and unnecessary departures in which faculty who are largely satisfied with their employment leave because the counter offer negotiation was not handled effectively or expeditiously. A counter offer culture may also contribute to inequities in departments because they can distort the salary structure by rewarding those faculty—men to a greater degree than women—who most aggressively seek out external offers and engage in the retention negotiation process. In 2014, the University implemented a uniform faculty salary equity review process aimed at detecting early inequities in unit compensation structures with the aim of tempering the counter offer culture and rewarding institutional loyalty.

While counter offers remain an important part of the University’s strategy to protect its investment in faculty and retain top talent, they are only part of a broad strategy to ensure that faculty stay at the University. Several key strategies work together to enhance our ability to retain our best faculty.

- Rewarding extraordinary faculty contributions creates a culture of reward and recognition. Competitive internal awards and honors that reward teaching, research, and service contributions are effective retention tools.

- Providing opportunities for cross-disciplinary networking and intellectual engagement allows faculty to build connections across disciplines. Efforts supported by the Office of Equity and Diversity and interdisciplinary centers and institutes such as the Institute for Advanced Study, the Minnesota Population Center, or the Center for Transportation Studies can lead to meaningful connections that help retain faculty.
• Supporting dual career opportunities either at the time of hire or during retention efforts helps develop loyalty to the University. Work can be facilitated for a faculty member’s partner at the University or in other non-University employment.

• Maintaining transparent policies and best practices aimed at reducing unnecessary faculty departures may increase the expediency with which a counter offer process is initiated and it may also place limits on the number and frequency with which counter offers are extended. To that end, several colleges have developed internal guidelines around the counter offer process.

• Continuing to support the essential role that tenure plays in academic work remains an important retention mechanism which fosters institutional loyalty. For example, in 2016 the University of Wisconsin reported spending $24 million on retention expenditures as a result of a dramatic increase in counter offers after perceived threats to tenure by the state legislature. While the compensatory value of tenure is difficult to assess, it is clear that many faculty can command far higher salaries outside academia, yet the nature of faculty work and fealty to the institutional mission as expressed in the compact of tenure is of paramount importance to most faculty.

As a member of the Collaborative on Academic Careers in Higher Education (COACHE), the University is participating in an extensive, three-year survey study with other research universities that seeks to better understand the motivations and pathways that result in faculty deciding to either leave or stay. The University also conducts ongoing exit interviews with faculty, which provides additional feedback about the faculty experience and faculty members’ reasons for leaving the institution. It is the hope that the results of these initiatives will provide actionable data that may further guide the University’s faculty retention strategy.
Faculty Retention: Risk Mitigation

Presentation to the Board of Regents
Mission Fulfillment Committee
October 10, 2019

Karen Hanson
Executive Vice President and Provost

Ellen Longmire
Associate Dean for Academic Affairs
College of Science and Engineering

Jane Blocker
Associate Dean for Arts and Humanities
College of Liberal Arts

Peter Olver
Head, Department of Mathematics
College of Science and Engineering
Costs associated with faculty retention:

- Start-up packages
- Lab space and renovations
- Specialized equipment
- Disruptions in teaching and advising
- Disruptions in research collaborations
- Loss of industry or outreach-centered relationships
- Loss of funding derived from that faculty member and collaborators
- Loss of mentoring to younger faculty
- Loss of reputation to department and college
- Faculty and staff time diverted to hiring replacement
Factors affecting faculty retention:

- Reputation of University
- Compensation
- Family considerations
- Diversity
- Support Structure(s)
- Geographic Preference
- Quality of faculty relationships/collegiality
- Quality of students and support for graduate students
- Quality of libraries, laboratories, and infrastructure
- Funding support for new faculty members
Faculty Retention: University of Minnesota

Approaches to mitigate retention:

- Counter-offers
- Culture of recognition
- Cross-discipline connections
- Dual career opportunities
- Transparent policies and decision-making processes
- Supporting the Compact of Tenure
Benefits of Successful Retentions &
Costs of Departures

Department of Aerospace Engineering and Mechanics
Faculty Retention: Example #2

Retention as an investment

Emphasis on Early Career Faculty

School of Mathematics
Faculty Retention: Example #3

Diversity as a factor affecting retention

College of Liberal Arts
Faculty Retention: Risk Mitigation
Presentation to the Board of Regents
Mission Fulfillment Committee
October 10, 2019

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AGENDA ITEM: College in the Schools and PSEO Strategy

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Bob Stine, Interim Dean, College of Continuing and Professional Studies, Twin Cities Campus
John Hoffman, Vice Chancellor for Academic and Student Affairs, Crookston Campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to discuss the University’s strategy for high school dual enrollment opportunities. Dual enrollment is the opportunity for high school students to take college classes while earning their high school diplomas.

This item will discuss the two types of dual enrollment offered to students in Minnesota - Postsecondary Enrollment Options (PSEO) and Concurrent Enrollment (CE), which is also known as College in the Schools. Students who participate in PSEO are enrolled in college courses on campus or online as either full-time or part-time students. Students enrolled in CE take college-credit bearing courses taught by college-approved high school teachers or college faculty at their high school. The discussion will highlight enrollment for both programs and solicit input from the committee on additional opportunities to support PSEO and College in the Schools.
Dual Enrollment programs were established by the Minnesota Legislature to allow high school students to simultaneously earn high school and college credit from a single course. Access to college courses provides students with a greater variety of class offerings and the opportunity to pursue more challenging coursework. Students (or their families) do not bear any costs for dual enrollment courses (e.g., tuition, fees, required textbooks). Those costs are absorbed by the state, the high schools, and the colleges/universities that offer the programs.

There are two types of dual enrollment in Minnesota. One is Concurrent Enrollment (CE), often referred to as College in the Schools, where students enroll in college-credit bearing courses taught by college-approved high school teachers or college faculty at a high school. The other is Postsecondary Enrollment Options (PSEO), where students enroll in college courses on campus or online as either full-time or part-time students. Students taking dual enrollment courses usually are using them to fulfill high school graduation requirements, so there are some natural limits on the courses they are interested in taking.

Students in many high schools also have the opportunity to earn college credit through Advanced Placement (AP) courses and International Baccalaureate (IB) courses. Each of these requires students to achieve a certain score on an exam to earn college credit. More than a third of all high school students are participating in one or more of these options (Table 1), and many participate in multiple options (Table 2).

Table 1. Dual Enrollment Ecosystem in Minnesota

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollments</th>
<th>% of all HS students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>19,533</td>
<td>33%</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>18,949</td>
<td>32%</td>
</tr>
<tr>
<td>PSEO</td>
<td>5,397</td>
<td>9%</td>
</tr>
<tr>
<td>Int'l Baccalaureate</td>
<td>2,609</td>
<td>4%</td>
</tr>
</tbody>
</table>

Minnesota Department of Education
Table 2. Students often participate in more than one program simultaneously

<table>
<thead>
<tr>
<th></th>
<th>PSEQ Participants</th>
<th>Concurrent Enrollment Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSEQ Only</td>
<td>2,097 (39%)</td>
<td>Conc Only</td>
</tr>
<tr>
<td>PSEQ &amp; AP</td>
<td>994 (18%)</td>
<td>Conc &amp; AP</td>
</tr>
<tr>
<td>PSEQ &amp; IB</td>
<td>79 (1%)</td>
<td>Conc &amp; IB</td>
</tr>
<tr>
<td>PSEQ &amp; Conc</td>
<td>1,276 (24%)</td>
<td>Conc &amp; PSEQ</td>
</tr>
<tr>
<td>PSEQ &amp; AP &amp; IB</td>
<td>73 (1%)</td>
<td>Conc &amp; AP &amp; IB</td>
</tr>
<tr>
<td>PSEQ &amp; AP &amp; Conc</td>
<td>835 (15%)</td>
<td>Conc &amp; AP &amp; PSEQ</td>
</tr>
<tr>
<td>PSEQ &amp; IB &amp; Conc</td>
<td>19 (0%)</td>
<td>Conc &amp; IB &amp; PSEQ</td>
</tr>
<tr>
<td>PSEQ &amp; AP &amp; IB &amp; Conc</td>
<td>24 (0%)</td>
<td>Conc &amp; AP &amp; IB &amp; PSEQ</td>
</tr>
</tbody>
</table>

PSEQ is offered by 63 colleges/universities in Minnesota, and CE is offered by 22, as shown in Table 3. CE is far more challenging for colleges/universities to offer because state law requires that they be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and the Higher Learning Commission requires that all high school teachers meet a minimum level of education and/or tested experience.

Table 3

<table>
<thead>
<tr>
<th>Type</th>
<th>Concurrent Enrollment</th>
<th>PSEQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN State 2-year</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>MN State 4-year</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Univ. of Minnesota</td>
<td>4*</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>63</td>
</tr>
</tbody>
</table>

* UMC, UMD, UMTC, UMM

Four campuses (UMC, UMD, UMTC, UMM) offer CIS programs. The Twin Cities campus has the largest concurrent enrollment program in the state, just over 10,000 students, which is about 50% of all CIS enrollments in the state. In all cases, high school instructors deliver University courses to students in the high school. University department faculty interview and select qualified high school instructors to teach the course and provide ongoing discipline-specific, professional development sessions. Each CIS office administers the program, allowing departments to focus on course content and professional development.

CIS students gain access to college and rigorous coursework without leaving their high school. They gain academic momentum as they head to college, and their earned credits allow flexibility to pursue additional academic interests and/or activities (e.g., minor, study abroad). Some CIS
courses are designed for students in the “academic middle,” increasing opportunities for more students to pursue a college education.

CIS high school instructors deepen their understanding of their discipline by participating in professional development with University faculty. This helps them stay engaged in the teaching profession, and helps improve the quality of all their high school instruction, not just the CIS courses.

Many University faculty and departments participate in CIS because it provides outreach to Minnesota communities and deepens the understanding of the high school to college transition. It is also a potential recruiting tool for some disciplines, although others view it as competition for introductory-level courses.

Several factors also affect the size of CIS programs. As part of campus accreditation, the Higher Learning Commission requires that CIS teachers have a Master’s degree in the field they are teaching, a Master’s degree plus 18 graduate credits in the field, or combination of education and tested experience. This limits the number of high school teachers who are qualified to teach CIS courses. Many departments do not have the capacity to support new CIS courses or more sections of existing courses. They need interested and available faculty to manage the course(s) and professional development of high school teachers while simultaneously managing their on-campus course offerings. CIS also competes directly with AP and IB courses. While most high school administrators strongly support CIS, schools pay $145 per student per course and get MDE reimbursement of $50, which may shrink if CIS enrollments grows. Finally, staff and infrastructure are required to support CIS, particularly when there are very large enrollments.

In the University of Minnesota system, there are about 750 PSEO students annually, about ⅓ returning for a second year, ⅔ participating for the first time. There is strong competition for admission, and students are admitted based on expectations of success in their courses, a positive experience on campus, and a high level of matriculation to the University of Minnesota.

Total enrollment of PSEO students at most campuses is limited by several factors. On a practical level, they need to live within commuting distance of one of the campuses because there is no on-campus housing option for PSEO students. PSEO students do not register until all degree-seeking students have registered, so there are relatively few seats available for them in desired courses, especially in STEM, English, and American Government courses.

The benefits of PSEO include access to University rigor and campus community, support in exploring majors and careers, academic momentum into their freshman year, earned credits that allow flexibility to pursue additional academic interests and/or activities (e.g., minor, study abroad), and a positive impact graduation rates.

Several factors affect the size of PSEO programs at most campuses. As noted earlier, access to campus and limited seats in desired courses impact how many students are admitted and lead students to pursue PSEO at other institutions. High schools must allow students to participate in PSEO, but they lose a portion of their state financial aid for every student who does, and they
worry about the absence of some of their highest achieving students in their schools. Finally, each campus commits resources to supporting PSEO students, with limited payments from the state for each student.

PSEO programs on University of Minnesota campuses will continue to focus on elements that contribute to the success of PSEO students, including orientation, mental health and wellness, and major and career preparation. Focus also continues toward increasing matriculation into the University system and graduation rates.
College in the Schools (CIS) and Post-Secondary Enrollment Options (PSEO) Strategy

Presentation to the Board of Regents
Mission Fulfillment Committee
October 10, 2019

Bob Stine
Interim Dean, College of Continuing and Professional Studies, Twin Cities Campus

John Hoffman
Vice Chancellor for Academic and Student Affairs, Crookston Campus
PSEO & CE Overview

Dual Enrollment in Minnesota
- Allows high school students to simultaneously earn high school and college credit
- Provides students with a greater variety of class offerings and the opportunity to pursue more challenging coursework
- Tuition, fees, and required textbooks are at no cost to students*

Concurrent Enrollment (CE) [College in the Schools (CIS)]
- Enrollment in college-credit bearing courses taught by college-approved high school teachers or college faculty at a high school

Postsecondary Enrollment Options (PSEO)
- Enrollment in college-level courses on campus or online
- Full or part-time

*There are costs for the state, the high schools, and the colleges/universities that participate
## Rigorous Course Taking in Minnesota

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollments</th>
<th>% of all HS students</th>
</tr>
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<td>2,609</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Minnesota Department of Education, 2018*
Higher education institutions offering concurrent enrollment and PSEO

<table>
<thead>
<tr>
<th>Type</th>
<th>Concurrent Enrollment</th>
<th>PSEO</th>
</tr>
</thead>
<tbody>
<tr>
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<td>16</td>
<td>33</td>
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<td>4*</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>22**</td>
<td>63</td>
</tr>
</tbody>
</table>

* UMC, UMD, UMM, UMTC
** NACEP accreditation required, HLC requirements for teachers

Minnesota Department of Education, 2018
Average annual participation in CIS and PSEO by campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>CIS</th>
<th>PSEO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMC</td>
<td>1,400</td>
<td>25</td>
<td>1,425</td>
</tr>
<tr>
<td>UMD</td>
<td>750</td>
<td>80</td>
<td>830</td>
</tr>
<tr>
<td>UMM</td>
<td>65</td>
<td>30</td>
<td>65</td>
</tr>
<tr>
<td>UMR</td>
<td>-</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>UMTC</td>
<td>10,000</td>
<td>600</td>
<td>10,600</td>
</tr>
<tr>
<td>Total</td>
<td>12,185</td>
<td>740</td>
<td>12,925</td>
</tr>
</tbody>
</table>
U of M College in the Schools (CIS) Overview

- **High school instructors** deliver U of M courses to students in the high school.

- **U of M departmental faculty:**
  - interview and select qualified high school instructors to teach the course
  - provide ongoing, discipline-specific, professional development sessions

- **CIS offices** administer the programs, allowing departments to focus on course content and professional development.
Twin Cities Campus CIS Snapshot (2018-19)

- 10,042 total students (~ ½ of all CE students in the state)
- 140+ high schools (~30% of all high schools in MN)
- 425+ CIS instructors
- 26% students of color
- 40 courses from 5 colleges offered
- Approximately 15-20% of U of M freshmen have taken one or more UMTC CIS courses
CIS Benefits

- **Students**
  - Gain access to college and rigorous coursework without leaving their high school.
  - Increase academic momentum
  - Earned credits allow flexibility to pursue additional academic interests and/or activities (e.g., minor, study abroad)
  - Accessible to students in the “academic middle”

- **CIS instructors**
  - Learn from University faculty and deepen their understanding of their discipline
  - Receive professional development which improves the quality of all their high school instruction
  - Stay engaged in the teaching profession

- **U of M faculty/departments**
  - Provide outreach to Minnesota communities and deepen understanding of the high school to college transition
  - A potential recruiting tool for some disciplines
CIS High Schools (All U of M campuses)
Factors affecting CIS growth

- **HLC instructor requirements**
  - Master’s degree in the field, Master’s degree + 18 graduate credits in the field, or combination of education and tested experience
- **Capacity of academic departments to support CIS**
  - Interested and available faculty to manage the course(s) and professional development of high school teachers
- **Competition with AP and IB**
- **Financial impact on high school budgets**
  - Schools pay $145 per student per course and get MDE reimbursement of $50 (which may shrink as CE grows)
- **CIS staff and infrastructure**
What’s next for CIS?

- Improving student equity, access, and success in CIS courses

- Addressing teacher credentialing and preparation through state and national collaboration

- Aligning resources to allow for strategic incremental growth
  - Qualified high school instructors
  - U of M department faculty coordinators
  - CCAPS capacity to support course registrations (in progress)
Twin Cities Campus PSEO overview

Approximately 600 students (400 new, 200 returning)
- Admit for success - a positive experience is tied to matriculation
- Last to register, so limited seats available in desired courses (e.g., STEM, English, and American Government)
- Must be within commuting distance of campus (no student housing)

Benefits
- Access to University rigor and campus community
- Support students in exploring career and majors
- Provide academic momentum
- Earned credits allow flexibility to pursue additional academic interests and/or activities (e.g., minor, study abroad)
- Positively impact graduation rates
Twin Cities Campus PSEO Student Snapshot (Academic year 2017-18)

- 595 students
- 48% full-time (12+ credits), 52% part-time
- 105 high schools represented
- 40% students of color
- 3.63 average U of M GPA
- 54% enrolled as U of M freshmen

Graduation Rates
(UMTC freshman entering in 2015 who were in UMTC PSEO)
- 2-year - 3%
- 3-year - 25%
- 4-year - 81%
Factors affecting the size of PSEO

- Limited seats in desired courses (esp. STEM, English, American Gov’t)
- Loss of state aid to high schools
- Absence of high-achieving students in high schools
- Availability of student support services
What’s Next for PSEO?

- Strengthen success resources
  - Orientation
  - Mental health and wellness

- Emphasis on major and career preparation

- Increase matriculation to the U of M system
CIS at UMN Crookston

Fall 2019 Overview
- 902 students in fall; ~475 projected for spring
- 7% students of color
- 25 high schools; 78 fall courses; ~42 projected for spring
- 19 UMN Crookston faculty mentors

Projected 2019-2020 Budget
- ~$225,000 in annual program revenues
- Revenues cover costs for a full-time program coordinator, faculty mentors, sites visits, annual professional development and training sessions for CIS teachers, and overhead

Key Challenge
- Newly enforced HLC requirements for high school CIS teachers
PSEO at UMN Crookston

Enrollment Overview (5-year averages)
- 22.6 PSEO students per year (15.2 on-campus/7.4 online)
- 7% students of color
- 88% of on-campus and 19% of online PSEO students come from Polk County
- PSEO students complete an average of 2.3 terms and 9.6 credits per term for a total of 22.1 credits, or a year and a half of college

Program Cost
- PSEO runs an annual deficit of $35-50,000
- As with CIS, the revenues come from the state via schools, not from high school students
## Where UMN Crookston CIS and PSEO Students Go to College (2018 Graduates)

<table>
<thead>
<tr>
<th>Destination Campus</th>
<th>CIS</th>
<th>PSEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMN System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td>30 (4%)</td>
<td>10 (27%)</td>
</tr>
<tr>
<td>Duluth</td>
<td>56 (7%)</td>
<td>3 (8%)</td>
</tr>
<tr>
<td>Morris</td>
<td>13 (2%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Rochester</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>34 (4%)</td>
<td>4 (11%)</td>
</tr>
<tr>
<td><strong>TOTAL UMN System</strong></td>
<td><strong>133 (17%)</strong></td>
<td><strong>17 (46%)</strong></td>
</tr>
<tr>
<td>Minnesota State</td>
<td>269 (33%)</td>
<td>5 (14%)</td>
</tr>
<tr>
<td>UND or NDSU</td>
<td>216 (27%)</td>
<td>9 (24%)</td>
</tr>
<tr>
<td>All Other Institutions</td>
<td>186 (23%)</td>
<td>6 (16%)</td>
</tr>
</tbody>
</table>
Future Directions at UMN Crookston

CIS Program Initiatives
● Targeted recruitment of all UMN Crookston CIS students
● Professional development for CIS instructors in the schools to support the college application process
● Use of faculty mentors for recruitment while on site visits

PSEO Program Initiatives
● Partnership with Crookston high school to update the holistic admissions review
● Extend Student Success Center work to high school students
● Outreach to Latinx, Somali, rural, first-generation, and low-income high school students
Questions & Discussion
AGENDA ITEM: Campus Climate: Twin Cities Campus

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Michael Goh, Vice President, Office for Equity and Diversity
LeeAnn Melin, Associate Vice Provost for Student Success, Office of Undergraduate Education
Amina Jaafar, Assistant Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is an overview of the campus climate of the Twin Cities campus. The item will include:

- Discussion of sources of data for climate assessment.
- An examination of UMTC Student Experience in the Research University (SERU) data.
- Direct quotes from students regarding suggestions for improving climate.
- Resources and initiatives related to improving and sustaining campus climate.

The discussion will gather input from the committee on future strategies for moving toward the best possible campus climate.
UMTC and AAU SERU Campus Climate Questions

*Information Regarding the Student Experience in the Research University (SERU) Survey*

Survey questions included in this report use the following scale: (Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree). Results shared are percentage of respondents who replied Agree and Strongly Agree.

2018 data comparison to peer institutions in the Association of American Universities (AAU) include:
- Michigan State University
- Purdue University
- Rutgers University
- University of Iowa
- University of Michigan
- University of Oregon
- University of Pittsburgh
- University of Texas at Austin
- University of Virginia

**Peer data for 2019 is not available until the end of the year.**

The detailed tables here track results in the odd-numbered years for UMTC (2015, 2017, and 2019). Cells marked n/a indicate data that is not available because questions were not asked or the response categories changed over time.

### Overall UMN Comparison to SERU AAU Consortium Members Over Time

<table>
<thead>
<tr>
<th>Overall sense of belonging and feeling valued as an individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Year</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>2019</td>
</tr>
<tr>
<td>2018</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>
### Overall perception of respect for group

<table>
<thead>
<tr>
<th>Group</th>
<th>2015</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>UMTC</td>
<td>AAU</td>
<td>UMTC</td>
<td>AAU</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>77.5%</td>
<td>74.6%</td>
<td>70.9%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>73.6%</td>
<td>73.1%</td>
<td>62.7%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Black</td>
<td>86.7%</td>
<td>87.1%</td>
<td>83.6%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>65.7%</td>
<td>64.3%</td>
<td>64.2%</td>
<td>60.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.6%</td>
<td>72.2%</td>
<td>72.8%</td>
<td>66.3%</td>
</tr>
<tr>
<td>International</td>
<td>67.1%</td>
<td>69.4%</td>
<td>67.1%</td>
<td>64.4%</td>
</tr>
<tr>
<td>White</td>
<td>67.8%</td>
<td>67.8%</td>
<td>60.8%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Total</td>
<td>60.3%</td>
<td>59.4%</td>
<td>44.1%</td>
<td>41.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>AAU</td>
<td>56.3%</td>
</tr>
</tbody>
</table>

### UMN Comparison to SERU AAU Consortium Members 2018

#### Campus climate by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Sense of Belonging UMTC</th>
<th>Sense of Belonging AAU</th>
<th>Valued as Individual UMTC</th>
<th>Valued as Individual AAU</th>
<th>Group is Respected UMTC</th>
<th>Group is Respected AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian</td>
<td>45.2%</td>
<td>48.1%</td>
<td>36.5%</td>
<td>28.5%</td>
<td>47.3%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>53.1%</td>
<td>50.4%</td>
<td>45.4%</td>
<td>37.1%</td>
<td>51.1%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Black</td>
<td>40.8%</td>
<td>41.7%</td>
<td>32.1%</td>
<td>27.7%</td>
<td>26.0%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>39.4%</td>
<td>53.8%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>50.0%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54.9%</td>
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<td>43.7%</td>
<td>36.7%</td>
<td>51.2%</td>
<td>49.5%</td>
</tr>
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<td>54.8%</td>
<td>52.3%</td>
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<tr>
<td>White</td>
<td>63.3%</td>
<td>63.7%</td>
<td>44.4%</td>
<td>43.9%</td>
<td>81.8%</td>
<td>80.1%</td>
</tr>
<tr>
<td>Blank/Decline</td>
<td>57.5%</td>
<td>55.4%</td>
<td>39.7%</td>
<td>39.6%</td>
<td>65.3%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Total</td>
<td>60.3%</td>
<td>59.4%</td>
<td>44.1%</td>
<td>41.5%</td>
<td>73.4%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

#### Campus climate by gender identity

<table>
<thead>
<tr>
<th>Identity</th>
<th>Sense of Belonging UMTC</th>
<th>Sense of Belonging AAU</th>
<th>Valued as Individual UMTC</th>
<th>Valued as Individual AAU</th>
<th>Group is Respected UMTC</th>
<th>Group is Respected AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>59.2%</td>
<td>59.4%</td>
<td>43.5%</td>
<td>41.8%</td>
<td>79.7%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Female</td>
<td>62.0%</td>
<td>60.1%</td>
<td>45.2%</td>
<td>41.7%</td>
<td>60.0%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Trans Man</td>
<td>27.3%</td>
<td>38.5%</td>
<td>22.7%</td>
<td>26.9%</td>
<td>21.7%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Trans Woman</td>
<td>37.5%</td>
<td>27.3%</td>
<td>37.5%</td>
<td>27.3%</td>
<td>12.5%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Genderqueer</td>
<td>40.2%</td>
<td>36.1%</td>
<td>23.0%</td>
<td>25.9%</td>
<td>23.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Other</td>
<td>27.1%</td>
<td>41.5%</td>
<td>25.0%</td>
<td>23.0%</td>
<td>31.9%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Total</td>
<td>60.4%</td>
<td>59.5%</td>
<td>44.2%</td>
<td>41.5%</td>
<td>66.1%</td>
<td>63.3%</td>
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</table>

#### Campus climate by sexual orientation

<table>
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<tr>
<th>Orientation</th>
<th>Sense of Belonging UMTC</th>
<th>Sense of Belonging AAU</th>
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<th>Valued as Individual AAU</th>
<th>Group is Respected UMTC</th>
<th>Group is Respected AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>62.0%</td>
<td>61.3%</td>
<td>45.7%</td>
<td>43.1%</td>
<td>88.8%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Gay or Lesbian</td>
<td>56.1%</td>
<td>52.6%</td>
<td>35.6%</td>
<td>35.8%</td>
<td>51.3%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>53.6%</td>
<td>50.7%</td>
<td>37.8%</td>
<td>31.5%</td>
<td>59.3%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Queer</td>
<td>43.8%</td>
<td>35.9%</td>
<td>31.9%</td>
<td>24.3%</td>
<td>33.3%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Questioning</td>
<td>50.3%</td>
<td>45.8%</td>
<td>32.9%</td>
<td>32.1%</td>
<td>76.6%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Other</td>
<td>51.6%</td>
<td>48.7%</td>
<td>36.0%</td>
<td>30.6%</td>
<td>53.2%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Total</td>
<td>60.5%</td>
<td>59.5%</td>
<td>44.1%</td>
<td>41.5%</td>
<td>83.5%</td>
<td>83.6%</td>
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</table>
Campus climate by disability status

<table>
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<tr>
<th>Condition</th>
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<th>Group is Respected</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>UMTC</td>
<td>AAU</td>
<td>UMTC</td>
</tr>
<tr>
<td>Physical</td>
<td>45.7%</td>
<td>48.7%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Learning</td>
<td>49.6%</td>
<td>50.3%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Neurodevelopmental</td>
<td>50.2%</td>
<td>48.8%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Emotional/Mental</td>
<td>52.1%</td>
<td>49.1%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Other</td>
<td>55.4%</td>
<td>51.8%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Total</td>
<td>60.5%</td>
<td>59.5%</td>
<td>44.1%</td>
</tr>
</tbody>
</table>

Notes: not mutually exclusive, total is for all respondents, including those without a disability/condition

Campus climate by social class

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UMTC</td>
<td>AAU</td>
<td>UMTC</td>
</tr>
<tr>
<td>Low Income</td>
<td>43.7%</td>
<td>43.6%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Working Class</td>
<td>51.4%</td>
<td>50.6%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Middle Class</td>
<td>61.5%</td>
<td>59.5%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>67.2%</td>
<td>65.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Wealthy</td>
<td>63.0%</td>
<td>67.1%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Total</td>
<td>60.4%</td>
<td>59.5%</td>
<td>44.2%</td>
</tr>
</tbody>
</table>

Campus climate by religion

<table>
<thead>
<tr>
<th>Religion</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UMTC</td>
<td>AAU</td>
<td>UMTC</td>
</tr>
<tr>
<td>No preference</td>
<td>57.7%</td>
<td>54.3%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Agnostic</td>
<td>58.2%</td>
<td>56.7%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Atheist</td>
<td>55.8%</td>
<td>54.0%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>47.7%</td>
<td>48.3%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Christian</td>
<td>66.7%</td>
<td>65.0%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Hindu</td>
<td>75.3%</td>
<td>58.8%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Jewish</td>
<td>66.4%</td>
<td>68.4%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Muslim</td>
<td>46.0%</td>
<td>51.0%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Spiritual</td>
<td>49.5%</td>
<td>54.4%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Other</td>
<td>46.1%</td>
<td>55.7%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Total</td>
<td>60.5%</td>
<td>59.5%</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Campus climate by political orientation

<table>
<thead>
<tr>
<th>Ideology</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UMTC</td>
<td>AAU</td>
<td>UMTC</td>
</tr>
<tr>
<td>Very Liberal</td>
<td>56.3%</td>
<td>54.4%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Liberal</td>
<td>61.7%</td>
<td>58.8%</td>
<td>43.6%</td>
</tr>
<tr>
<td>Slightly Liberal</td>
<td>62.0%</td>
<td>59.7%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Moderate</td>
<td>60.3%</td>
<td>59.7%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Slightly Conservative</td>
<td>65.9%</td>
<td>66.2%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Conservative</td>
<td>65.8%</td>
<td>66.4%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Very Conservative</td>
<td>44.3%</td>
<td>60.5%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Other</td>
<td>42.3%</td>
<td>45.9%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Total</td>
<td>60.4%</td>
<td>59.5%</td>
<td>44.1%</td>
</tr>
</tbody>
</table>
UMTC Results over Time (2015, 2017, and 2019)

Campus climate by disability status

<table>
<thead>
<tr>
<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>Physical</td>
<td>50.0%</td>
<td>45.7%</td>
<td>54.9%</td>
<td>n/a</td>
<td>31.7%</td>
<td>43.5%</td>
<td>46.5%</td>
<td>34.4%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Learning</td>
<td>55.8%</td>
<td>49.9%</td>
<td>52.9%</td>
<td>n/a</td>
<td>34.6%</td>
<td>41.3%</td>
<td>45.8%</td>
<td>41.6%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Psychological</td>
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<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
<td>40.5%</td>
<td>n/a</td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>n/a</td>
<td>n/a</td>
<td>51.1%</td>
<td>n/a</td>
<td>n/a</td>
<td>42.1%</td>
<td>n/a</td>
<td>n/a</td>
<td>57.0%</td>
</tr>
<tr>
<td>Emotional/Mental</td>
<td>n/a</td>
<td>n/a</td>
<td>54.7%</td>
<td>n/a</td>
<td>n/a</td>
<td>42.3%</td>
<td>n/a</td>
<td>n/a</td>
<td>60.3%</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
<td>52.7%</td>
<td>n/a</td>
<td>n/a</td>
<td>41.9%</td>
<td>n/a</td>
<td>n/a</td>
<td>59.6%</td>
</tr>
<tr>
<td>Total</td>
<td>67.6%</td>
<td>62.8%</td>
<td>63.4%</td>
<td>n/a</td>
<td>44.6%</td>
<td>51.7%</td>
<td>65.7%</td>
<td>64.2%</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

Notes: not mutually exclusive, total is for all respondents, including those without a disability/condition
## Campus climate by social class

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>51.3%</td>
<td>41.8%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Working Class</td>
<td>60.0%</td>
<td>55.7%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Middle Class</td>
<td>69.1%</td>
<td>63.7%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>73.0%</td>
<td>68.7%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Wealthy</td>
<td>72.3%</td>
<td>66.4%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Total</td>
<td>67.6%</td>
<td>62.8%</td>
<td>63.3%</td>
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</table>

## Campus climate by religion

<table>
<thead>
<tr>
<th>Religion</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>No preference</td>
<td>57.1%</td>
<td>57.7%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Agnostic</td>
<td>62.6%</td>
<td>63.5%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Atheist</td>
<td>62.0%</td>
<td>58.0%</td>
<td>58.1%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>55.9%</td>
<td>51.3%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Christian</td>
<td>74.5%</td>
<td>69.0%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Hindu</td>
<td>57.7%</td>
<td>65.6%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Jewish</td>
<td>66.2%</td>
<td>64.0%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Muslim</td>
<td>55.4%</td>
<td>44.4%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Spiritual</td>
<td>63.7%</td>
<td>54.8%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Other</td>
<td>66.1%</td>
<td>51.2%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Total</td>
<td>67.9%</td>
<td>62.8%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

## Campus climate by political orientation

<table>
<thead>
<tr>
<th>Ideology</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Liberal</td>
<td>63.5%</td>
<td>57.4%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Liberal</td>
<td>68.4%</td>
<td>64.7%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Slightly Liberal</td>
<td>68.0%</td>
<td>67.8%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>66.2%</td>
<td>62.7%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Slightly Conservative</td>
<td>71.0%</td>
<td>67.4%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Conservative</td>
<td>73.3%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Very Conservative</td>
<td>60.4%</td>
<td>57.5%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>43.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Total</td>
<td>67.9%</td>
<td>62.9%</td>
<td>63.4%</td>
</tr>
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</table>

## Campus climate by home location

<table>
<thead>
<tr>
<th>Home Location</th>
<th>Sense of Belonging</th>
<th>Valued as Individual</th>
<th>Group is Respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater MN</td>
<td>71.6%</td>
<td>66.4%</td>
<td>67.5%</td>
</tr>
<tr>
<td>TC Metro</td>
<td>65.2%</td>
<td>59.7%</td>
<td>58.4%</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>76.0%</td>
<td>69.5%</td>
<td>70.2%</td>
</tr>
<tr>
<td>Other States</td>
<td>71.0%</td>
<td>67.2%</td>
<td>67.4%</td>
</tr>
<tr>
<td>International</td>
<td>51.8%</td>
<td>54.4%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>40.0%</td>
<td>71.4%</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>67.5%</td>
<td>62.8%</td>
<td>63.2%</td>
</tr>
</tbody>
</table>
Student Affairs Student Group Overview

Student Affairs at the University of Minnesota endeavors to support and empower students to achieve holistic success. The Office of Student Affairs fulfills the mission of the University by fostering student development and well-being, promoting an inclusive environment, inspiring life-long positive contributions to society, and enriching the University of Minnesota community.

Student Activities, Multicultural Student Engagement, Student Government, and Leadership Development programs promote the benefits of organizing student groups on campus. By creating student driven groups and opportunities, students take charge of their own community to: build community and belonging on campus, foster lifelong friendships and human connections, experiment with their academic experiences and knowledge outside of the classroom, act as a platform to explore hobbies and passions, and serve the local and global community.

Below are the categories used to describe and promote the over 1,000 student groups that exist on campus. Note that many student groups identify with more than one category. In the 2018-19 academic year, more than $350,000 was awarded via Student Activities Grants. Over 350 student groups benefitted from these funds, providing the campus community with hundreds of events. These lectures, educational programming opportunities, performances, fairs, gatherings, and service experiences contribute to the richness and inclusivity of our campus community.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Educational</td>
<td>484</td>
</tr>
<tr>
<td>Cultural and Diversity</td>
<td>289</td>
</tr>
<tr>
<td>Environmental/Sustainability</td>
<td>64</td>
</tr>
<tr>
<td>Fine Arts/Music/Film</td>
<td>87</td>
</tr>
<tr>
<td>Fraternity/Sorority</td>
<td>62</td>
</tr>
<tr>
<td>Fraternity/Sorority (academic/professional)</td>
<td>20</td>
</tr>
<tr>
<td>Governing Bodies and Departmental Boards</td>
<td>28</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>245</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>158</td>
</tr>
<tr>
<td>Honorary and Leadership</td>
<td>66</td>
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<tr>
<td>Housing</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>91</td>
</tr>
<tr>
<td>Performance Groups</td>
<td>51</td>
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<td>Political and Social Action</td>
<td>107</td>
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<td>Publication and Communications</td>
<td>31</td>
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<td>Religious Affiliated</td>
<td>68</td>
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<td>Service</td>
<td>145</td>
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<tr>
<td>Special Events</td>
<td>70</td>
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<tr>
<td>Special Interest and Hobby</td>
<td>203</td>
</tr>
<tr>
<td>Sports Clubs and Recreation</td>
<td>98</td>
</tr>
</tbody>
</table>
Additionally, in April of 2019, PEN America organized a series of workshops at the University of Minnesota – Twin Cities on the themes of “Free Speech, Hate Speech, and the Future of the Campus Community.” Over 150 faculty, staff, and students participated in these workshops.

Inventory of Multicultural and Indigenous Student Undergraduate Offerings
Academic Year 2018-19

Campus-Wide Initiatives

Asian Pacific American Resource Center (APARC) (CLA & CEHD)
APARC provides space for Asian Americans and Pacific Islander (AAPI) students to foster a sense of community, access resources and programs focused on AAPI student identity development and academic success. Typically, the APARC logs over 1,300 student contacts per year. Programs include:
- New Student Welcome: welcome event for AAPI students, 124 students
- Youth Summit: Annual one-day conference for leadership development, 70 students
- Career Connections: workshops about career readiness, interests and opportunities
- Storytelling Project: workshops led by local AAPI artists to bring students’ stories to life through creative formats (new Spring 2019)
- Academic Support Services: tutoring and writing support in partnership with SMART Learning Commons and Student Writing Center
- Speaker Series: provides opportunities for students to think critically about AAPI issues, explore AAPI studies, network with local and national AAPI figures, and enhance their academic experiences. Offered once a semester
- Teaching Pathways Program: resources and support to
- Peer Mentoring Program: first year AAPI students mentored by second year students

Boynton Health Services (BHS) (Office for Student Affairs)
Boynton’s Mental Health Clinic offers a multi-session group therapy semesterly, “Understanding Self and Others for Students of Color”, that provides a safe space for students of color to deepen their understanding of self in the context of relationships and cultures.

Circle of Indigenous Nations-COIN (MCAE, Office of Equity & Diversity)
The Circle of Indigenous Nations (COIN) office fosters an environment that allows Indigenous students to feel a sense of community on campus.
- Activities held the first week of fall semester
- Dakota Sacred Sites Tour: one day tour in fall
- Elder in Residence: drop-in or appointments with Elder available for 2 hrs/week
- Lunch with Faculty Series: monthly meetings open to all, 15-25 participants total

Gender and Sexuality Center for Queer and Trans Life (Office of Equity & Diversity)
The GSC advances LGBTQIA+ education, outreach, advocacy, and support and offers the following programs for students of color/indigenous students:
- Tongues Untied: monthly sessions by and for People of Color who identify as LGBTQIA and/or Same-Gender-Loving. 10-15 undergraduate students at sessions
- Andrea Jenkins Lecture Series: annual program serving approximately 100 undergraduate

iMEN (improve, Mentor, Engage, Nurture) Indigenous and Males of Color Retreat (campus-wide collaboration)
The iMEN Indigenous and Males of Color Retreat provides male-identified students of color a place to build community, learn tips and strategies on successfully navigating the college experience, and
continuing the necessary conversation around masculinity and manhood. This event was created and implemented by a team of staff and faculty who identify as indigenous and males of color.

Living Learning Communities for First Year Students (Housing & Res Life + Partner)

- American Indian Cultural House (COIN): 4 students in AY 18-19
- Casa Sol (Latinx students) (MCAE): 13 students in AY 18-19
- Charlotte’s Home for Black Women* (Women’s Center): 28 students in AY 18-19
- Huntley House for African American Males* (OED): 16 students in AY 18-19
- Social Justice Action LLC (MSE/OSA): 27 students in AY 18-19
- STEM Diversity House, (CSE), 9 students in AY 18-19
- TRIO Multicultural LLC (TRIO): 11 students in AY 18-19
- Tsev Hmoob (Hmong Students) (MCAE): 22 students in AY 18-19
- MLK Beloved Community (CLA MLK): new for AY 19-20

*Indicated communities open to second year students

Multicultural Center for Academic Excellence (MCAE) (Office of Equity & Diversity)

The Multicultural Center for Academic Excellence serves over 1,000 students a year and is an academic support office serving students of color and students from historically underrepresented and marginalized backgrounds. MCAE’s services and programs include:

- VIP Leadership Retreat: A 3-day on-campus experience for multicultural high school juniors. (Admissions/MCAE)
- Outreach Initiatives (admissions events, college fairs, special events/request)
- Multicultural Student Kickoff Event: 2-day welcome for new first year students
- Ambassador Program: Leadership opportunity for upperclass students to participate in various outreach and recruitment events, implementation of student-centered programs, activities, services, and initiatives that advance diversity and equity. (~20 students annually)
- Living Learning Communities for First Year Students (see LLC description)
- Academic Support: Tutoring, research and writing support, and academic skills programs offered throughout the year. Dedicated computer lab
- Celebration of Achievement: end of year graduation event
- Circle of Indigenous Nations (see description)

Multicultural Student Engagement (MCSE) (Office for Student Affairs)

The MCSE office, located in the student union, provides support for diverse student groups and campus-wide programming. MSE provides the following programs per year:

- Professional staff support to nine cultural centers with over 600 hours of direct contact advising, leadership development, and addressing emergent issues (see Student Groups)
- Power & Privilege Lecture Series: nationally renowned speaker events (2-3 per year) aimed at increasing awareness and dialogue about issues of power and privilege. (1500-3000 attendees each year)
- Social Justice Leadership Certificate (SJLC): year-long interdisciplinary program for undergraduates to explore issues of social justice for those interested in being agents for positive social change. Two-hour monthly workshops throughout year
- Social Justice Action LLC (see LLC descriptions)

Multicultural Summer Research Opportunities Program (MSROP) (OUE)

MSROP is an intensive research and graduate school preparation program for undergraduate students of color and Native Americans. During this ten week summer program, scholars conduct a research project under the guidance of a faculty mentor and attend weekly seminars. Annual participation of 15 students
North Star STEM Alliance (NSSA) (College of Science & Engineering/Office of Equity & Diversity)

This program is intended to support undergraduate students majoring in STEM (CSE, CBS, and CFANS) who come from various underrepresented and multicultural backgrounds. It is a partnership between 14 Minnesota colleges and universities as well as three community organizations and is nationally funded.

Services include:
- Peer Mentors: student leaders within their colleges who work toward increasing academic success and engagement of other underrepresented students in STEM disciplines. 8-10 peer mentors
- Academic Support: tutoring support across STEM courses
- Research Support: provides information on research opportunities across campus, and has two research programs:
  • MnDRIVE (Minnesota's Discovery, Research, and InnoVation Economy): a partnership between the University and the State of Minnesota, which provides research opportunities in robotics, global food, environment, and brain conditions
  • Tiny Earth: provides students the opportunity to learn research methodology and lab techniques while performing cutting edge research on antibiotic resistance. NSSA also offers an Indigenous Research Retreat which explores the intersections of Indigenous and Western scientific traditions
- Career and Professional Development: connects students to professional development opportunities as well as hosting an Indigenous Women and Women of Color in STEM Networking event with University partners

President’s Emerging Scholars (PES) Program (Office of Undergraduate Education)

PES is an admission-assigned, merit-based scholarship and student success program serving students from all undergraduate colleges. Approximately 525 new freshmen are selected annually and most are first-generation, Pell Grant recipients, and/or students of color. Support and programming is provided centrally through OUE PES in partnership with each undergraduate college. All PES students receive:
- Peer mentoring twice a semester for first two years
- Summer seminar: 4 day on-campus experience for first year students
- Fall Success Conference: 1 day conference for first year students
- Programming throughout the year for all 4 years
- Peer mentor leaders: 35 upperclass students hired and trained to work with 1st/2nd year students
- PES Student Board: student leadership group organizing community events
- Scholarships: $1000 1st year and 4th year based on degree progress and participation
- Engagement Scholarships: additional funds for high-impact practices such as study abroad, internships, research and volunteering

College-specific efforts include: (specific efforts in college section)
- Dedicated advisors or program staff to support PES students
- Course in common: First-year courses or sections specifically for PES students
- Programs and/or leadership opportunities specifically for PES students

Student Counseling Services (SCS) (Office for Student Affairs)

The Student Counseling Services provides mental health support to all students with additional offerings to specific underrepresented populations, serving about 200 students per year.
- Diversity Liaison Coordinator: provides mental health support to various student and facilitated groups around campus, connects with advisors and peer mentors as a direct referral and offers various outreach presentations
- Let’s Talk: Designed specifically for underrepresented students but open to all, Let's Talk offers informal drop in consultations around campus.
- Mental Health Collective (MHC) of Indigenous People and People of Color: monthly meetings to create a radical healing space to foster conversations around the topic of Mental Health and Wellbeing in our communities (new for AY 19-20)
Student Groups for Undergraduate Students of Color and Indigenous Students (Student Unions and Activities, OSA)
There are 261 active student groups in the Cultural & Diversity category, serving diverse students in areas relating to their academic, career and personal interests. For purposes of this inventory, groups serving primarily indigenous students and domestic students of color were highlighted, totaling 74 student groups with 4957 active students as self-reported by student groups during the annual registration process. Within this list are the student cultural centers which receive advising support directly from OSA’s Multicultural Student Engagement office. See appendix for a complete listing.

Student Legal Services (SLS) (Office for Student Affairs)
SLS offers legal advice and representation to students and educational programming on legal issues.
  - Emerging Leaders in the Law seeks to increase equal access to justice for all people by increasing identities represented in the legal system. Currently serves 6-8 students of color annually

TRIO McNair Program (CEHD)
The TRIO Ronald E. McNair Program prepares underrepresented, low-income, first-generation college students for graduate study. Services include academic counseling, tutoring, test preparation for the GRE, paid research internships, mentoring, advocacy, and help in applying to graduate schools, and seminars to help prepare for graduate study. Typically serves 20 students per year

Women’s Center (Office for Equity & Diversity)
The Women’s Center advances gender equity and offers the following two programs to students:
  - Our Voices: This program typically serves 20-30 students per bi-weekly session
  - The Indigenous Women and Women of Color Student Summit: Every other year event for 150+ students

College-Specific Initiatives

Carlson School of Management
  - President’s Emerging Scholars: supports 16 students through:
    - monthly sessions focused on building community and professional development
    - U.S. Bank Case Study Competition
  - Project Emerge: a business introduction program for high-achieving and diverse undergraduate students (Jrs and Srs) and emerging professionals from all majors interested in business. It is a selective, application-based 3-day summer business leadership camp at the U of M. Serves about 25 students annually

College of Biological Sciences
  - President’s Emerging Scholars: supports 17 students through:
    - participation in Dean’s Scholars Program with mentor, First-Year Summit and leadership course sequence
  - CBS Indigenous Students & Students of Color Affinity Group: space for CBS students to connect and support one another through peer-led discussions and support.

College of Design
  - President’s Emerging Scholars: supports 11 students.
  - Coaching program for multicultural students: students paired with faculty/staff of color (new for AY 19-20)
College of Education & Human Development
- President's Emerging Scholars: supports 180 students through:
  - Specialized advising
  - TRIO support for 150 PES students
- TRIO Student Services (also PES students): promotes retention and graduation for first- and second-year students through advising, academic support, mentoring, and FY courses. TRIO is a federal grant serving underrepresented students, specifically those who are low income, first generation, and have disabilities. Specifically they offer:
  - First Year Course: 1-credit 7-week course for TRIO students in first semester, *Introduction to TRIO: Identity, Culture, and College Success*
  - College English Transitions: students born in another country, here less than 10 years, and demonstrate need for writing support. Conditional admissions. Students take a sequence of courses and participate in a faculty mentoring partnership in the Spring. 15-25 students annually
  - TRIO Affinity Group: weekly gathering for TRIO students to share challenges, concerns, and successes at this University as first generation, underrepresented college students at PWI
  - Integrated Learning Course: small 18- to 25-student recitation or discussion classes that help students succeed in challenging courses such as biology, chemistry and psychology
  - MN TRIO Student Leadership Symposium: an annual conference format to engage students in networking and learn new college-success and leadership strategies. 15 students participate annually
  - TRIO Student Leadership Retreat: offered to first year students to develop leadership skills and build community. Mentoring from Jr/Sr TRIO students. 30 students participate annually
  - TRIO Student Alliance: Student Group to continue leadership and engagement beyond their time in TRIO SSS. 20-50 students participate
  - FAFSA Info & Completion Night Events: Students learn about FAFSA and get help from professional staff on how to complete it accurately. 70-80 students participate
  - TRIO Living and Learning Community: (See LLC section)

College of Food, Agricultural, and Natural Resource Sciences
- President's Emerging Scholars: supports 39 students through:
  - Course in common fall of year one, CFAN 1102: Exploring the Five Grand Challenges
  - Dedicated staff who serves as program liaison to students, advisors and central PES
- Success Workshop Series: workshops designed to help students navigate the college experience. Hosted by the Office for Diversity & Inclusion (15-20 per workshop)
- Research Opportunity and Design Prgm (ROAD): workshops that walk students through the process of developing a research topic, finding a faculty mentor, writing a research proposal, and finding funding opportunities
- CFANS Achieve Mentor Program: mentoring program for undergraduate students of color
- ODI Student Ambassadors: part of the CFANS Ambassadors Program, aims to support, engage, and connect students. (10-20 participants)
- Multicultural Student Kick-Off: Fall semester event to foster community and connect with campus resources (50-80 attendees)
- Support of student groups aligned with CFANS majors (see appendix of student groups)
College of Liberal Arts

- President's Emerging Scholars: supports 245 students through:
  - specialized advising
  - first-year courses, CLA 1005: Introduction to Liberal Arts Learning and CLA 2005: Introduction to Liberal Education and Responsible Citizenship
  - leadership opportunity for upperclass students to serve as peer advisors in CLA
  - joint programming with MLK

- The Martin Luther King, Jr. (MLK) Program is an academic advising office available to any CLA student interested in multiculturalism and serves about 1,200 students per year. Programming includes a year-long course for first-year students, workshops, immersion experiences, and affinity group weekly meetings. Specifically, they offer:
  - MLK Immersion Experience: a week-long immersion experience connecting current day movements to past movements. 10 student participants along with 3 staff
  - Freestyle Fridays: bi-weekly space for MLK students of color/indigenous students to share their experiences, questions, and concerns. 20-30 students in attendance
  - Students Healing and Defending Equity program: Bi-weekly gathering for LGBTQ+ Indigenous students and students of color
  - Cafecito Affinity Group: bi-weekly gatherings led by PES academic advisor
  - Asian Pacific Islander Affinity Group: Gatherings 3 times per semester
  - MLK Critical Identity Introspection Dialogue Group: monthly dialogue circle to facilitate dialogue for white identified students to discuss their own white identity
  - Diversity in Careers: semesterly workshops/panels highlighting career opportunities in the area of diversity and inclusion and professional networking. Approximately 100 students attended various events.
  - Diversity, Inclusion, Equity and Social Justice Programming Series: events throughout the year which focus on social justice and intersectionality. Open to all undergraduates, 20-145 students attending
  - MLK peer advisors: leadership development opportunity for upperclass students to serve as peer advisors in CLA

College of Science & Engineering (CSE)

- President's Emerging Scholars: supports 20 students through a dedicated staff who serves as program liaison to students, advisors and central PES
- Black Engineers @ Medtronic: mentoring project to match students to career mentors. New program
- North Star STEM Alliance: CSE serves as the primary partner (see description)
- STEM Diversity House Living & Learning Community (see LLC section)
- Support of student groups aligned with CSE majors (see appendix of student groups)
2019 Campus Climate

Board of Regents | October 10, 2019

Michael Goh, PhD
Vice President, Office for Equity and Diversity
Professor, College of Education and Human Development

LeeAnn Melin, PhD
Associate Vice Provost for Student Success,
Office of Undergraduate Education

Amina Jaafar, PhD
Assistant Vice President, Office for Equity and Diversity
What is Campus Climate?

Campus climate refers to the experiences of individuals and groups on campus and the quality and extent of the interactions between those groups and individuals.

Respect is often at the core of campus climate. Do individuals and groups within the University feel that they are valued and respected members of the community?

Two interrelated factors contribute to a welcoming climate:

**Sense of Belonging**
Having spaces and groups of people where one feels comfortable, liked, and able to contribute.

**Sense of Autonomy**
Feeling a sense of belonging without compromising core aspects of one’s identities and experiences.
Assessing Campus Climate

Student Experience in the Research University (SERU) Survey

Other surveys:
- Employee Engagement Survey
- Student Mental Health Survey
- Campus Sexual Misconduct Survey
- Student Rating of Teaching
- Ongoing surveys for programs & services (advising, orientation, housing, etc.)

Other sources of campus climate information:
- Bias Response and Referral Network
- Equal Opportunity and Affirmative Action complaints
- Office for Community Standards complaints
- Student Conflict Resolution Center cases
- Student group complaints
Assessing Campus Climate

Assessing climate requires an understanding of the actual and perceived experiences of diverse students, staff, and faculty.

Four guiding questions from SERU:

- I feel valued as an individual at this institution (actual/quantitative)
- I feel that I belong at the University of Minnesota (actual/quantitative)
- Students of my _____ are respected on this campus (actual & perceived/quantitative)
- If the University could do one thing to improve campus climate, what would it be? (qualitative, 2019 only)
Sense of Belonging & value

Percentage of students that agreed or strongly agreed to the following items:

I feel that I belong at this institution

<table>
<thead>
<tr>
<th>Year</th>
<th>UMN</th>
<th>AAU</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>67.5%</td>
<td>69.7%</td>
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<tr>
<td>2017</td>
<td>62.8%</td>
<td>60.2%</td>
</tr>
<tr>
<td>2018</td>
<td>60.3%</td>
<td>59.4%</td>
</tr>
<tr>
<td>2019</td>
<td>63.2%</td>
<td></td>
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</table>

I feel valued as an individual at this institution

<table>
<thead>
<tr>
<th>Year</th>
<th>UMN</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>44.6%</td>
<td>41.7%</td>
</tr>
<tr>
<td>2018</td>
<td>44.1%</td>
<td>41.5%</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>51.6%</td>
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</table>
Students of my ______ are Respected

Average percentage of students that agreed or strongly agreed to the following items from the 2018 SERU Survey

- Race/Ethnicity: UMN 73.4%, AAU 69.5%
- Gender Identity: UMN 66.1%, AAU 63.3%
- Sexual Orientation: UMN 83.5%, AAU 83.6%
- Disability: UMN 66.2%, AAU 64.8%
- Social Class: UMN 73.9%, AAU 68.9%
- Religion: UMN 68.9%, AAU 66.7%
- Political Orientation: UMN 65.3%, AAU 63.2%
Open-Ended Question

If the University Could Do One Thing...

THEME #1
Individual needs
(I need…)

THEME #2
Student needs in relationship to others
(We need…)

THEME #3
Institutional needs
(The University needs…)

Page 79 of 94
“I’m often the only Black person in the class which puts pressure on my participation efforts and alienation in terms of connecting with other students. I think of certain topics differently as opposed to white students and when I try to address negative feelings about certain curriculum it’s stressful…”

“My faculty members do not represent me or look like me and sometimes it is discouraging.”

“As a conservative white male I feel very marginalized on campus.”

“It seems like where socioeconomic status is involved, students have made fun of poorer students...especially when they come from rural communities.... Essentially, people that are not college educated are looked down upon, which makes me uncomfortable, because that’s a large part of my background and it’s hurtful when people who could be my family are described as "backward" or "stupid"...
THEME #1
I Need… Efforts to Increase & Support Diversity

Belonging & Community
- Affinity groups
- Student groups
- Living Learning Communities
- Spaces

Student Success & Academic Support
- Advising & student success support
- Mental health support
- College & major opportunities

Leadership Development & Engagement
- Leadership opportunities
- Career development
- Research opportunities
- Mentoring

Faculty & Staff
- Affinity groups
- Increasing faculty diversity

Multicultural Student Success Committee Recommendations
THEME #2
We Need…

“[To] have some kind of diversity and inclusivity training program for staff and faculty... The negative impressions that students get from professors and employees of the U reflects poorly on the U's campus climate rather than just the person.”

“Educate the students and faculty more in cultural competency.”

“Respect conservative views. They are not respected at all.”

“Have more activities and events that promote communication with other students so people have a better opportunity to interact with different people.”

“Provide more intentional opportunities for students and staff to learn about different aspects of diversity. Whether this be through a class, event, or something else.”
THEME #2
We Need… Opportunities to Build Capacity and Engage Across Difference

Training & Development
- Equity & Diversity Certificate
- Staff training for student support units
- Programs and trainings from various units for students, staff and faculty

Classroom Climate
- Center for Educational Innovation (CEI) workshops & support - inclusive pedagogy focus
- Recent Faculty Workshop: Fostering Respectful Dialogue in all Disciplines, hosted by the Academy of Distinguished Teachers and CEI

Speakers and Events
- Free Speech, Hate Speech, and the Future of Campus Community
- Power & Privilege series

Communications & Conversations
- Campus climate newsletter
- Diversity Community of Practice
- Campus Divided
<table>
<thead>
<tr>
<th>Theme #3</th>
<th>The University Needs…</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Promote awareness of the physical land the campus is on, of its ongoing indigenous history and reality. Our university cannot move forward until we reconcile our place in the colonization of Minnesota land and begin the healing process.&quot;</td>
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<tr>
<td>&quot;Have more university wide decisions run by students and student government, involve more education surrounding the diversity in beliefs and environments into curriculum.&quot;</td>
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<td>&quot;Speak out more when something wrong happens and having transparency in their process of condemning behavior that is not affiliated with the university.&quot;</td>
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<tr>
<td>&quot;More promotion of all the great things the University makes available to students to help improve their mental and physical health.&quot;</td>
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<tr>
<td>&quot;Provide more opportunity for student opinions to be considered in university decisions.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;The University of Minnesota should try to send more of these surveys out to hear from the students more frequently.&quot;</td>
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</table>
THEME #3
The University Needs… to be Inclusive and Responsive

First-Year Experience
- Orientation & Welcome Week messages & sessions
- Transition programming for specific populations (ie transfers, commuters, multicultural students)
- First year courses

Ongoing Strategy
- College MADE - OED and colleges
- Multicultural Student Success Committee
- President’s Initiative to Prevent Sexual Misconduct
- Thrive: Basic Needs Coalition
- Assessment and surveys

Support & Respond
- Bias Response & Referral Team
- Immigration Response Team
- Student Group Conduct Incident Form
- Statements on large events/national incidents
I Appreciate...

“It's been a learning experience for me and I've met people from diverse backgrounds and opinions which has helped me with my worldview. I've met great professors in my major classes who are willing to discuss and hear my opinion on the subject. It's been overall good.”

“UMN offers many cultural student groups. It's nice to have a space where I can hang out with people who identify similarly to me. This has allowed me to build relationships with people.”

“I think the campus is doing a great job of maintaining an inclusive, understanding, and supportive environment for students.”

“Being a first generation college student, there isn't 'one' meaningful experience that immediately comes to mind...Every day, as I walk around campus, I am surrounded by people that are intellectually engaged, challenging themselves in order to master their individual ends (whatever their major or future goals might be). It is exciting to be in this environment, and I am happy to be part of this community.”
Our Future Efforts

- Increase & Support Diversity
- Create Opportunities to Build Capacity and Engage Across Difference
- Be Inclusive and Responsive
Thank You!

Board of Regents | October 10, 2019

QUESTIONS & DISCUSSION
AGENDA ITEM: Consent Report

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of Changed Academic Programs

   - College of Continuing and Professional Studies (Twin Cities campus) - Create sub-plan in Environmental Health and Safety within the B.A.Sc. degree in Construction Management

BACKGROUND INFORMATION

This report appears as a regular item on the committee's agenda.

Board of Regents Policy: *Reservation and Delegation of Authority*, Article I, Section V reserves to the Board authority to approve tenure and/or promotion recommendations; 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.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.
I. Request for Changes to Academic Programs

  - College of Continuing and Professional Studies (Twin Cities campus)—Create sub-plan in Environmental Health and Safety within the B.A.Sc. degree in Construction Management

    The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a sub-plan in Environmental Health and Safety within the Bachelor of Applied Science (B.A.Sc.) degree in Construction Management, effective fall 2019. The proposed sub-plan better reflects current curricular alignment and student demand.
Mission Fulfillment  

AGENDA ITEM: Information Items

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

University Highlights

University of Minnesota researchers are aiming to one day find a cure for breast cancer and recently received an $8.5 million grant to propel their work. The research team received funding last month from the National Cancer Institute for their project that studies enzyme mutation in stage 4 breast cancer tumors. The research is led by several researchers at the University and is a collaborative effort that involves medical professionals from multiple countries. Researchers said the efforts will help them understand other types of cancer tumors as well. The research team is led by Douglas Yee, professor in the department of medicine and pharmacology and director of the Masonic Cancer Center, and Reuben Harris, professor in the department of biochemistry, molecular biology and biophysics.

The University of Minnesota School of Dentistry has been awarded $3.1 million to develop a standardized patient-reporting tool for oral health. The University is leading an effort to create a universal tool that can be used internationally to measure patients’ perceived oral health quality. Mike T. John, PhD, DDS, MPH, associate professor, is principle investigator on the project. The $3.1 million grant from the National Institute of Dental and Craniofacial Research will enable John’s team to follow the PROMIS process in developing the oral health component for adult dental patients. The instrument will involve assigning numeric values so that outcomes of oral diseases can be collected and measured consistently worldwide.

Faculty and Staff Activities and Awards

Alon Herschhorn, assistant professor of medicine in the Division of Infectious Diseases and International Medicine, has received a 2019 Avenir Award for HIV/AIDS Research for a project investigating the pathways used by HIV to escape broadly neutralizing antibodies. Avenir Awards provide grants to early stage investigators who propose highly innovative studies. Awardees receive up to $300,000 per year for five years to support their projects.

Shirley Nordrum, a water resources management educator with University of Minnesota Extension has been selected as a Virginia McKnight Binger Unsung Hero Award recipient by the McKnight Foundation and the Minnesota Council of Nonprofits. The award recognizes four Minnesotans who have made a significant impact in the state, yet have remained unrecognized or, “unsung,” in their commitment to making Minnesota a better place for all. Nordrum has dedicated her life to improving community wellness on the Leech Lake, Red Lake and White Earth reservations by strengthening environmental quality, food security, and nutrition.
Wendy Looman, PhD, APRN, CPNP-PC, in the School of Nursing received the 2019 Innovative Contribution to Family Nursing Award from the International Family Nursing Association. The award is given annually in recognition of sustained leadership in innovatively disseminating and implementing family nursing theory, research, and/or practice in their countries and languages. Looman’s leadership in promoting family nursing through social media was highlighted in her nomination. Not only has she curated and disseminated family nursing content to an ever-growing following, she has presented globally on the use of social media and published on developing family nursing communities of practice through social media.

Dr. Wendy F. Smythe, assistant professor in American Indian Studies, University of Minnesota Duluth, received the AISES Professional of the Year Award. She works with Indigenous communities to couple STEM discipline with Traditional Ecological Knowledge (TEK) in K–12 education. Through her work, she seeks to increase the number of Indigenous people represented in STEM disciplines, increase diversity and innovation, and teach the next generation of Indigenous leaders.

Joachim Savelsberg, professor in Sociology, has received two awards from the Society for the Study of Social Problems: The 2019 Lee Founders Lifetime Achievement Award, which recognizes "devotion to the ideas of the founders of this Society, and especially to the humanistic tradition of sociology," as well as the 2019 Bi-annual Lifetime Achievement Award, Division of Crime & Juvenile Delinquency.

**Student Activities and Awards**

Zoe Masterpole, Emily Teleposky, and Joshua Thompson—students who received a UMN Judd Fellowship to study, undertake internships, and conduct research projects abroad—are conducting an evaluation of small holder farmers in Indonesia. The evaluation will be done alongside the non-governmental organization Rainforest Alliance, which is currently working on granting the certification to smallholder wood producers in Lampung, Indonesia.

Claire Lentsch, Agricultural and Food Business Management major, was selected by Land O’Lakes to participate in their Global Food Challenge program. She was one of six students selected from their priority schools across the country. This program invests in emerging talent and provides an incredibly unique immersive learning opportunity for its participants. Through the program Claire traveled to Tanzania and South Africa to learn about food security and sustainability by connecting directly with leaders in these countries.

Recent UMN Morris graduate, Esmira Alieva ’19 from Samarkand, Uzbekistan, earned the Josef Mestenhauser Student Award for Excellence in Campus Internationalization. Through her leadership and involvement in the Muslim Students Association (MSA), Office of Residential Life (ORL), and Office of Community Engagement, she consistently showed engagement and commitment to UMN Morris. She received the award for her work on the Morris campus in which she helped create the Muslim Students Association, and worked with the Morris College Republicans along with other student organizations to create a 9/11 memorial.
Macy Vollbrecht, College of Biological Science was awarded a 2019 Astronaut Scholarship to help fund her undergraduate education and her interest in genetics. The Astronaut Scholarship Foundation (ASF) awarded 52 scholarships to students from 38 different universities across the nation. At the U of M, Vollbrecht has been doing research in Dr. Dan Voytas’ lab for about 2.5 years. The lab works on developing novel techniques for plant genome engineering, which has important implications for basic plant biology, improving crop stress tolerance, and generally addressing issues of food security.

Four University of Minnesota undergraduates have been awarded prestigious Boren Scholarships for Foreign Studies. These students, Benjamin Allard, a junior majoring in Asian languages and literatures and political science, Jace Galley, a food systems major, Samuel Lindberg, majoring in global studies with an emphasis on Asia, and Joshua Ott, a sophomore political science major were each awarded scholarships up to $20,000. The Boren Awards aim to strengthen U.S. economic competitiveness and enhance international cooperation and security by providing students with scholarships to support long-term, immersive study in critical regions of the world. Recipients agree to devote at least a year of service working for the U.S. government in a role related to national security.