Mission Fulfillment Committee

February 2020

February 13, 2020

2:00 p.m.

Boardroom, McNamara Alumni Center

MIS - FEB 2020

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

AGENDA ITEM: Resolution Related to Merging the College of Liberal Arts and the School of Fine Arts at the University of Minnesota Duluth - Review/Action

☐ **Review**	**X** **Review + Action**	☐ **Action**	☐ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Lendley Black, Chancellor, University of Minnesota Duluth
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, University of Minnesota Duluth

PURPOSE & KEY POINTS

The University of Minnesota Duluth (UMD) seeks Board approval to merge its College of Liberal Arts and School of Fine Arts into one collegiate unit to be named the College of Liberal Arts. The decision to merge the two colleges stems from ongoing budget challenges as UMD strives for a balanced budget and retires its sequestered deficit.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Resolution.

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**Merging the College of Liberal Arts and the School of Fine Arts
at the University of Minnesota Duluth**

WHEREAS, the University of Minnesota Duluth (UMD) has sought to resolve its budgetary structural imbalance via budget cuts and unit consolidations; and

WHEREAS, UMD has made significant steps in resolving its budget issues while prioritizing student access to quality academic programs; and

WHEREAS, UMD has sought operational and administrative efficiencies; and

WHEREAS, the College of Liberal Arts and School of Fine Arts represent the two smallest units based on number of majors housed in each unit; and

WHEREAS, the consolidation of the College of Liberal Arts and School of Fine Arts through a merger preserves academic programs and allows for administrative and student service efficiency and enables the university to meet its budget cutting goal.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents approves the merger of UMD's College of Liberal Arts and School of Fine Arts, effective July 1, 2020.

BE IT FURTHER RESOLVED that the merged college shall be named the College of Liberal Arts.

University of Minnesota Duluth
Request to the University of Minnesota Board of Regents

Merger of the School of Fine Arts and College of Liberal Arts

The University of Minnesota Duluth (UMD) requests board approval to merge two academic units—the College of Liberal Arts and the School of Fine Arts into a single unit effective July 1, 2020. The merged unit will be called the College of Liberal Arts.

The merger comes as a result of repeated base budget reductions as UMD strives for a balanced budget and retires its sequestered deficit. For several years UMD has been working on its structural imbalance and other required savings. Since 2014 the total amount of budget reductions has been in excess of ten million dollars. Since 2016 UMD's Academic Affairs division, which comprises some three-quarters of the university's O&M budget, has cut more than seven million dollars. While UMD has managed to make budget and administrative reductions without merging collegiate units in the past, it has consolidated and/or redistributed other entities (for example Continuing Education, Students in Transition, Center for Economic Development) while maintaining a focus on student access and success.

The collegiate merger and associated budget reduction is roughly equivalent to ten percent ($400,000) of the total budget reduction for fiscal 2021. However, a focus has also been to preserve as many academic/degree programs as possible. This minimizes the impact on students as they can continue to pursue their undergraduate or graduate degrees. The merged units also connect well with complementary support areas, maintaining staff and functions (budget and personnel management, academic advising/support, marketing and outreach, web and technology assistance) that are fundamental to the curricular and co-curricular units and activities that will persist in the proposed merged college.

The new College of Liberal Arts will house academic departments crossing the humanities, social sciences, and fine arts areas. The budget cuts have hurt the institution but this merger affords an economy of scale that allows UMD to fulfill its mission and continue to serve students through a comprehensive array of undergraduate programs and select graduate program offerings. The merged college, connecting the two smallest academic colleges as measured by the number of majors, will be roughly the size of two other collegiate units and closer in size to the UMD's largest college (the Swenson College of Science and Engineering). This balancing of resources, scale, and programmatic offerings creates a more dynamic collegiate structure and creates an opportunity for greater synergies among academic programs and student outreach and support functions. Further, by maintaining the program array UMD can continue to play an important role in the economic, social, and cultural environment of Duluth and the region.

While the merger was not anticipated at the outset of the current academic year, the impact of budget reductions and the desire to maintain curricular and co-curricular components of UMD have encouraged this move. UMD will continue to serve undergraduate and graduate students through its four collegiate units and the faculty and staff will continue to be excellent teachers, scholars, artists and performers, and partners with our external stakeholders.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

AGENDA ITEM: Student Mental Health, Part I

| | Review | | Review + Action | | Action | X | Discussion |

| | *This is a report required by Board policy.*

PRESENTERS: President Joan T.A. Gabel
Carl Anderson, Assistant Vice Provost of Student Affairs and Director of Boynton Health

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on student mental health and will include:

- National survey trends.
- Trends across the University of Minnesota system.
- An overview of the continuum of mental health and mental illness.
- Preliminary findings of the systemwide environmental scan of student mental health services, programs, and resources.

Student mental health is a major issue on higher education campuses across the nation. In a 2017 *Chronicle of Higher Education* survey, presidents and student affairs leaders listed student mental health as their greatest concern. Universities continue to address and plan for rising mental health needs, with a focus on wellness, diversity, and safety (Nicklin Rubley, 2017). Research over the past decade reveals a high and rising prevalence of depression, anxiety, eating disorders, and suicidality in student populations (Healthy Minds Study 2018-2019). Ultimately, increased mental health on university campuses supports better academic outcomes like retention and graduation (Ketchen Lipson, Abelson, Ceglarek, Phillips, & Eisenberg, 2019).

Data collected from directors of college counseling centers across the country reflect increases in the rates of anxiety, depression, and suicidal ideation among students who seek services. Important shifts in the last decade include anxiety eclipsing depression as the most commonly reported presenting issue, up from an average of 36% in 2008 to 59% in 2018, and that the percentage of clients reported to have suicidal thoughts rose from 14% in 2008 to 28% in 2018 (2018 Association for University and College Counseling Center Directors (AUCCCD) Annual Survey).

A high percentage of students (just over 41%) reporting experiencing a traumatic event such as childhood emotional abuse (45.7%), sexual violence (34.7%), or childhood sexual abuse (15.1%), that has caused them to feel intense fear, helplessness, or horror (Center for Collegiate Mental Health, 2020). The Center for Disease Control and Prevention (CDC) studies adverse childhood experiences (ACES) with the goal of evaluating associations between childhood maltreatment and issues of health and well being that appear later in life. A growing body of research supports the idea that childhood experiences of abuse, neglect, and family dysfunction are connected to adverse health outcomes in adulthood, including chronic disease, lower educational achievement, poor physical and mental health, lower economic success, and social problems (CDC, 2019). More than two-thirds (68.4%) of University of Minnesota Twin Cities students report experiencing at least one adverse childhood experience (2018 College Student Health Survey).

Mental well being and its relationship to academic success
In the United States, those who complete a post-high school four-year degree have a mortality rate four times lower than those who do not, and completing a four-year degree is associated with mental health. Students who have been diagnosed with mental illness report statistically significant lower GPAs, and mental illness is commonly cited as a reason for withdrawing from school (Buckles, Hagemann, Malamud, Morrill, & Wozniak, 2016).

One measure of describing overall mental health or well being is the ability to manage stress. In the 2018 College Student Health Survey, students rate their level of stress on a 1-10 scale and then rate their ability to manage stress on a 1-10 scale. When the level of perceived stress is higher than the perceived ability to manage stress, it is described as a rate for unmanaged stress. In 2018, as shown in this table, unmanaged stress was reported by 41.5% of University of Minnesota Twin Cities students, up from the 2010 rate of 26.8%.

Rates of Unmanaged Stress

2010	2013	2015	2018
26.8%	29.3%	34.7%	41.5%

Students who experience unmanaged stress have much higher rates of being diagnosed with mental illness, higher rates of high-risk drinking and marijuana use, and more sleep difficulties.

Update of mental health trends across the University of Minnesota system
In previous Board of Regents reports, a summary of the systemwide response to what is recognized as a public health priority to address student mental health concerns was provided. Each campus has utilized its experiences with students along with college health survey data to create a community health response to the most common conditions and imminent needs of University populations. These responses have engaged campus and community leaders in a multitude of ways related to individual, institutional, and socio-ecological interventions.

Consistent with the high prevalence of mental disorders and stress, the five University of Minnesota campuses have experienced increased demand for mental health services. Counseling and mental health directors also describe a trend for students to present with greater severity and/or more frequent long-standing mental health histories. University data from the 2018 College Student Health Survey administered by Boynton Health shows the following prevalence of mental health conditions for each of the University system campuses.

2018 College Student Health Survey

Campus	Mental Health Diagnosis*	
	Past 12 Month Diagnosis	Lifetime Diagnosis
Crookston – On campus students	16.6	50.2
Crookston – Online only students	18.6	33.1
Duluth	17.0	35.9
Morris	24.1	47.6
Rochester	15.2	34.8
Twin Cities	19.5	42.2

*Diagnosis includes the following conditions: Anorexia, Anxiety, Attention Deficit Disorder, Bipolar Disorder, Bulimia, Depression, Obsessive-Compulsive Disorder, Panic Attacks, Post-Traumatic Stress Disorder, Seasonal Affective Disorder, and Social Phobia/Performance Anxiety

Note: 33.1 % of students responding to the 2019 American College Health Association (ACHA) survey reported a mental health diagnosis within the past 12 months. Comparison is cautioned due to the differences in population demographics and specific conditions listed in the ACHA 2019 question.

Responding to the call to action
University of Minnesota students are seeking mental health care more than ever before and student groups are demanding ready access to that care. The stigma surrounding mental health issues has decreased, due to societal changes aided by active anti-stigma campaigns. Diagnosed mental health disorders increased by 25% from 2015 to 2018, but the number of students seeking help at Boynton Mental Health Clinic increased by 37%. These trends are expected to continue. Fully 46% of the incoming class of 2023 reported that they were "likely" or "very likely" to seek counseling during their undergraduate career (University of Minnesota Tell Us About Yourself Pre-Orientation Survey, May 2019).

Student groups, have made mental health resources a high priority. Students have pushed to address the inadequacies in access to services across all campuses. See among others the Reports of the Student Representatives to the BOR (2016, 2017 and 2019). Various student government groups from all campuses have also passed resolutions or position statements concerning student mental health.

The students, faculty, staff, and administration of the University are responding to the need for increased mental health services. The results of the systemwide mental health inventory reflect the many layers of that response. Some are systematic. Others are ad hoc responses to a very specific or unique concern. Some are student-led, such as peer support groups. At the broadest level, the University of Minnesota Systemwide Mental Health Learning and Collaborative Network was formed in 2017 to share knowledge, creativity, and best practices among mental health leaders from all campuses.

Over 30 University student groups identify mental health issues as one of their concerns. On the Twin Cities campus, representatives from core student groups meet as the Student Mental Health Advisory Council. Departments and schools have added student support services, and some have made curriculum changes to reduce unnecessary stress. More than 10 graduate programs have worked with Boynton to survey their students and staff, and numerous departments have participated in trainings and workshops to increase the ability of staff to assist students in distress. More than 150 Twin Cities faculty and staff serve as Mental Health Advocates in their units. Popular programs such as PAWS (Pet Away Worry and Stress) and Let's Talk provide support for students. Contracted crisis phone and text services handled over 900 contacts in 2019.

On each campus, formal mental health services have been expanded where possible to meet the growing demand. At Boynton Mental Health Clinic, staff hours and student visits doubled from 2015 to 2020. On the Twin Cities campus, mental health services are being made more accessible through the use of embedded counselors in some schools and the planned expansion of clinical services to the West Bank and Health Sciences buildings. The University of Minnesota Morris continues its telepsychiatry arrangements with Boynton. That model will be replicated at the University of Minnesota Crookston in fall 2020, and discussions have begun with the University of Minnesota Duluth. Online cognitive behavioral therapy has been available to all University students for the past three years. All campuses

have forged connections to community partners for students whose needs exceed campus resources. At the Twin Cities campus, an interactive online resource database will begin this spring.

Continuum of mental health and mental illness:
Students need not meet criteria for a diagnosable mental illness to suffer from diminished mental health. On each of the University of Minnesota campuses, 31–49% of students report an inability to manage their stress (2018 College Student Health Survey). The level and type of service students receive within the University depends on the degree of evaluated concerns and where they fit within the continuum. Service modalities may include individual therapy, group therapy, couples counseling, skills workshops, online same day brief/urgent counseling, medication management, or any combination of these. All services are offered within the context of a short-term therapy model to maximize access for the broader student population.

According to the Canadian non-profit organization, Together to Live:

> Mental health and mental illness are not simply at opposite ends of a single spectrum. Young people diagnosed with a mental illness can still have high levels of general mental well being, while those without a diagnosed mental illness can show low levels of mental well being. Mental health is best understood as a matrix, where people can move among states of mental well being regardless of the presence or absence of a diagnosed mental illness. They can flourish or languish, depending on individual functioning, sense of purpose and connection, and critical support from friends, family, or key campus resources. This model emphasizes that mental health is not simply the absence of mental illness. It's possible to have mental health while living with mental illness.

While some University of Minnesota students have a condition that warrants a course of therapy (generally up to 10 sessions), the majority of students receive two to three visits with an emphasis on identification of supportive resources, self-help, and development of resilience. The average number of sessions that students receive is approximately four, and the modal number of sessions is now two. In addition, a single visit, solution-focused therapy model for students with situational concerns was introduced on the Twin Cities campus at the end of fall semester 2019 to best align resources with demand. Over the last two years, a strong effort to increase the opportunities for students to participate in group therapies has enabled the University to provide more cost-effective care with treatment modalities that have a strong empirical base of support for college students.

Consistent with college health services across the country, students requiring more specialized care (e.g., active eating disorders, substance use treatment, and psychosis) are referred to community resources for more intensive forms of treatment. Boynton Mental Health Clinic, for example, refers approximately 15-20% of students seeking therapy to community providers for specialized or more intensive care. Rather than needing to navigate this process on their own, students have the option to work closely with campus care managers, who can identify appropriate community resources, verify insurance coverage, and assist in scheduling appointments if necessary. Community providers are also seen as allies in the care of our student population, and campus units and departments continuously update referral networks to ensure that students are receiving accessible, quality care when referrals are indicated.

Recently, Boynton Health has been developing an online referral database that students can access on their own. This service, which will be available later this semester, will provide students with easier

access to providers in the community who specialize in working with college students. It can be approached using a variety of filters (e.g., location, insurance carrier, therapeutic orientation), and it will focus on identifying community therapists in particular, which continues to be the form of treatment most requested by our students.

Trends in volume of service across the University of Minnesota system

Unique Students Seen for Direct Mental Health Services			
	FY17 % increase	FY18 % Increase	FY19 % Increase
UM Crookston	17%	24%	26%
UM Duluth	13%	-4%	24%
UM Morris	-8%	-1%	-6%
UM Rochester	new position 8/1/17	n=61	56%
UM Twin Cities	11%	9%	13%

Total Visit Increase for Direct Mental Health Services			
	FY17 % increase	FY18 % Increase	FY19 % Increase
UM Crookston	10%	16%	17%
UM Duluth	-5%	5%	21%
UM Morris	-4%	33%	-11%
UM Rochester	new position 8/1/17	359 visits	45%
UM Twin Cities	26%	15%	6%

% of Eligible Enrollment Seen			
	FY17	FY18	FY19
UM Crookston	27%	34%	36%
UM Duluth	28%	30%	37%
UM Morris	21%	23%	24%
UM Rochester	new position 8/1/17	9%	14%
UM Twin Cities	13%	14%	16%

Mental Health Environmental Scan: First Phase results

In fall 2019, President Gabel charged Executive Vice President and Provost Karen Hanson and Chief Auditor Gail Klatt to conduct an environmental scan of student mental health services, programs, and resources on each of the five University of Minnesota campuses. A primary contact for each unit was asked to complete the environmental scan with input from their area. The resulting scan is intended to provide a current state and inform strategic initiatives and investments addressing the increase in mental health conditions among University of Minnesota students—a 29% increase since 2015, according to the University's 2018 College Student Health Survey for the Twin Cities campus.

The Mental Health Environmental Scan Team developed an electronic survey to inventory student mental health services, programs, and initiatives offered across the University of Minnesota system. The Academic/Administrative Leader and Chief Financial Manager from each of the 51 Resource Responsibility Centers (RRC) were asked to identify a student mental health point of contact, who then received the survey and distributed it to appropriate individuals in the RRC for responses. At least one response was received from each RRC. Chief Financial Managers were sent a copy of their RRC's response(s), upon request, for verification purposes. Additional outreach is underway to further clarify and validate each submission.

The survey garnered 300 entries of mental health programs and services to students across the University system that reflect the large amount of effort being put forth by units to increase the presence of mental health support for students. Examples include the addition of training new and/or current faculty and staff on student mental health, and new student orientation sessions for undergraduate and professional schools that incorporate mental health discussions. From the survey responses, it is clear that units are putting forth great effort to increase the presence of mental health support for students. Central administration coordination exists to a certain extent, and individual units are working to fill a need in their area. While there is strong evidence of best intentions, questions remain about oversight, duplication of efforts, relationship to University goals and initiatives, and scalability. The Crookston, Duluth, Morris, and Rochester campuses have faced more challenges than the Twin Cities campus in funding and staffing these types of activities.

The survey categorized student mental health services, programs, and initiatives into five main areas: Clinical Services, Non-Clinical Program/Services, Committees/Task Forces, Training/Educational Programs, and Peer/Student Programs. Below, a description of the scope of each area is followed by a summary of the trends and gaps/barriers described by survey respondents.

Clinical Services

Clinical care services are provided by employees of the University whose official responsibilities include delivering mental health services to students and who function within the scope of their or their supervisor's license or certification. Table 1 shows University-provided clinical services or campus-level partnerships with outside entities, excluding referrals that may be used with outside entities or clinical services provided on the unit-specific level of the Twin Cities campus (see Table 1 footnotes).

Trends

Each campus in the University of Minnesota system offers direct mental health services to students and continues to focus on improving and enhancing what was reported in the Board of Regents docket in 2018. For example, several campuses have increased referral relationships with community providers. Several have added case management capacity within counseling or health services units. Where primary care is provided to students, campus prescribers partner to support medication evaluation and management. Internal partnership within the system has resulted in telepsychiatry services being offered to the Morris campus. Where possible, campuses have taken steps to continue to remove barriers to accessing care. Examples include placing embedded counselors within academic or student services units (Twin Cities campus), increasing access to crisis phone/text resources (all campuses), and utilizing online therapy tools. Campuses also report increasing support that meets students where they are through services, programming, and collaborations that assist the broader campus community's efforts around student mental health. More information on these supports will be provided in the next section on non-clinical programming/services.

Gaps/Barriers

As is consistent with the previous Board of Regents report from 2018, on- and off-campus resource availability limits the type and amount of service available to students. Several respondents indicated that they would add staff to address student mental health, if they had the resources to do so. In particular, areas of continued need noted in the survey are psychiatry, case management, increasing diversity of providers, more transitional support when students are leaving for or returning from higher levels of care off campus, and additional embedded services to help address unique challenges in accessing care for particular populations of students or areas of study.

CHART KEY

O = Offer Centrally
R = Referral Network (used to plug gaps in services not provided on campus; do not require a University outlay of financial resources)

Table 1 - Clinical Services-Campus Level

Clinical Services	UMC	UMD	UMM	UMR	UMTC
Individual Therapy	O	O	O	O	O
Group Therapy	R	O	O		O
Couples Therapy	R	O	O	O	O
Psychiatry (Medication Management)	R	O/R	O/R	O	O
Telepsychiatry	R		O/R		

Specialized Assessment*	R	O			O
After-Hours Crisis Phone/Text	R	R	R	R	O
Case / Care Management	O	O		O	O

*E.g., eating disorders, substance use, ADHD/LD

Note: UMD does not offer psychiatry (medication management) services centrally However, UMD's primary care physicians prescribe and manage anti-depressant and anti-anxiety medication (O) and refer out for more complex cases.

Note: Clinical Services provided on the Twin Cities campus at the unit level:
- Athletics has a contract with an external vendor for mental health services for student athletes.
- The College of Veterinary Medicine has a mental health professional on staff.
- The Carlson School of Management and the College of Liberal Arts both have embedded counselors paid for by the college but supervised by Student Counseling Services.

Non-Clinical Programs and Services
Non-clinical mental health programs or services are primarily or significantly devoted to student mental health. Examples of non-clinical programs and services may include access/accommodations for students with disabilities, support for international students, animal-assisted stress programming, or case/care management services.

Trends
Each campus in the University of Minnesota system offers non-clinical programs and services to students that are primarily or significantly devoted to supporting student mental health. The survey offered an opportunity to highlight services and programs that may exist outside of the clinical setting but are nevertheless integral to addressing student mental health and well being. Of particular note is the continued increase in accommodations needs that are being met by campus Disability Resource Centers (all campuses), which is consistent with national trends in post-secondary institutions. As referenced above, campuses are working to meet students where they are. For example, several campuses offer coursework that has focused content on building resilience, managing stress, and application of positive psychology principles. Several campuses also offer web-based resources for students to access self-help. Campuses continue to build capacity for non-clinicians on campus to identify and begin to address mental health needs of students. For example, the Twin Cities campus has built a large team of Mental Health Advocates, who complete six hours of required annual training and serve as a point of contact for students with mental health concerns as well as staff with questions within academic or student services units. Campuses also reported providing resources and bridging to mental health services for international students. All campuses allow emotional support animals in campus housing as a reasonable disability accommodation, and all provide animal-assisted stress reduction programming. Two campuses provide informal, confidential consultation to students who are uncertain about whether counseling is right for them through a program called Let's Talk. Several campuses have an organized crisis response team that supports the campus community when a tragedy occurs, such as the death of a student. Campuses have programs and services to support students who experience interpersonal violence, sexual assault, or harassment.

Gaps/Barriers

Campuses note that there is a need to add capacity to the areas that provide non-clinical programs and services. Examples include additional resources for case management and referral outside of the clinical setting, additional resources for disability and accommodations support, and resources to develop more universally designed/inclusively designed courses. Survey respondents also pointed to many opportunities to better integrate student mental health into the broader campus community by expanding the reach of current efforts.

CHART KEY

O = Offer Centrally

R = Referral Network (used to plug gaps in services not provided on campus; do not require a University outlay of financial resources)

Table 2 - Non-Clinical Services

Non-Clinical Services	UMC	UMD	UMM	UMR	UMTC
Digital Tool / Online Therapy^	O	O	O	O	O
Let's Talk Consultation		O	O		O
Mental Health Advocates					O
Disability Resources	O	O	O	O	O
Therapy Animal Access^^	O	O	O	O	O
Mental Health Online Self-Help Resources	O		O/R		O
Mental Health Officer on Police Force					O
Patrol Officer Response on Campus	O	O	O		O
Stress Reduction and Management Programs	O	O	O	O	O
Care Teams	O	O	O	O	O
Crisis Response Team	O	O	O		O
Unit Specific					
Support Animals Allowed Residential Life Specific Accommodation	O	O	O	O	O
Post-Hospital Support in Residential Life Specific Service					O
Wellness Checks in Residential Life Specific Service	O	O	O	O	O
Athletics Medicine Regular Check-Ins	O	O			O

^E.g., Access to an online tool for cognitive behavioral therapy

^^E.g., Includes programs such as Pet Away Worry and Stress (PAWS) and other programmatic therapy animal interactions

Gray shadow boxes—indicates service is unit specific service versus a service open to all students

Note: Services that partially meet our definition include the following services offered primarily on the Twin Cities campus: International Advising/Counseling, Academic Success Services, and Student Parent Help Center. All campuses provide prevention programs and services for victims of sexual misconduct.

Committees/Task Forces

Committees, task forces, and/or councils that a department/college/campus supports that are primarily devoted to providing mental health support to students (e.g., stress management, responding to students in crisis, mental health awareness).

Trends

All campuses reported having committees or task forces in which student mental health is either a primary focus or included in its scope. These committees are housed within academic departments, administrative units, and/or student services units. All campuses utilize a Care Team and/or Behavioral Consultation Team to collaboratively address issues related to student behavior, particularly when mental health concerns may be present. Campuses have both working committees that include collaborations across the system (Systemwide Mental Health Collaboration Network), and campus-based committees that arose to meet unique needs. Campus-based committees are also collaborative efforts across departments and units, with some having a focus on mental health (e.g. hospitalization response, wellness programming committees) and some including mental health as a component of its work (e.g. Bias Response and Referral Network-Twin Cities campus). The Provost's Coordinating Committee on Student Mental Health on the Twin Cities campus continues to meet, and its work has included assessing classroom experiences that can exacerbate stressors and developing a curriculum for and training mental health advocates.

Gaps/Barriers

Some survey respondents noted that there is room for work on larger, systemic concerns such as: upstream/preventative programming and services, policies and practices that improve classroom climate, building networks/community, and mitigating stressors.

Training/Educational Programs

Programming or training activity that primarily provides mental health support to students through activities, workshops, awareness campaigns, or training.

Trends

All campuses and many colleges and departments provide programming or training activities, workshops, awareness campaigns, or events that are primarily focused on student mental health. Many of these are delivered directly to students, while others are intended to increase the knowledge, skills, and abilities of faculty, staff, and student peers. Each campus identified mental health-related content woven into orientation and welcome activities for students, and content woven into onboarding or professional development activities for staff and/or faculty. Survey respondents shared examples such as: incorporating resiliency training into a School Psychology course, hosting an R U OK?-Day speaker to talk about issues related to depression and suicide, and hosting a weekly TRIO affinity group for underrepresented students to talk about campus climate and mental health and build community. All campuses identified dedicated trainings for various members of the campus community regarding how to recognize signs of distress and refer students to mental health resources, and some campuses provided structured suicide prevention training and/or Mental Health First Aid training to a variety of units that interact regularly with students in their roles. Campuses also identified programming that was intentional in its focus on particular populations of students and their unique needs for support, information, and resources (e.g. international students, LGBTQIA+ students, students of color, first year students, peer mentors, etc.). When counselors were embedded in academic or student services units, those counselors were noted as very involved in education and outreach efforts in those areas.

Gaps/Barriers

Although some examples of faculty collaboration are noted in the survey responses, some respondents also noted room to increase engagement of faculty in continuing progress toward a campus climate supportive of mental health and well being. Several respondents noted a need to build upon and more systematically coordinate upstream efforts that are intended to help students prevent and manage concerns around mental health and well being. Additionally, several respondents noted a need to identify and implement campus and/or system-level interventions (e.g. instituting a fall break, streamlined withdrawal procedures, new ways to fund).

Peer/Student Programs

Student groups or peer-led programs that a department/college/campus supports, advises, and/or facilitates that is primarily devoted to providing mental health support to students (e.g., stress management, responding to students in crisis, mental health awareness).

Trends

It is clear that students remain interested in and committed to supporting their peers. In the survey responses, campuses identified student groups and/or peer-led efforts that were sponsored by the department/college/campus unit. Many of the groups focused on specific initiatives, programming, or awareness campaigns. Some are organized around peer support or education, and some are vehicles for communication and collaboration between students and administrators, faculty, and/or staff within a unit.

Gaps/Barriers

The environmental scan survey is limited in that it does not capture all the work that students are doing to support their peers and to improve mental health and well being on campus. It is likely that there are efforts that are not being maximized, perhaps in part because they are not yet connected to broader efforts or resources.

Further analysis of the Systemwide Student Mental Health Environmental Scan

Survey respondents expressed a need and desire for more mental health services and support for students, and demonstrated that there are many ways to provide support to students that do not necessarily require clinical services. A gap analysis is needed and is the next step to better understand current efforts the University can support that have not yet been recognized or fully facilitated. More can be accomplished within many academic areas to evaluate the progress being made, the ability to develop more localized resources, and to individualize educational policies to decrease stress while maintaining academic rigor. A systemwide approach to review all policies through a mental health lens should be institutionalized, similar to the equity and diversity lens that is currently used to review policies.

References

American College Health Association National College Health Assessment II. (2019). Retrieved from: https://www.acha.org/documents/ncha/NCHA-II_SPRING_2019_US_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

The Center for Collegiate Mental Health Annual Report. (2019). Retrieved from: https://ccmh.psu.edu/files/2020/01/2019-CCMH-Annual-Report.pdf

Centers for Disease Control and Prevention (2019). Preventing Adverse Childhood Experiences: Leveraging the Best Available Evidence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

The Healthy Minds Study. (2018-2019). *The Healthy Minds Network*. Retrieved from https://healthymindsnetwork.org/wp-content/uploads/2019/09/HMS_national-2018-19.pdf

Ketchen Lipson, S., Abelson, S., Ceglarek, P., Phillips, M., & Eisenberg, D. (2019). "Investing in Student Mental Health: Opportunities and Benefits for College Leadership." *American Council on Education (ACE)* Retreived from https://www.acenet.edu/Documents/Investing-in-Student-Mental-Health.pdf

National Alliance on Mental Illness (NAMI) statistics. (2019) Best Colleges: The Top Five Mental Health Challenges Facing Students (June 2019). Retrieved from: https://www.bestcolleges.com/resources/top-5-mental-health-problems-facing-college-students/

Nicklin Rubley, J. (2017). The Student-Centered University: Pressures and Challenges Faced by College Presidents and Student Affairs Leaders. Washington, DC: The Chronicle of Higher Education. Retrieved from http://results.chronicle.com/SCU-2017-O

Tell Us About Yourself Pre-Orientation Survey. (May 2019). University of Minnesota. Retrieved from https://www.ofyp.umn.edu/ofypmedia/pdfs/highered/tuay/NHS-survey-results-2019.pdf

Together to Live. (2016). Ontario Centre of Excellence for Child and Youth Mental Health. Retrieved from: http://www.togethertolive.ca/mental-health-continuum

Student Representatives to the Board of Regents report. (2019) Retrieved from: https://regents.umn.edu/sites/regents.umn.edu/files/docket/BOR_MAR_2019.pdf

Student Representatives to the Board of Regents report (2017). Retrieved from: https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf

Student Representatives to the Board of Regents report (2016). Retrieved from: https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf

Student Mental Health

Report to the Mission Fulfillment Committee

President Joan T.A. Gabel

Carl Anderson, Assistant Vice Provost, Student Affairs; Director and Chief Health Officer, Boynton Health

February 13, 2020

M

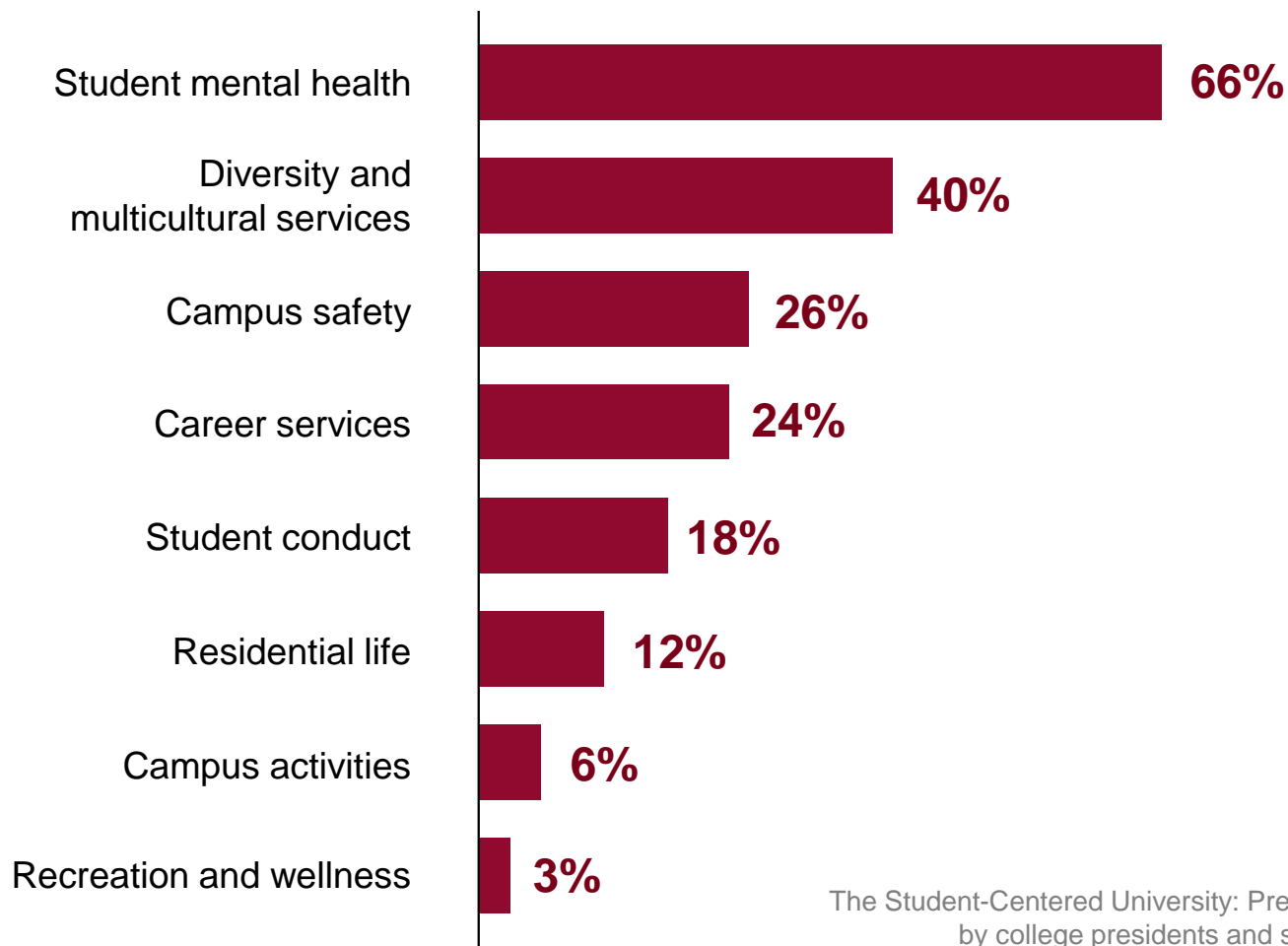**STUDENT AFFAIRS**

UNIVERSITY OF MINNESOTA

Driven to Discover®

Adverse Childhood Experiences

2018 College Student Health Survey — Twin Cities Campus, All Students

ACEs Questions (pertaining to events that happened before age 18)	Percent Who Responded Yes, Once, or More Than Once
Did you live with anyone who was depressed, mentally ill, or suicidal?	33.8
Did you live with anyone who was a problem drinker or alcoholic?	17.4
Did you live with anyone who used illegal street drugs or who abused prescription medications?	10.6
Did you live with anyone who served time or was sentenced to serve time in prison, jail, or other correctional facility?	5.8
Were your parents separated or divorced?	20.5
How often did your parents or adults in your home ever slap, hit, kick, punch, or beat each other up?	13.2
How often did your parents or adults in your home ever hit, beat, kick, or physically hurt you in any way? (Do not include spanking.)	14.1
How often did a parent or adult in your home ever swear at you, insult you, or put you down?	43.3
How often did anyone at least 5 years older than you or an adult, ever touch you sexually?	6.5
How often did anyone at least 5 years older than you or an adult, try to make you touch them sexually?	4.4
How often did anyone at least 5 years older than you or an adult, force you to have sex?	1.6

Prevalence of Mental Health Diagnoses for University of Minnesota Students

2018 College Student Health Survey

Campus	Any Mental Health Condition*	
	Past 12 Month Diagnosis	Lifetime Diagnosis
Crookston – Online only students	16.6	50.2
Crookston – On campus students	18.6	33.1
Duluth	17.0	35.9
Morris	24.1	47.6
Rochester	15.2	34.8
Twin Cities	19.5	42.2

*Diagnosis includes the following conditions: Anorexia, Anxiety, Attention Deficit Disorder, Bipolar Disorder, Bulimia, Depression, Obsessive-Compulsive Disorder, Panic Attacks, Post-Traumatic Stress Disorder, Seasonal Affective Disorder and Social Phobia/Performance Anxiety

Continuum of Mental Health and Mental Illness

Optimal mental well-being

A person who experiences a high level of mental well-being despite being diagnosed with a mental illness

A person who has a high level of mental well-being and who has no mental illness

Maximum mental illness

Minimum mental illness

A person experiencing mental illness who has a low level of mental well-being

A person who has no diagnosable mental illness who has a low level of mental well-being

Minimal mental well-being

Trends in Clinical Service Volume

% of Eligible Enrollment Seen
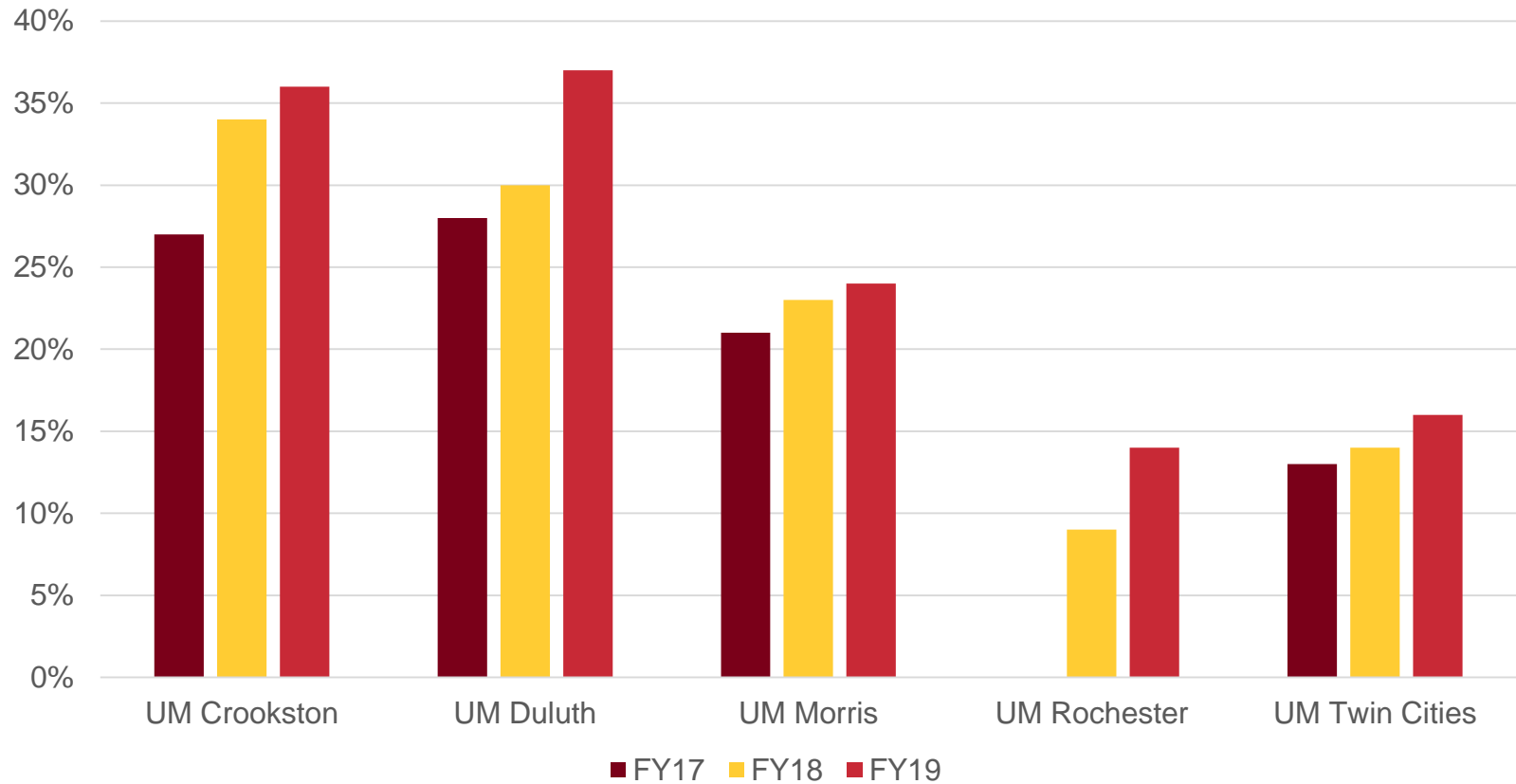
Environmental Scan Preliminary Results

- Clinical Services

- Non-Clinical Programs

- Committees and Task Force

- Training and Education

- Student Programs

Environmental Scan Preliminary Results
Clinical Services

Clinical Services	UMC	UMD	UMM	UMR	UMNTC
Individual Therapy	O	O	O	O	O
Group Therapy	R	O	O		O
Couples Therapy	R	O	O	O	O
Psychiatry (Medication Management)	R	O/R	O/R	O	O
Telepsychiatry	R		O/R		
Specialized Assessment*	R	O			O
After-Hours Crisis Phone/Text	R	R	R	R	R
Case/Care Management	O	O		O	O

*E.g., eating disorders, substance abuse, ADHD/LD

Chart Key: O = Offer Centrally
R = Referral Network (used to plug gaps in services not provided on campus; do not require a University outlay of financial resources

Environmental Scan Preliminary Results
Non-Clinical Services

Non-Clinical Services	UMC	UMD	UMM	UMR	UMNTC
Digital Tool/Online Therapy*	O	O	O	O	O
Let's Talk Consultation		O	O		O
Mental Health Advocates					O
Disability Resources	O	O	O	O	O
Therapy Animal Access**	O	O	O	O	O
Mental Health Online Self-Help Resources	O		O/R		O
Mental Health Officer on Police Force					O
Patrol Officer Response on Campus	O	O	O		O
Stress Reduction and Management Programs	O	O	O	O	O
Care Teams	O	O	O	O	O
Crisis Response Team	O	O	O		O
Unit Specific					
Support Animals Allowed Res Life Specific Accommodation	O	O	O	O	O
Post-Hospital Support in Res Life Specific Service					O
Wellness Checks in Res Life Specific Service	O	O	O	O	O
Athletics Medicine Regular Check-Ins	O	O			O

*E.g., Access to an online tool for cognitive behavioral therapy
**E.g., Includes programs such as Pet Away Worry and Stress (PAWS) and other programmatic therapy animal interactions

Environmental Scan Preliminary Results

Committees and Task Forces

- Focused on student mental health
- Housed within academic departments, administrative units, and/or in student services units
- Collaborative efforts across departments and units

Training and Education

- Programming or training activities, workshops, awareness campaigns, or events focused on student mental health
- Many directly delivered to students; others intended to increase the knowledge, skills, and abilities of faculty, staff, and student peers

Student Programs

- Peer-led programs that a department/college/campus supports, advises, and/or facilitates
- Provide mental health support to students

Environmental Scan Preliminary Results
Strengths, Gaps, and Barriers

- Significant efforts being made by units to help increase the presence of mental health support for students

- Increased presence of training for new and/or current faculty and staff on student mental health

- Some central unit coordination with some units filling a need in their unit leaving some questions regarding oversight, duplication of efforts, relationship to University goals/initiatives and scalability

- Clear that there are many ways to provide support to students that do not necessarily require clinical services

STUDENT AFFAIRS

Next Steps / Discussion

UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities

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

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

AGENDA ITEM: President's Initiative to Prevent Sexual Misconduct: Progress Update and Next Steps

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: John Finnegan, Dean, School of Public Health
Karen Miksch, Associate Professor, Department of Organizational Leadership, Policy and Development, College of Education and Human Development
David Golden, Director of Public Health and Communications, Boynton Health

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on the President's Initiative to Prevent Sexual Misconduct (PIPSM).

The role of PIPSM is to enhance and expand the University's efforts to prevent sexual misconduct and sexual violence on its campuses. PIPSM adopts a public health approach and relies on the active involvement of the entire University community. Developing, implementing and measuring strategies and programs to influence change in social and cultural norms is important to this work.

Regents will be asked to consider the following discussion questions:

- What is the Board's response to the aspirational goal of the President's initiative?
- What are the Board's aspirations for improving University culture?
- What would the Board like to hear more about on this topic?

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meeting:

- February 2018: *Progress Report and Implementation Plan for President's Initiative to Prevent Sexual Misconduct,* Board of Regents.

President's Initiative to Prevent Sexual Misconduct:

Progress Update and Next Steps

February 13, 2020

Background Information (May, 2017 to June, 2019)

The President's Initiative to Prevent Sexual Misconduct (PIPSM) has its genesis in President Kaler's May, 2017 charge to Dean Finnegan, School of Public Health, to create an infrastructure to enhance and expand the institution's efforts to prevent sexual misconduct and sexual violence on its system campuses. Driving the effort was an agenda to improve university approaches to this most serious challenge afflicting campuses nationwide.

PIPSM responded to the charge and went to work over a two-year period from May, 2017 to June, 2019 to begin the process of addressing this critical issue.

An April 2019 report titled *President's Initiative to Prevent Sexual Misconduct Accomplishments, Impacts, and Lessons Learned* provides details of project development and accomplishments of the first two years (May, 2017-April, 2019) and can be found at (https://president.prd.umn.edu/sites/president.umn.edu/files/2019-06/pipsm_accomplishments_impacts_and_lessons_learned.pdf).

Sustainability (June 2019-present)

Sustainability of the PIPSM was considered from the beginning.

After consultation with leadership in fall 2018, President Kaler made the decision to institutionalize PIPSM and have it housed in the Office of Human Resources for operational support. PIPSM transitioned from "ad hoc" status to formal status within the University to assure its continuity, focus and impact into the future and ensured: 1) establishment of continuing University administrative and financial support; 2) provision of a stable platform for the mission and activities; and 3) establishment of a formal leadership and governance structure to assure the continuing success and effectiveness, in order for the work to bring meaningful and sustained long-term culture change.

PIPSM Governance 'Charter' for the Twin Cities Campus

A **'Charter' document (**Appendix A) was written in February, 2019 to provide a guide and model for sustainability. **The Charter was approved by President Kaler in May, 2019**.

The **PIPSM Organizational Framework** provides an implementation infrastructure for the work (Appendix B).

Implementation of the Charter required recruitment of new membership in **June-August, 2019** (committee membership rosters: https://president.umn.edu/initiatives/presidents-initiative-prevent-sexual-misconduct). Key to the expanded membership included adding **students (undergraduate and graduate)** to **all** committees, and additional roles on the Advisory Committee including a post-doctoral fellow, a representative from a labor represented group, Civil Service Consultative Committee, P&A Consultative Committee, and the Office of General Counsel on both the Advisory and Steering Committees.

A consultation meeting was held on May 8, 2019 with the **Systemwide Chancellors** regarding the new governance framework and organizational structure on the TC Campus. Input was sought for strengthening collaboration related to sexual misconduct prevention among the five campuses. This meeting built on an already well established systemwide prevention network and collaborative framework.

All PIPSM members (n= approx. 110) were invited to a member **Orientation** on September 11, 2019 to introduce members to the new Charter and facilitate interaction on Key Values, Strategic Priorities, Committee goals and priorities for the upcoming year.

PIPSM membership and involvement is inclusive of the entire University community, and importantly has included student input, engagement, and representation from the very beginning.

PIPSM 2019-2020: Strategic Priorities and Progress

Leadership/Governance/Stakeholder Engagement

The University of Minnesota is committed to learning what we can do to change ourselves and the culture of the academy to prevent and respond to sexual misconduct. **President Gabel** summarizes the UMN's values that provide a framework for our strategic priorities (Appendix C). Responsibility for long-term culture change to prevent sexual misconduct belongs to all members of our University community: senior leadership, faculty, staff, students and alumni. PIPSM is a University engaged endeavor and will continue to rely on the entire community for active involvement. The University of Minnesota community chooses to change, lead and thrive in this crucial area.

Community engagement, investment, and ownership are what drive the short and long-term actions we seek to facilitate, and the resulting outcomes we seek to achieve. Key guiding principles promote the values that drive this work. We must:

  ◦ eliminate sexual misconduct in order to uphold academic freedom and responsibility, that is, the freedom of all members of the campus community to learn, to inquire, and to thrive;

  ◦create an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice, discrimination and intolerance; and,

  ◦inspire, set high expectations for, and empower all of the individuals within this community to fully experience a healthy, safe, welcoming, supportive and inclusive culture.

Organizational Culture and Climate Change:

The National Academies of Sciences, Engineering, and Medicine's 2018 seminal report on sexual harassment in the academy (Ref 1) has illuminated the science and deepened the understanding that our PIPSM work must prioritize the **implementation and evaluation of evidence-based strategies to change our organizational culture and climate.** Noted in the report:

  • **Organizational culture** is defined as "the collectively held beliefs, assumptions, and values held by organizational members" (Stamarski and Hing 2015, 7; see also Trice and Beyer 1993, Settles et al. 2006, and Schein 2010).

  • **Organizational climate** is defined as the shared perceptions within an organization of the policies, practices, and procedures in place (i.e., why they are in place; how people experience them; how they

are implemented; what behaviors in the organization are rewarded, supported, and expected) (Schneider, Ehrhart, and Macey 2013).

The key is that climate and culture must be addressed together, because efforts to build a good climate will flounder if they conflict with the beliefs, assumptions, and values of an organization; conversely, only having the "right" culture will not result in the desired result if the processes and procedures are not organized around the collective and shared goals and beliefs (Schneider, Ehrhart, and Macey 2013).

PIPSM's Aspirational Goal

PIPSM's **aspirational goal** was developed to drive strategic action to achieve our desired organizational culture and climate change and is based on data collected in our community and on our evaluation plan metrics. The goal is:

> *To achieve a reduction in the incidence of sexual misconduct including sexual violence and harassment of any kind. In order to reach this goal, in each measurement cycle over the next five years, positive data outcomes will demonstrate increased trust that the UMN will respond appropriately to reports of sexual misconduct, there will be increased confidence that those reporting incidents will not be retaliated against after reporting, and all will experience improved transparency related to reporting processes and outcomes. This success will be realized through the comprehensive PIPSM prevention and response programs and strategies currently being implemented across our system.*

> *Our ultimate goal is to help create and sustain a UMN culture where sexual misconduct including sexual violence and harassment of any kind is not part of our collective experience.*

PIPSM Committee Progress Update (July-December 2019)

Building capacity for organizational climate and culture change

A 'Key Milestones' timeline includes overarching significant PIPSM activities during 2017-2019 (Appendix D). The PIPSM Committees are implementing activities that address the various factors at the different levels of our social ecological model (https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html) that include comprehensive prevention activities designed to be synergistic and mutually reinforcing. A detailed overview of committee goals, activities and accomplishments from July-December 2019 can be found in Appendix E.

Evaluation of Policies and Prevention Programs

Rigorous evaluation of prevention efforts is crucial. For example, an integrative review of sexual misconduct policies found that many policies lack transparency and that there is scarce research on promising practices to inform students about campus policies (Ref 2). Scholars agree that more research is needed on the potential relationship between awareness of sexual misconduct policies and culture change.

According to the research literature, campus climate surveys are one important aspect of a campus evaluation plan. Climate surveys can assess prevalence, attitudes, awareness, and willingness to intervene; information to help fine-tune the design of a comprehensive sexual misconduct prevention program (Refs 3, 4). Campus climate surveys also ensure that prevention efforts are tailored to a particular institutional context. Climate surveys alone, however, are not enough to provide a comprehensive evaluation. In order to be proactive, rather than reactive, outcomes of sexual misconduct prevention programs must be rigorously evaluated.

When evaluating outcomes it is important for evaluators, and campus members, to understand a **paradox. That is, as prevention efforts increase on a campus, in the short term, reporting of sexual assault, sexual harassment and other forms of sexual misconduct may also increase** (Ref 5). This does not mean there are more incidents of sexual misconduct, but rather that the prevention program has brought about more awareness regarding policies prohibiting sexual misconduct. Coupled with awareness, trust that sexual misconduct will not be tolerated also leads victim survivors to come forward. **Thus, in the short-term, increases in reporting may be one indication that prevention efforts are effective.**

Unfortunately, culture change does not happen overnight. It is imperative that a variety of outcome measures are assessed, short and long term, to continue to strengthen prevention efforts. All of the research reviewed also underscores the need for more research studies to be disseminated. **One goal of the PIPSM is to add to this collective knowledge with rigorous evaluation and research on our prevention efforts.**

Data and Evaluation Sources

The University has organized and expanded its data and evaluation sources over the past several years.   The sources can be grouped into two broad categories: mandatory reporting and "prevalence" counts; and broader surveys of the University of Minnesota community that often focus beyond prevalence and attempt to measure changes in awareness, attitudes, and ultimately culture and climate.

Mandatory Reporting Data

There are three core reporting areas that focus, at least in part, on sexual misconduct incidents. All three differ from each other in significant ways, and none can be considered a definitive "count" of sexual misconduct cases on any of our campuses.

Annual Security and Fire Safety Report ("Clery Act" reporting)

The Annual Security and Fire Safety Report is produced each year in compliance with the federal Clery Act and contains crime statistics for the most recent three-year period for reported crimes which occurred on campus, in certain off-campus buildings or property owned or controlled by the University of Minnesota, and on public property within, or immediately adjacent to and accessible from each campus.

Each campus is required to file a separate report, and reports include a range of crimes beyond sexual assault, including robbery, burglary, and auto theft, among others crimes. In addition, there are specific definitions for sexual assault, domestic violence, dating violence, and stalking. Finally, it is important to note that "Clery Act" reporting is completed within strictly defined geographic boundaries for each campus, and is completed on a calendar year, not fiscal year basis. The Annual Security Report for all five campuses can be accessed through https://clery.umn.edu/ASFSR

Clery Act reporting should be viewed through the lens of the strictly defined definitions and geographic boundaries required by the Act. However, within those definitions and boundaries, we do observe an increase over the past three years in rape, fondling, dating violence, and stalking on the Twin Cities campus, and flat or uneven number of incidents in general on the remaining campuses.

Equal Opportunity and Affirmative Action Reporting ("Title IX" reporting)

The Office of Equal Opportunity and Affirmative Action (or EOAA) or equivalent structure for Title IX reporting is present on each campus. These offices address reports of discrimination, harassment, nepotism, sexual misconduct (including sexual harassment, sexual assault, stalking and relationship violence) and related retaliation through investigation, informal problem-solving, and education.   Thus EOAA and Title IX officers

receive information and work to resolve cases beyond sexual misconduct, and may resolve cases both through formal investigations as well as informal problem solving.

EOAA opens cases from any report from or about the University community, including reports related to employment and/or to students. The EOAA Office on the Twin Cities campus will also assist other campuses when requested. EOAA also reports on a fiscal year basis, not a calendar year basis.

On the Twin Cities campus, 63% of cases opened were related to sexual misconduct in FY18. Of these, 104 cases were related to employment, with a vast majority being related to sexual harassment. 185 cases were opened involving students, half of which included a report of sexual assault. The University saw a large increase in the number of employment related sexual misconduct cases, and a more modest increase in student related cases, over FY17 – likely due to increased awareness on campus of availability of resources and requirements to report. EOAA annual reports for the Twin Cities campus can be found at https://eoaa.umn.edu/about/data

State of Minnesota Office of Higher Education reporting

Each campus is required to report statistics on sexual assault annually to the Minnesota Office of Higher Education (MOHE). The definition of sexual assault was amended by the 2017 legislature, and now includes rape, and sex offenses – fondling, incest, or statutory rape, as defined in the Code of Federal Regulations. This reporting is on a calendar year basis, and includes when the alleged victim or respondent was a member of the campus community (employee or student), or the incident occurred on the institution's campus, or the incident occurred at an institutionally sponsored event. Thus, these data differ in scope and categories from institutional Clery Act reporting.

Due to the low number of reports from smaller campuses across the state (thus requiring data suppression), and the definitional changes in 2017, it is difficult to use these data to make comparisons across campuses. State-wide totals between 2017 and 2018 in terms of incidents reported to the institution, the number investigated, and the number referred for disciplinary process remained approximately the same. Reporting can be found at: https://www.ohe.state.mn.us/sPages/SADR.cfm

Broader Survey Instruments

There are several survey instruments across both students and faculty/staff that include some questions around sexual misconduct – including broad student experience surveys (e.g., the Student Engagement at Research Universities/SERU, or National Survey of Student Engagement/NSSE), as well as campus based surveys on campus climate and/or surveys targeted at specific populations of the University community (e.g., residential life surveys).   However, there have emerged three significantly broad survey instruments which contain data on sexual misconduct.

College Student Health Survey -- https://boynton.umn.edu/surveys

The College Student Health Survey is administered every three years to students on all five University of Minnesota campuses, as well as other campuses throughout the state that wish to participate. The survey, directed by Boynton Health, is intended to identify health issues affecting UMN students so University officials can be responsive to their needs and create a healthier campus environment. The survey documents the prevalence of various diseases, health conditions, and health related behaviors across several area, including sexual health and personal safety. This is a randomly selected student survey including undergraduate, graduate, and professional students, with over a 40% response rate.

The 2018 College Student Health Survey randomly selected 5,974 University of Minnesota Twin Cities undergraduate and graduate students via email; 2,412 students (40 percent) completed the survey.

Significant findings from the 2018 College Student Health Survey include:

Sexual Assault
The survey found an increase in students experiencing sexual assault. Sexual assault experienced by female students in the last 12 months increased to 11 percent in 2018 from 9 percent in 2015. Nearly two in five female students experienced sexual assault within their lifetime—39 percent in 2018 compared to 32 percent in 2015.

There was a decrease in students reporting their assault, with 54 percent saying they reported the incident in 2018, down from 58 percent in 2015.

Sexual assault significantly impacts students' education, with nearly half (48 percent) of students reporting an incident impacting their academic performance.

Sexual Harassment
The 2018 survey added questions about experience with sexual harassment to better understand the scope of the problem. Seventy-four percent of students said they experienced some type of sexual harassment, with the most common incident reported being told a sexual joke or story. More female students reported harassment than male students (82 percent to 60 percent, respectively).

Perpetrators were most often a peer at the University (56 percent), followed by someone not at the University (32 percent), and a faculty or staff member at the University (13 percent).

AAU Campus Climate Survey of Sexual Assault and Sexual Misconduct -- http://aurora.umn.edu/aau

In 2015, the University of Minnesota joined 33 other AAU schools in a common survey of campus climate on sexual assault and misconduct. The survey was modified and re-administered in 2019. At the University of Minnesota, this was administered as a census survey on the Twin Cities campus for all undergraduate, graduate, and professional students, resulting in an N of 44,100 degree seeking students, with 35% response rate.

Significant findings from the 2019 AAU survey include:

- 27.5% of students reported that sexual assault and misconduct are very or extremely problematic at the University of Minnesota.
- The UMN campus rates of sexual assault were virtually identical to the national AAU survey rates for
  - Undergraduate women (25.6%-umn to 25.9%-natl.)
  - Undergraduate Men (5.8% to 6.8%)
  - Graduate and Professional Women (8.2% to 9.7%)
  - Graduate and Professional Men (1.8% to 2.5%)
  - LGBTQIA students (22.3% to 20.30%)
- 87% or new UMN students reported they completed at least one training or session about sexual assault and other misconduct. In 2015, this rate was 40.1%

Pre and Post faculty/staff survey related to mandatory sexual misconduct prevention training --
https://president.umn.edu/sites/president.umn.edu/files/2019
07/ppt_preventing_sexual_misconduct_full.pdf

PIPSM implemented a systemwide faculty and staff sexual misconduct prevention online training March-June, 2018 resulting in a 99.2% completion rate. A pre and post survey was designed to evaluate the impact of the training and to provide a 'snapshot' of self-reported sexual harassment by staff and faculty while employed at the UMN.

Notably**, this is the first survey of its kind** to collect self-reported harassment data of UMN employees (faculty and staff). With this important data, the UMN can start to monitor how change is occurring on our campus over time.

Survey Response: Pre-test: **53.6%** (2,144/4,001)/Post-test: Rate: **46.7% (**10,652/22,799)

Data Highlights: Training Impact

●The majority of respondents reported the training course *was easy to understand, well organized, and the course examples were appropriate to their role as an employee.*

●Respondents reported that they felt the training course *helped in their ability to identify types of misconduct and take action when they observe it***.**

●Respondents reported that the *training course improve*d in many areas some of which include; *awareness of sexual harassment, resources and UMN Title IX policy, and confidence the University will handle reported cases properly and provide protection from retaliation*.

Confidence in the University's ability *to prevent retaliation and to respond properly* do not score as well as many of the other indicators. *This is an important area of improvement for the UMN community.*

Sexual Misconduct Victimization

A series of six questions in the survey ask the respondent about **sexual misconduct victimization** during the time they have been an employee at UMN Twin Cities campus.

Overall, **29.7%** of the respondents *reported that they had experienced **one type of the six types** of sexual misconduct asked on the survey and* **5.8%** *reported that they **experienced the four most severe** types of sexual misconduct behavior.*

Being a bystander:

> ●**20.7%** of respondents *have been aware of a situation involving sexual misconduct.* Of those that have, **51%** *intervened when they became aware of a situation.*

Collecting data in our community informs future development and where we need to go to further skills building and policy development to address and prevent sexual misconduct in our community.

Broad conclusions from the data sources

Given the variations in reporting requirements and survey instruments, it is essential that several evaluation methods be employed to triangulate results and develop policy recommendations and investment efforts going forward. However, several interesting findings from our current surveys include:

University of Minnesota Student, Staff and Faculty report experiencing sexual harassment and sexual assault:

Undergraduate women at the University of Minnesota are at risk for being sexually assaulted since enrolling (Source: AAU, 2019).

Women enrolled in graduate school are at risk of sexual assault on this campus (Source: AAU, 2019).

First year women students are at risk for being sexually assaulted (Source: AAU, 2019).

Transgender, queer, and gender nonconforming students are at risk for being sexually assaulted while a student here at the University (Source: AAU, 2019).

One in three women employees have experienced sexual harassment while employed at the University of Minnesota (Everfi faculty/staff sexual misconduct prevention online training survey, 2018).

Additionally, the data we have collected informs us about key climate and culture indicators that shape continued prevention actions:

The number of **students** who experience sexual assault and report to an agency or service is too low (AAU, 2019).

The number of **students and employees** who witness or become aware of sexual misconduct who take appropriate action is too low (AAU, 2019; Everfi faculty/staff sexual misconduct prevention online training survey, 2018).

The confidence level in **students** that the University will take reports of sexual misconduct seriously is too low AAU, 2019).

The confidence level in **employees** that the University's ability to prevent retaliation and to respond properly to sexual misconduct needs improvement (Everfi faculty/staff sexual misconduct prevention online training survey, 2018).

Given our data; success for the University of Minnesota will include prevention and response efforts that target the following indicators within a social-ecological framework:

At the individual level:

Improved perception of safety among students and employees.

Increased likelihood that individuals will take appropriate action when they experience or become aware of sexual misconduct.

At the community level:

Increased belief that individuals who experience sexual misconduct will be supported by members of the University community.

Increased belief that sexual harassment will not be tolerated by other members of the University community.

At the University level:

Increased confidence in the University's ability to handle sexual misconduct.

Increased confidence in the University's ability to protect those who report from retaliation.

Lessons Learned

We understand even more fully the key components and challenges of culture change; long-term, committed, and sustained action is required—there are no magic bullets, training and skills building is necessary for social norms correction, and communicating and modeling expected behavior, and the University community needs to build accountability into systems, hold perpetrators accountable through consistently enforced action, and continue to recognize and address the spectrum of behavior that can perpetuate a toxic climate.

We have learned that our community can be **ably served by approaching sexual misconduct from a public health approach** given the complexity of the issues, dynamics, and our unique nature of academia. A public health approach affords us multiple strategies: education, interpersonal, group and media communication, technology, system change, culture change, policy to catalyze, grow, and sustain measurable culture change. Our community recognizes the value of this approach.

We know that effective prevention and response is what we do (content, theory, participants), how we do it (delivery system, institutional readiness, buy-in etc.), and the integration of "how" and "what" into a comprehensive, intentional, planned effort that is consistent and synergistic across programs and departments.

Our community recognizes that long-term culture change must focus on **learning about our own community and understanding the nature of sexual misconduct prevention on our campuses.** The **stellar response and completion rate** of our first universal sexual misconduct prevention training indicate the University's **state of readiness for continued work**. The training impact data show that members are **developing a common language, awareness and understanding** of the complexity of sexual misconduct response and prevention and their role as bystanders. And, while there is improvement in member's confidence in how prepared the University is to respond to and protect people from retaliation, we have more work to do. **This is an important area of improvement.**

Equally important from our training evaluation, we **gathered baseline data for sexual misconduct victimization in our community among faculty and staff.** This is the first data reflecting such behavior as a "baseline" for faculty and staff experience while employed at the University. It provides insight into the continuum of unacceptable behavior they have experienced and gives our community a starting point for addressing change. We have an opportunity and obligation to establish our own narrative and hold ourselves accountable.

Academic leader engagement has been an important component of PIPSM's success to date. The President's leadership continues to be central in engaging other senior University leaders, the Regents, Chancellors, faculty governance, deans, and department chairs. Leadership has recognized the need for training to address the gaps in competencies and skills both to build the better academic culture envisioned above, and also to address the misconduct challenges that currently exist in University units. This is an achievement in that sustained culture change requires committed, educated leaders at all levels. For example, it has led in part to a recognition that institutional responsibility and accountability is important to such change. Recently,

leadership addressed a flaw in the EOAA process that now requires that department chairs and deans fully inform and obtain the Provost's approval when there is disagreement with a recommendation to dismiss a faculty member for sexual misconduct in violation of the faculty honor code. The change requires that such a decision cannot be made autonomously and helps ensure just and equitable institutional decision making.

We learned that culture change is an organic process; others are engaging and taking ownership through their lens, perspective, and capacity for action. For example, the Minnesota Student Association of undergraduates formed a Sexual Assault Task Force and are in Year 3 in creating actions for change in practices and policies. The Council of Graduate Students and Professional Student Governance hosted a Town Hall on Sexual Misconduct Policy in 2019-2020 and are calling for shifts in power dynamics in their relationships with faculty and looking at change as a vehicle to address key issues. Numerous other groups and departments are initiating their own efforts towards culture change; hosting forums, bystander intervention trainings, and ways to promote these conversations.

We call on our senior leaders to continue to create a sense of urgency regarding the importance of continued action around sexual misconduct prevention. We need to keep setting the bar higher and higher as we raise it. Responsibility for this change belongs to all members of our University community: faculty, staff, students and alumni. This requires an "all-hands-on-deck" approach for understanding the challenges, learning what we can do to change ourselves and our culture, and taking the short and long-term actions to do so. The University of Minnesota community chooses to change, lead and thrive in this crucial area.

References:

1. National Academies of Sciences, Engineering, and Medicine (2018). *Sexual harassment of women: Climate, culture, and consequences in academic sciences, engineering, and medicine*. Washington, DC: The National Academies Press. https://doi.org/10.17226/24994)

2. McNair, K. T., Collins Fantasia, H., Harris, A. L. (2018). Sexual misconduct policies at institutes of higher education: An integrative review. *Journal of Forensic Nurses, 14*(4), 238-247.

3. Clay, J. A., Pederson, A. C., Seebeck, J., & Simmons, C. A. (2019). Administrative response to campus sexual assault: Thinking through implementation tensions. *Review of Higher Education, 42*(2), 681-706.

4. DeGue, S., Valle, L. A., Holt, M. K., Massetti, G. M., Matjasko, J. L., & Tharp, A. T. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior*, *19*(4), 346–362.

5. Palmer, J. E., & Alda, E. (2016). Examining the impact of federal grants to reduce violent crimes against women on campus. *Review of Higher Education, 40*(1), 63-89.

Appendices and for further information

The PIPSM Charter **(**Appendix A), PIPSM Organizational Framework (Appendix B), Strategic Priority Document from President Gabel (Appendix C), the PIPSM Key Milestones Timeline 2017-2019 (Appendix D), and Committee Progress Updates (July-December 2019) (Appendix E) are available at the PIPSM website (https://president.umn.edu/initiatives/presidents-initiative-prevent-sexual-misconduct).

Mission Progress

John Finnegan, PhD, Dean and Professor, School of Public Health
David Golden, Director of Communications and Public Health, Boynton Health Service
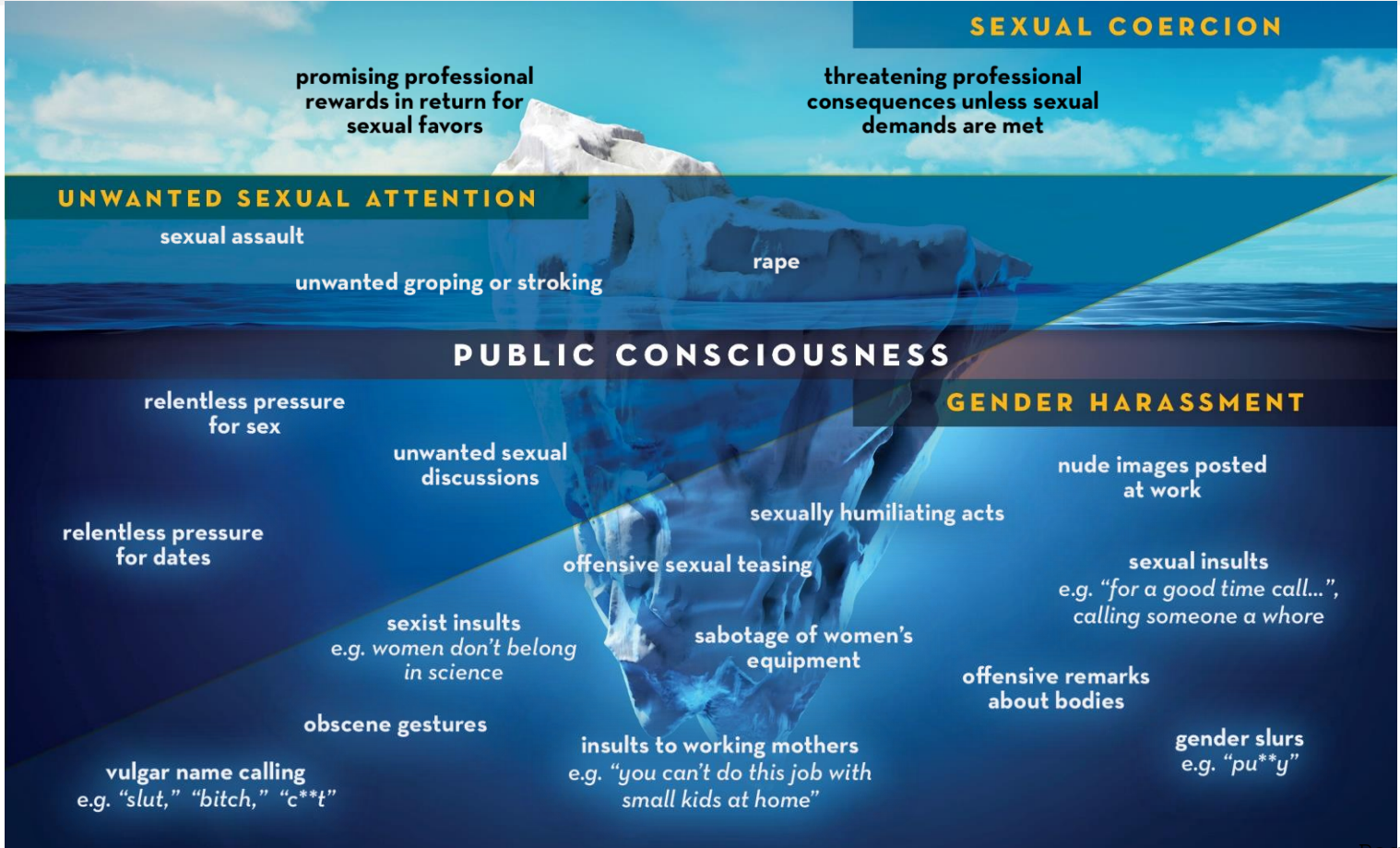Karen Miksch, PhD, Associate Professor, College of Education and Human Development

February 13, 2020

University of Minnesota President
Joan T.A. Gabel

"Every member of our community should expect to feel safe and respected at the University of Minnesota, free from sexual harassment and intimidation. This commitment to our students, faculty and staff is cornerstone to our values and to the advancement of the University's land-grant mission of discovery, learning and outreach."

President Joan T.A. Gabel

Organizational climate and culture change

PIPSM will create and sustain a University culture free of sexual misconduct, violence, and harassment.

Culture Systemic Indicators	Climate Public Health Approach	Measure Success Evaluate and Improve
• Intentional and proactive leadership • Change in power dynamics • Improve accountability • Increase transparency • Support targets of sexual misconduct	• Evidence-based practices • Comprehensive prevention • Focused strategic action and activities • Community based and stakeholder driven	Positive data outcomes will demonstrate an increase in: • Trust in University leaders to respond appropriately to reports of sexual misconduct • Confidence in reporting incidents without retaliation • Transparency in reporting processes and outcomes

Identification of the Problem – Sexual Misconduct

University of Minnesota Student, Staff and Faculty report experiencing sexual harassment and sexual assault.

First year women students are at risk for being sexually assaulted.

Transgender, queer, and gender nonconforming students are at risk for being sexually assaulted while a student here at the University.

One in three women employees has experienced sexual harassment while employed at the University of Minnesota.

Identification of the Problem – Sexual Misconduct

University of Minnesota Student, Staff and Faculty report experiencing sexual harassment and sexual assault.

Undergraduate Women Students
First Year Women Students
Graduate Women Students
Transgender, Queer, and Gender nonconforming
Women Employees

Climate and Culture Indicators, Twin Cities Campus

The number of **students** who experience sexual assault and report to an agency or service is too low.

The number of **students and employees** who witness or become aware of sexual misconduct who take appropriate action is too low.

The confidence level in **students** that the University will take reports of sexual misconduct seriously is too low.

The confidence level in **employees** that the University's ability to prevent retaliation and to respond properly to sexual misconduct needs improvement.

Indicators of success

University	Community	Individual
Increased confidence in the University's ability to handle sexual misconduct.	**Increased belief** that individuals who experience sexual misconduct will be supported by members of the University community.	**Improved perception** of safety among students and employees.
Increased confidence in the University's ability to protect those who report from retaliation.	**Increased belief** that sexual harassment will not be tolerated by other members of the University community.	**Increased likelihood** that individuals will take appropriate action when they experience or become aware of sexual misconduct.

Social-ecological model is our framework for prevention

University · Community · Interpersonal · Individual
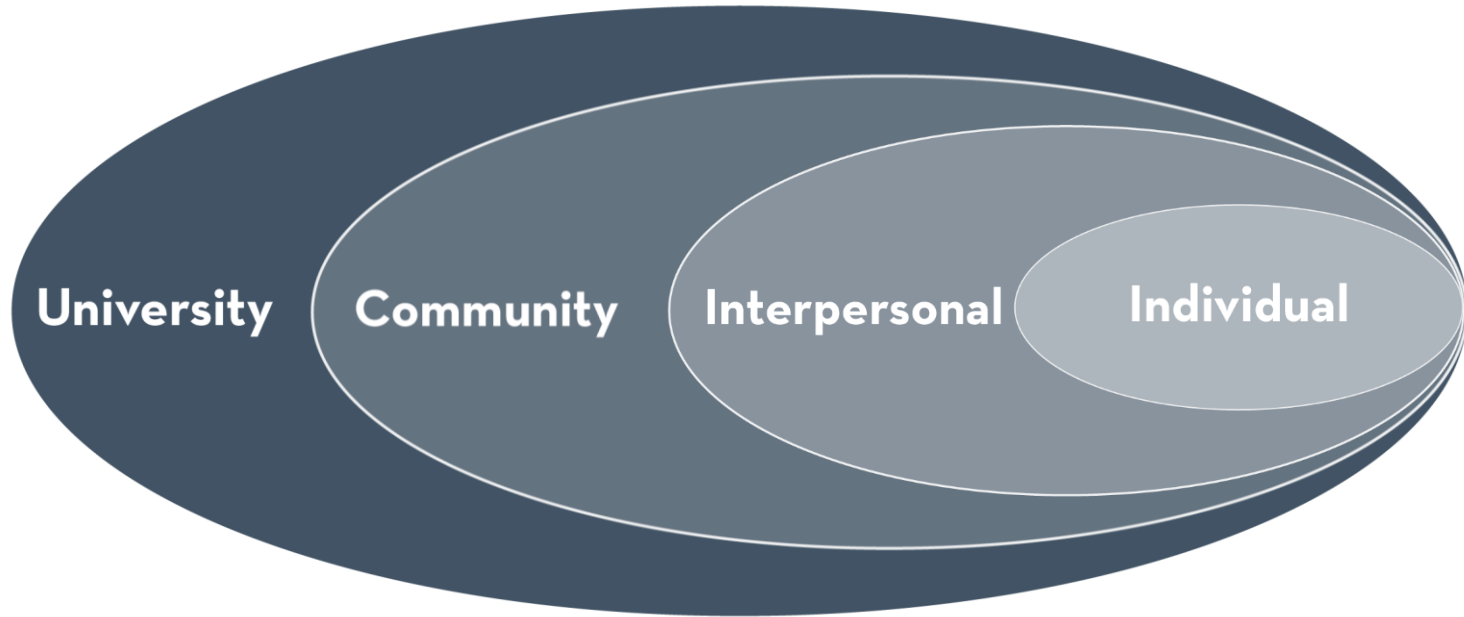
Organizational Structure

STEERING COMMITTEE

John Finnegan

Karen Miksch

Patty Franklin

ADVISORY COMMITTEE

John Finnegan

Karen Miksch

Program Manager
Sara Veblen-Mortenson

**Institutional Responsibility
and Accountability**
Phil Buhlmann, Amanda Termuhlen

**Student Education
& Engagement**
Sonya Brady, Alicia Leizinger

Evaluation & Research
David Golden, Linc Kallsen

Research Subcommittee
Katie Lust, Carolyn Porta

**Public Health
Awareness Campaign**
David Golden, Matt Kramer

Department Development
Rebecca Ropers, Chris Uggen

Required Faculty & Staff Training
Brian Burnett, Karen Hanson

What makes PIPSM unique—A public health approach

- **Community based.** Promotes collective action.
  - 62 formal stakeholders; grassroots advocates, and all faculty, staff, and students
- **Evidence-based.** Uses research and data to understand the causes of sexual misconduct as well as the conditions that enhance safety and healthy relationships.
- **Comprehensive.** Implements **s**trategies that complement and reinforce one another across the social-ecological model.
- **Focused.** Identifies effective strategies and practices as well as areas for improvement through evaluation.

Result: Long-term culture change and prevention

Lessons learned

- Moving beyond legal compliance is essential.
- Training is a key tool, but only as part of comprehensive multi-strategy prevention effort that increases awareness and knowledge in the goal of changing the University's culture and climate.
- On-going community assessment is vital to both evaluate program components and inform ongoing strategic development.
- Confidence in the University's ability to prevent retaliation and properly respond to reporting is critical and an important area of improvement for the University community.
- This work must be victim-centered and trauma-informed to validate and honor the harm done in our community.

Our aspirational goal

Our ultimate goal is to create and sustain a University culture where sexual misconduct including sexual violence and harassment of any kind is not part of our collective experience.

Positive data outcomes will demonstrate an increase in:

- Trust in University leaders to respond appropriately to reports of sexual misconduct
- Confidence in reporting incidents without retaliation
- Transparency in reporting processes and outcomes

Discussion questions

- What is the board's response to the aspirational goal of the President's Initiative?
- What are the board's aspirations for improving University culture?
- What would the board like to hear more about from us?

Thank you

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

AGENDA ITEM: Diversity in Twin Cities Undergraduate Education

| ☐ **Review** | ☐ **Review + Action** | ☐ **Action** | ☒ **Discussion** |

☐ *This is a report required by Board policy.*

PRESENTERS: Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Keisha Varma, Associate Vice Provost, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is to discuss progress toward the objectives outlined in the February 2018 Resolution Related to Diversity in Undergraduate Education on the Twin Cities Campus.

This item will include:

- Overview of the resolution.
- Current retention and graduation rates metrics for all students and student of color.
- Results from the SERU survey.
- Overview of University and collegiate diversity initiatives.
- Information about the University's Multicultural Student Success Committee and the North Star STEM Alliance.

BACKGROUND INFORMATION

The committee last received an update on the progress of the resolution at its December 2018 meeting.

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Diversity in Undergraduate Education on the Twin Cities Campus

WHEREAS, Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that "a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society"; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state's most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and
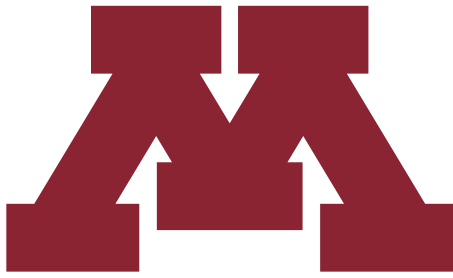
WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.

UNIVERSITY OF MINNESOTA
Driven to Discover℠

A Division of the Office of Undergraduate Education

MAY 2018-2019

BUILDING ON SUCCESS: MULTICULTURAL STUDENT RECRUITMENT

Office of Admissions

University of Minnesota

Dear colleague,

It is an honor to work side-by-side with University colleagues, community partners, and students and their families to enhance the diversity of the University of Minnesota Twin Cities undergraduate student body and to support student success at all levels. We are honored to be a part of a transformative season in students' lives. In our daily work, we have the privilege of working directly with eager young students as they progress to focused high school scholars, to high-achieving leaders on our own campus, to proud graduates who become leaders and advocates in our community.

In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. We are constantly developing and evolving our work to meet the needs of our students and their families. Staff in the Office of Admissions—in partnership and collaboration with staff and faculty from across the University—work tirelessly to connect with students and families, build personal relationships, and encourage students to take key steps toward enrolling at the University of Minnesota.

This report provides a high level overview of some of the University's comprehensive student of color and American Indian student recruitment efforts. At the heart of each program and initiative described in this report is a strong campus-wide commitment to diversity.

We thank our campus and community partners. Your collaboration and partnership is so important to recruit, enroll, and educate our leaders of tomorrow.

Sincerely,

Heidi Meyer

Heidi Meyer
Executive Director
Office of Admissions
University of Minnesota Twin Cities

Recruiting bright and curious students

As the Office of Admissions at the University of Minnesota, we orchestrate the University's campus-wide recruitment efforts in collaboration with campus partners. Enrolling an academically qualified, diverse student body is essential to the University's mission.

A **diverse** student body greatly enhances the academic and social environment of the campus and helps prepare students to thrive in a global society. One of the University's Student Learning Outcomes is that graduates are expected to "understand diverse philosophies and cultures within and across societies."

The recruitment and enrollment of students of color and American Indian students in the freshman class is a top priority of the University and the Office of Admissions. Twenty years ago, the University did not have a formal recruitment program in place. Since that time, the Office of Admissions has built an effective and highly regarded recruitment program. The majority of the University's student of color and American Indian recruitment efforts are focused in the state of Minnesota.

Student Success Is A Core Value

Student success is at the center of everything we do in the Office of Admissions at the University of Minnesota. Recruitment is the start of that focus. The University's emphasis on student success over the last decade has resulted in a steady increase of the freshman retention rate.

We review each applicant for strong student preparation at the high school level, as academic preparation is key to a student's college success. We require a student to report all courses and grades from their high school career to confirm they are ready for the U of M's rigorous university courses.

Although academic preparation is the foundation for a student's success on campus, we also consider other factors that may lead to a student's preparation for success at the University. The University's goal is to provide an educational environment that prepares our students "to be responsible and engaged citizens who, upon graduation, are ready to participate in and meet the challenges of a complex, diverse, and global society."

Holistic review:

Emphasizes the importance of giving individualized consideration to every applicant and provides operational guidance to ensure that admissions processes and criteria are both mission- and evidence-based to promote diversity and use a balance of experiences, attributes, and academic metrics.

Our **holistic review** process ensures we look at the whole student, which allows us to admit students who are academically ready for University study, and will also benefit from and contribute to our thriving and diverse campus environment.

We do not base our admissions decisions on an automated or numeric process. Our review process considers many factors, including a student's likelihood of success at the University. We consider those characteristics that lend themselves to the success of our enrolled students and consider characteristics we know enhance success with a likelihood of timely graduation.

Because no two students are alike, students with similar academic credentials may have different interests and experiences. The pool of applicants and fit for a particular program at the U of M can vary by student and freshman-admitting college. Our holistic review allows us to get to know each applicant, so that we can make the best admission decision possible for students and the University.

Using the holistic review process allows us to support students. Over the past decade the University has experienced record student satisfaction, retention, and graduation rates. These metrics inform our admissions practices as well as our recruitment and outreach practices.

A decade of enrollment and academic growth

Enrollment progress

At the University of Minnesota, through the use of our strategic recruitment and enrollment management practices, enrollment of students of color has increased significantly over the last 10 years.

Enrollment Growth of Students of Color

40.5% increase

1032 — Fall 2009
1450 — Fall 2018
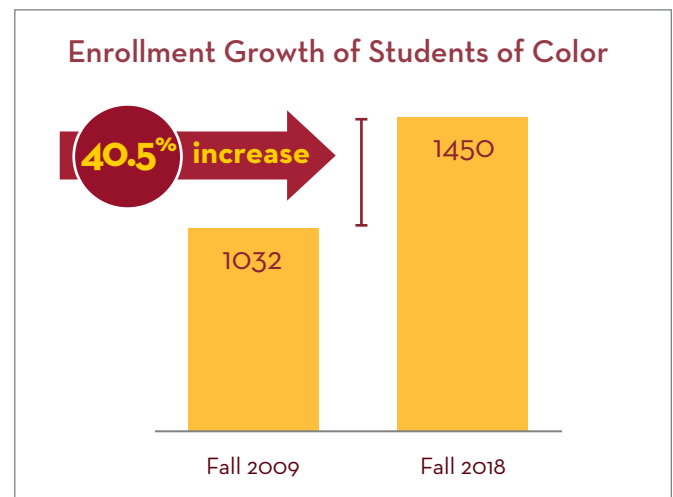
Additionally, the percentage of multicultural Minnesota high school graduates who enrolled as freshmen continues to be strong.

Academic preparation

The academic preparation of the freshman class, and students of color, has continued to increase in the past 10 years.

Increased high school academic preparation has shown to result in higher college retention and graduation rates. Despite declining and shifting demographics in Minnesota and surrounding states, the Office of Admissions has consistently met the University's enrollment targets and worked to enhance the diversity and academic preparation of the incoming freshman class. However, the recruitment environment is highly competitive.

We are recruiting a population of students who have numerous options for their college experience. The University's ability to continue to meet enrollment goals—especially in the face of shifting demographics—requires that we evolve and improve our recruitment approach.

Percent of Students of Color Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2017

Minnesota HS Graduates	24.73%
Minnesota ACT Takers	23.94%
UMNTC Minnesota Freshmen	28.77%
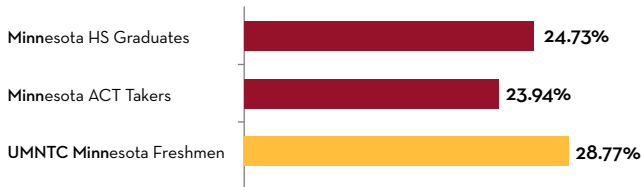
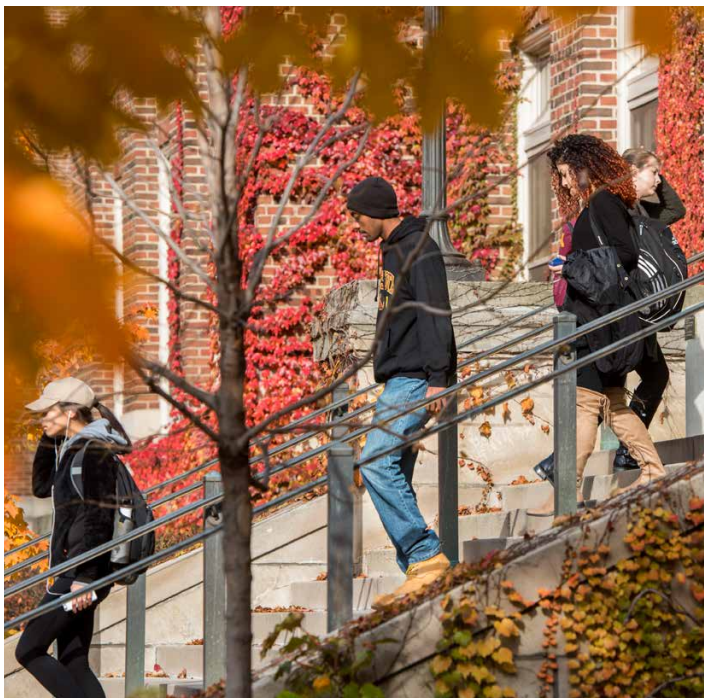**2.12%** We increased the percent of enrolled freshman students of color through our recruitment and outreach programs by 2.12% last year.

Note: Students of color include African American, Latinx/Hispanic, Asian, Hawaiian/Pacific Islander, and American Indian students

Recruitment Overview

Numerous enhancements made to the undergraduate experience and admissions program directly contribute to the University's outstanding enrollment success. Despite declining and shifting demographics in Minnesota and surrounding states, the Office of Admissions consistently meets the University's enrollment targets and enhances the diversity and academic preparation of the freshman class. College recruitment is highly competitive. We are recruiting students with numerous college options. To continue to meet enrollment goals—especially in the face of shifting demographics—we must continually evolve and improve our recruitment approach.

We follow **three basic philosophies in our freshman recruitment** to ensure we recruit and enroll a bright, curious, and diverse (broadly defined) freshman class every fall.

① *Conduct early and frequent outreach*

② *Provide authentic customer service to make enrollment easy*

③ *Sustain campus and community partnerships*

CONDUCT EARLY, FOCUSED AND FREQUENT OUTREACH

Early outreach

We develop relationships with prospective students throughout their high school careers and assist them with each stage of the college choice, application, and enrollment processes.

Focused and frequent outreach

We simultaneously target recruitment efforts to high school sophomores, juniors, and seniors to provide key information in the format they want it, when they want it. Managing three freshman classes at a time means communicating with hundreds of thousands of high school students, their families and high school counselors.

During each outreach phase, we implement strategic marketing campaigns and relationship-building initiatives to encourage students and their support network influencers (such as parents and school counselors) to take the next step towards enrolling at the University.

Event Highlight

The VIP Leadership Retreat is a multicultural student leadership opportunity for high school juniors hosted over three days and two nights in July by the University of Minnesota Twin Cities.

The Retreat provides students the opportunity to experience the University of Minnesota campus, meet with current U of M students, faculty, and staff, and learn more about the University's academic and extracurricular programs. The special retreat curriculum covers college planning, diversity and leadership, college success, and academic skills. Last year 100 students attended the event and 62 enrolled in the fall.

Reaching Future Gophers

We continue to optimize our online information and included a couple of new ways to reach high school counselors and multicultural students.

>> **Online Website Engagement** - Our website serves as a resource for students, families and high school counselors 24/7. In the past year, more than 300,000 unique Minnesota visitors accessed the admissions site.

>> **"Ask A Gopher" Minnesota Virtual Panel**
To reach more future students, we hosted a student panel featuring 3 current U of M students from greater Minnesota and an Admissions Counselor. We broadcast the Q&A session using "YouTube Live" to bring it directly into the homes of potential new students across the state. Between the live broadcast and post-event viewings, the video reached more than 239 students, families and high school counselors.

>> **Webinar for high school counselors** - High school counselors may not always have time or budget to travel for professional development meetings. We hosted a webinar this year to help counselors stay updated about key U of M admission information and balance their busy schedules. Twenty-eight counselors participated.

Recruitment and Communications are interwoven to provide the most targeted and personal interaction possible with each prospective student and their family.

▶ **Recruitment** is a campus-wide, collaborative effort led by the Office of Admissions in partnership with University faculty, staff, currently enrolled students, and alumni. Given that college-aged students are being aggressively recruited by colleges in Minnesota and across the country, it is essential that we make it easy for students to take key steps towards enrollment.

Recruitment programs and efforts include:

201 high school visits to schools across Minnesota, sending admissions counselors directly into the school buildings to build relationships with school counselors, career counselors, and college-bound students.

93 Minnesota college fairs attended across the state and a commanding and engaging presence at the National College Fair in the Minneapolis Convention Center.

41 presentations

20 high school counselor events

15 scholarship events

10 application workshops

5 system campuses partner throughout the year on state-wide recruitment events

NEW! **1** YouTube Live event (featured MN students sharing their experiences).

▶ **Commitment events** provide an opportunity for admitted students to come back on campus and learn more detailed information about their specific college and program. We hosted four special events in March designed to help multicultural students hear from current students about their experiences, provide an opportunity for future and current students to meet and ultimately help future students learn more about multicultural community opportunities on campus. More than 550 students and their family members attended, with nearly 80% choosing to attend the University in the fall.

▶ **Targeted communications** are designed to support a recruitment strategy to provide extra-mile customer service and develop personal relationships to bring a diverse and academically prepared student body to campus.

Targeted recruitment communications include:

» Showcase the benefits of attending the University of Minnesota Twin Cities

» Distinctly convey the inspiring tone surrounding curiosity and discovery

» Contain a clear call to action to facilitate next steps in admissions/enrollment process

» Use multi-channels and contain appropriate messaging to both students, families and high school counselors

Examples of Recruitment Activities include:

» Application Workshops hosted at high schools each fall.

» Community-specific recruitment events like: Multicultural Connections: A University of Minnesota Event for Young Men; VIP Leadership Retreat

» Group visits coordinated together with partners like La Raza, Hmong Student Association, American Indian Student Cultural Center, TRIO Program and more.

» Alumni Ambassador outreach to connect recent alumni with prospective students within multicultural communities.

PROVIDE AUTHENTIC CUSTOMER SERVICE

Our admissions team is set up to provide exceptional customer service to build 1:1 relationships with students. This approach makes it easy to access and interact with the University and is often noted as a key differentiator for prospective students exploring our institution.

We strive to have personal outreach between students and our professional admissions counselors throughout the college search, application, and enrollment steps. This approach is strengthened by expansive communications outreach and cross-campus collaboration for events and visits.

Phone calls

A unique component of our customer service involves phone calls from our admissions counselors, student-staffed call team and admissions ambassadors. In addition to our tours, visits, mailings and emails, we reach out to students who've expressed interest in the University via phone for 1:1 communication and information sharing.

Multicultural student calls:

72,148

Our customer sevice includes calls and talks from current students, staff, and volunteer admissions ambassadors. Shown here are a few ambassadors.

Dedicated Multicultural Recruitment Team

While the entire Office of Admissions staff is committed to the recruitment of students of color and American Indian students, there is a team of five full-time, professional staff members and one shared position working 25-percent time in the Office of Admissions and 75-percent time in the Circle of Indigenous Nations.

The work of these staff members includes specific responsibilities for outreach to and recruitment of high school students of color and American Indian students. These staff members serve as personal contacts for students and their families. They build relationships with students and frequently visit high schools with high enrollments of students of color and American Indian students throughout the academic year. They also take the lead in coordinating the Office of Admissions' involvement at community events.

Student staff component: Authenticity and engagement

The Office of Admissions also staffs a team of student territory managers. These currently-enrolled students build relationships with prospective students of color and American Indian students. They refer questions to professional admissions counselors and work closely with the student of color recruitment team to ensure that students receive quick answers to their questions. Student territory managers also follow up by mail and email with students they cannot reach by phone.

Our admissions counselors serve as a highly visible connection point between prospective students and families, community leaders, and campus communities. Our admissions counselors' relationship building efforts are at the heart of our work.

Student group partnerships

The Office of Admissions continues to work closely with several on-campus student groups and involves current students in all aspects of student of color and American Indian student recruitment including:

» Student panels both on- and off-campus

» Recruitment events

» Student calling outreach

» Student visit experiences.

Campus Partners:

» Seven U of M freshman admitting colleges

» Office for Equity and Diversity

» The Multicultural Center for Academic Excellence (MCAE)

» Student cultural centers

» Ethnic studies programs

SUSTAIN CAMPUS AND COMMUNITY PARTNERSHIPS

On-campus collaboration

In orchestrating the University's recruitment efforts, the Office of Admissions collaborates closely with all seven of the University colleges along with key departments to plan events and communications with prospective students.

By working closely with the University's colleges, we can leverage resources and increase touchpoints with students. Personal interaction with prospective students and collaborative efforts are central to effective student recruitment and enrollment efforts.

These partnerships have also been key to connecting prospective students with faculty, staff, and enrolled multicultural students, while also showcasing the academic, experiential and social opportunities at the University.

Specialized recruitment events

We coordinate targeted events to engage prospective Minnesota students and help them explore all that the University of Minnesota has to offer. Events are family-oriented and showcase the University's current students, faculty and staff, academic programs, and student groups.

This approach ensures everyone is working toward a shared focus of attracting Minnesota's students to the University of Minnesota.

Strong community partnerships

We are proud to partner with many community colleagues and organizations in our expanding access to students and in support of the University's enrollment efforts. A cornerstone of the University's commitment to Minnesota student outreach and recruitment is a focus on working with community members to support student college exploration and preparation as we encourage students to consider the University of Minnesota for their college home.

Community Partners Include:

CLUES

A linguistically and culturally relevant resource and service nonprofit organization founded by Latinos for Latinos. Their programs and services connect individuals and families to resources, skills, institutions, and systems and create an environment for people to be engaged and empowered.

Genesys Works

Provides pathways to career success for high school students in underserved communities through skills training, meaningful work experiences, and impactful relationships.

Indian Education Program High School and Campus Visits

The University's American Indian Recruitment Coordinator works closely with Indian Education counselors in select high schools, and also with educators at Leech Lake Band of Ojibwe, Red Lake Band of Chippewa Indians, Fond Du Lac Band of Lake Superior Reservation, Shakopee Mdewakanton Sioux (Dakota) Community, White Earth Reservation, and Mille Lacs Band of Ojibwe to host students on campus and learn about academic programs.

Minnesota Association of Counselors of Color (MnACC)

A post-secondary collaborative association of two and four-year public and private colleges dedicated to improving access to higher education for Minnesota's students of color.

The Tazel Institute

This program exposes African-American male students to career opportunities. Over the past three years, the Office of Admissions has hosted more than 120 male students from the Rosemount, Apple Valley, and Eagan School District to share information about admission into the University and the opportunities that exist at the University.

Our community partnerships ensure that students gain important access to the opportunities that exist at the U of M, and provide the University with opportunities to connect and build relationships with students so they may fully consider the University of Minnesota as one of their college options. The interactions fostered through our partnerships provide students with the experiences and interactions that give students the information and tools they need to prepare for a successful undergraduate experience at the U of M.

A path for the future

The University has also teamed up with seven public two-year campuses around Minnesota to offer the Minnesota Cooperative Admissions Program (MnCAP), a guaranteed admissions program offered to transfer students only. Students who enroll in the program are guaranteed admission to select majors within seven University colleges so long as they complete an AA degree or the Minnesota Transfer Curriculum, complete appropriate prerequisite and introductory courses within the intended major while maintaining a minimum GPA, and meet the priority application deadline.

The University has also partnered with Minneapolis Community and Technical College (MCTC) to offer a first-year experience course. Taught on the MCTC campus, Gopher Path FYST is designed for students planning to transfer. The course introduces students to college structure and expectations, resources, learning approaches, and provides academic and career exploration specifically as they relate to the student's intention of attending the University of Minnesota.

Even though great progress has been made in recruiting students of color, further progress is needed. Recruitment of this critical community remains a top priority.

The Office of Admissions continually works to expand and enhance the effectiveness of its recruitment efforts.

Published June 2019. University of Minnesota Office of Admissions.
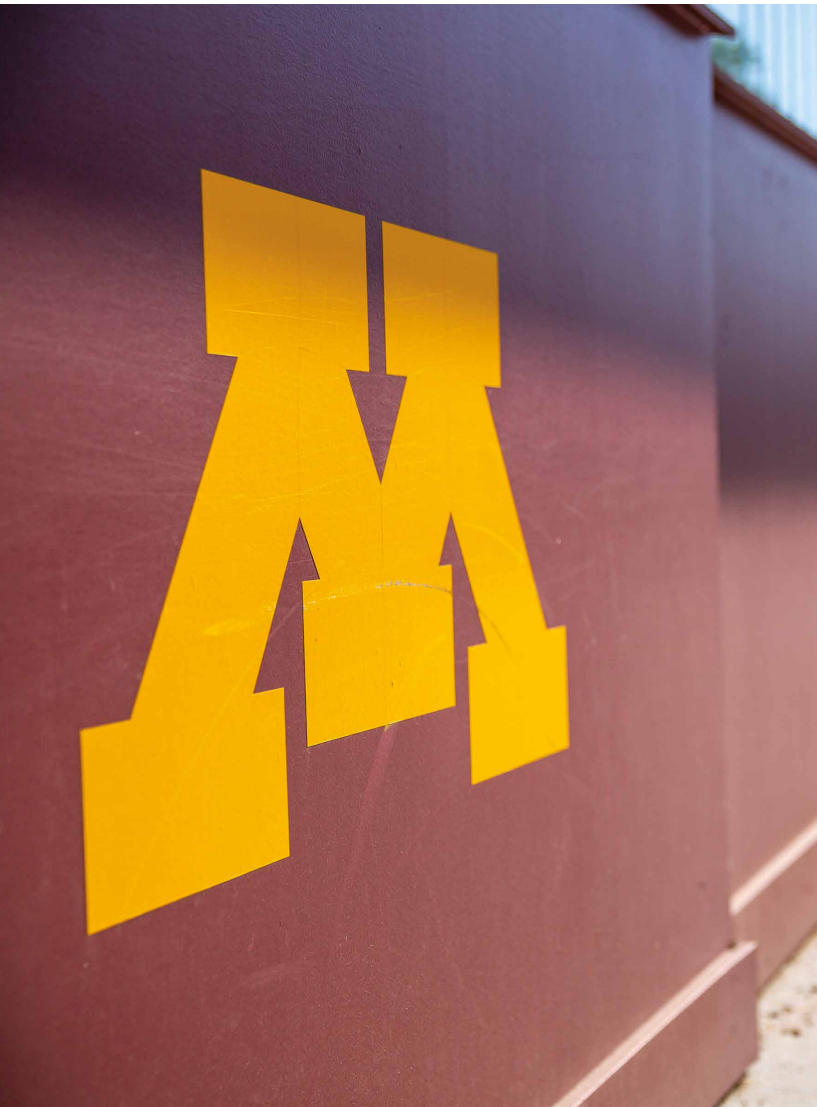
UNIVERSITY OF MINNESOTA

Driven to Discover℠

Office of Admissions
A Division of the Office of Undergraduate Education
240 Williamson Hall, 231 Pillsbury Dr. S.E.
Minneapolis, MN 55455-0213
Phone: 612-625-2008 or 1-800-752-1000
Website: admissions.tc.umn.edu

Multicultural Student Success Committee

Report submitted August 15, 2019

Page 1

Background

In the fall of 2018, the University of Minnesota reported an enrollment of 7,464 undergraduate students of color. This represents 24% of the student body, an increase of 8% over the past 15 years. During this time, student success metrics have risen for all students with retention and graduation rates at the highest levels in university history. However, the experience of students of color lag behind white students in retention, graduation and satisfaction.

In 2018, the Board of Regents passed the Resolution Relating to Diversity in Undergraduate Education at the University of Minnesota Twin Cities, outlining specific measures aimed at improving the experiences and outcomes of multicultural students. Through the lens of strategic enrollment initiatives and the University's Enrollment Plan, the Multicultural Student Success Committee (MSSC) was formed in August of 2018 to specifically support the measures to:

- reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025
- improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

Charge

The goal of the Multicultural Student Success Committee (MSSC) was to make recommendations to improve the retention, graduation, and success of undergraduate students of color on the Twin Cities campus. The committee was charged by the Strategic Enrollment Management Committee and worked to coordinate efforts with the broader enrollment efforts and across campus initiatives.

Specifically, the MSSC was charged to:
1. Review existing data in order to identify barriers to student success for multicultural students.
2. Identify and coordinate the various programs, services and units working with predominantly multicultural student populations to assure alignment and coordination.
3. Identify gaps, trends, and/or ideas to enhance support of various student populations.
4. Work with other committees on campus who are engaged in addressing similar issues.
5. Brings items/issues to Strategic Enrollment Management Committee and others as appropriate.
6. Recommend strategies for improvement to address the graduation gap and campus climate.

Committee members were appointed by associate deans in the colleges and leaders in Office of Undergraduate Education, Office for Student Affairs, and the Office of Equity and Diversity. See Appendix B for a full list of committee and subcommittee members.

Actions Taken

The MSSC met from August 2018-June 2019. The committee's work was a collaborative effort by its members and informed the committee's final recommendations proposed in this report.

Subcommittees

From the committee expertise and understanding of the student experience, five themes emerged as areas for subcommittee work. Subcommittees met throughout the year in addition to the MSSC.

Student Services, Support, & Programs
Charge: To analyze the inventory of current programs on campus, look for gaps, duplication, and ways to collaborate to create a campus-wide effort.

Outcomes, Structure & Institutional Barriers
Charge: To identify macro level institutional policies, procedures, and institutional culture that impede student success including retention, persistence, and graduation of students of color.

Faculty & Classroom
Charge: Develop system-wide strategies to implement best practices for faculty development & classroom pedagogy.

Building Community & Diversity Values / Training & Development
Charge: To intentionally promote and educate the values of diversity and equity that impacts all people of the U of M system and the broader MN community.

Data Alignment and Data Subcommittee

MSSC identified overarching questions regarding multicultural student success and experiences to inform the group's work. The MSSC Data Subcommittee was formed to link these questions to numerous sources where they may be answered or partially answered. A high-level overview of data linking to the guiding questions is found in Appendix C.

Guiding Questions:
- What is the classroom experience like for students of color?
- What types of service-oriented support make a difference for students?
- What experiences contribute to students' success? What gets in the way?
- Why do first-year students leave?
- How do students experience belonging?
- How engaged are students (in- and outside the classroom)? What helps/hinders?
- How do students describe/experience campus climate?
- How does the University express its values relating to diversity, equity and inclusion?
- What can the University do to make a more desirable experience for students?

Page 3

Inventory of Multicultural Offerings

There are a variety of services and offerings for underrepresented students but not a clear picture of where these opportunities exist, whom they serve, and how well they are aligned in serving students. To create a more comprehensive understanding, the MSSC conducted a survey of undergraduate offerings specifically designed for students of color. This mapping allowed the committee to inventory current offerings and identify programmatic and service gaps. Given the range of offerings and various assessment measures, the committee did not evaluate services. Highlights include:

- 85 programs, services or initiatives and 75 student groups were offered in 2018-19 specifically for indigenous and students of color
- Most programs are offered for students in the first year with less structured opportunities as students progress
- Transfer students have less offerings and structured opportunities/programs

Listening Sessions

Listening sessions were conducted to hear directly from students what barriers or structures hinder their success and what support services, programs, or offices have been beneficial to their success. Committee members worked in partnership to conduct 11 listening sessions with approximately 90 students of color participating. These sessions were held in existing communities with facilitators who were familiar to students. The hope was to obtain more forthcoming and nuanced feedback that they may not share in university surveys. Listening sessions were held in: APARC, St. Paul (CFANS/CDES), CSE, MCAE, PES, CEHD, Coffman Student Union 2nd floor student groups (OSA), and CBS shared data from a recent listening session.

Analysis of SERU Qualitative Responses

As part of the committee work, qualitative data from the 2018 Student Experience at a Research University (SERU) survey were analyzed in order to understand how meaningful learning is experienced by Students of Color. Responses from students of color were analyzed for the following question: "What is one of the most meaningful learning experiences you have had at this University?" An executive summary is found in Appendix D and a more detailed report is available upon request.

Exploration of a Diversity, Equity and Inclusion Online Module

The idea of a campus-wide training on Diversity, Equity and Inclusion (DEI) evolved early in the Multicultural Student Success Committee (MSSC) meetings as a means to improve campus climate for all students. The committee explored a new online module offered by Everfi as subject matter experts, reviewing the content of the DEI module and possible implementation on the UMTC campus.

Page 4

Campus Conversations

Campus conversations regarding the role of faculty and classroom climate with the Directors of Undergraduate Studies at the fall OUE meeting and the Council on Undergraduate Education. Facilitated by MSSC Co-Chair, Sean Garrick.

Recommendation Development

Each of the subcommittees were asked to develop "big ideas" that they believed would move the dial on decreasing graduation gaps and improving campus climate for students of color. These primary recommendations were to be data-driven, scalable and innovative. Subcommittees were also encouraged to identify additional recommendations that were more attainable but still considered impactful to the student experience (secondary recommendations). Each committee developed recommendations with supporting rationale and documentation for the entire committee to review. The MSSC selected the following recommendations addressing financial aid, structural barriers, classroom climate, and direct student support.

Page 5

Primary Recommendations

The following recommendations represent strategies that will contribute to improving student success for multicultural students.

Recommendation 1: Increase Financial Support for Low-Income Students

Financial support for underrepresented populations is a top strategy to improve student success. The high financial cost of attending college is an ongoing access and degree completion barrier for students of color as indicated in the quantitative and qualitative student data collected. The intersectionality of low-income, first-generation and student of color identities compound as barriers to students' degree completion. Of the undergraduate students of color enrolled Fall 2018, 43% were low-income students, with 12% of these students Pell-eligible and 31% Pell-eligible <u>and</u> first-generation. In addition, the university should address institutional barriers which negatively impact low-income students and provide embedded support to increase students' financial knowledge and skills.

> *Action: Offer more need-based scholarships for low-income students where currently 50% of Pell-eligible students are also students of color. Establish a student financial success subcommittee that will oversee alignment of financial success support and more intrusive financial success coaching for low-income students of color.*

Recommendation 2: Examine Institutional Structures and Effectiveness

The MSSC inventoried current student offerings to map the types of services and opportunities offered to students of color. However, due to time, resources and committee make-up, the MSSC was unable to evaluate the scope or effectiveness of current structures, program alignment and existing programs and services. We suggest convening a small committee to develop an implementation strategy and timeline to conduct an equity-minded student success review with the possibility of external evaluators, consultants or diversity scorecard tools. Included in this effort should be the creation of common measures for evaluation to capture a more cohesive and sustainable narrative to student support and success efforts.

> *Action: Conduct an equity-minded examination of the campus-wide effectiveness in supporting multicultural students to evaluate and inform structural alignment and campus initiatives needed to meet students' needs.*

Recommendation 3: Improve the Classroom Climate

From the MSSC Listening Sessions, 91% of responding students of color believe that their classroom experience is impacted because of their diverse identities.

> *"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 feels about certain curriculum it's stressful and gets old."*

> *"My faculty members do not represent me or look like me and sometimes it is discouraging. They also don't understand, or care, about how personal factors/crisis can really impact school"*

> *"In our discussions I am the only Hispanic in the room. They are dismissive of what I have to say. Maybe it's because I'm Hispanic. I feel like I have to prove that I know what I'm talking about."*

Page 6

The retention and satisfaction of students of color and American Indian students is directly tied to their experiences in the classroom. When students see their communities represented in the curriculum, and their identities respected through inclusive pedagogy, qualitative and quantitative outcomes improve, students experience a greater sense of belonging, and they are more likely to succeed at course expectations and proceed towards graduation. Many of our faculty are already skilled at facilitating inclusive spaces. All can benefit from ongoing support and training opportunities which are available through the Center for Educational Innovation and the Office for Equity and Diversity. Unfortunately, for faculty not versed in the 21st-century skills, there is little incentive to develop these skills. Too often they are considered an add-on, rather than integral to the process of teaching and learning. The University of Minnesota's hiring and tenure review processes need to be updated to reflect the necessity of racial equity and cultural awareness.

> *Action: Convene a committee of distinguished faculty, along with staff from the Center for Educational Innovation, to address teaching practices that support positive classroom climate and recommendations to sustain inclusive practices and accountability.*

Recommendation 4: Increase direct support and programs for multicultural and underrepresented students.
Based on the inventory of multicultural student offerings, the committee identified gaps in service or support for students that should be addressed. Currently, a great deal of attention and support is focused on students' first year experience, which by causation or correlation also sees minimal or no gaps in first year retention between students of color and white students. Efforts beyond the first year are fewer, more optional, and less tailored to supporting students through complex student success barriers and preparing for post-graduation success. There is also a lack of programs and services tailored to transfer students in which students of color make up 28% of the entering fall cohort. This recommendation should be addressed by investing new resources towards data-driven strategies, aligning existing resources to create more intentional pathways across campus, and expanding existing student services to include more equity-minded service strategies.

> *Action: Invest in direct services and initiatives to support individual students throughout their undergraduate experience. The committee identified three specific initiatives:*
> - Implement success coaching as a model to provide holistic and individualized support for underrepresented students.
>   - This strategy has proven successful for low-income, first-generation and students of color at peer institutions. Ideally, UMTC would add more advising lines and/or success coaches to increase individualized support. Given financial limitations, an alternative is to create an extensive on-campus training program to embed coaching skills and techniques in existing academic advising, President's Emerging Scholars and other student services units.
> - Develop programming aimed at specific underrepresented populations beginning with indigenous men and men of color and expanding where data indicates.

Page 7

- ○ During the 2018-2019 academic year, staff and faculty men of color created the iMEN Retreat to support students identifying as indigenous men and men of color which was well received by students and community members.
- Invest in programs and retention initiatives geared beyond the first year and targeting transfer students.
  - ○ There is no gap in first-year retention between students of color and white students. As students progress, the retention gap emerges and grows. When analyzing the multicultural student offerings, many programs were geared for first-year students, leaving a gap in support for students in later years as well as for entering transfer students.

Page 8

Additional Recommendations

The following recommendations are viewed by the committee as valuable and worthy of attention. Some are more accessible for implementation while others are out of the scope of this committee's exploration.

- Online module introducing Diversity, Equity and Inclusion during students' first year
    - A pilot is being explored in the College of Liberal Arts First Year Experience

- Create a coordinated web page highlighting the resources, services and programs aimed at underrepresented populations
    - OED has agreed to lead this effort

- Create common measures for evaluation to capture a more cohesive narrative to student support and success efforts
    - Embed this effort in Recommendation 2 efforts

- Institutionalize support for the Asian Pacific American Resource Center (APARC) which is on its 4th year of a 5 year grant
    - Embed this effort in Recommendation 2 efforts

- Increase Mental Health support for students of color
    - Encourage OSA and colleges to invest in additional resources

- Create an ongoing committee focusing on multicultural undergraduate student success
    - OUE will work with key partners to determine structure and charge

Page 9

Appendix A: Board of Regents Resolution

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Diversity in Undergraduate Education on the Twin Cities Campus

WHEREAS, Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that "a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society"; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state's most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.

Page 10

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.

Appendix B: Multicultural Student Success Committee & Subcommittee Membership

Sean Garrick, Associate Vice Provost, OED/Faculty, CSE (Co-Chair)
LeeAnn Melin, Assoc. Vice Provost for Student Success, OUE (Co-Chair)
Joseph Ballard, II, Coordinator for Diversity Retention and Recruitment, CFANS
Steve Cisneros, Director, President's Emerging Scholars, OUE
Anita Gonzalez, Teaching Consultant, Center for Educational Innovation
Lisa Gruszka, Director of Orientation Programs, Orientation & Transition Experience, OUE
Amy Hackett, Director of Central Advising Initiatives & Special Scholarships, OUE
KC Harrison, Youth Studies Program, School of Social Work, CEHD
Kate Hemmer, Assistant Registrar, Academic Support Resources
Kong Her, Program Director, Asian Pacific American Resource Center (APARC)
Alexander Hines, Director of Diversity, Equity, and Access, CLA
Linda Kim, Academic Advisor, College of Design
Nikki Letawsky Shultz, Assistant Dean, College of Biological Sciences
Beth Lingren Clark, Assoc. Vice Provost for Strategic Enrollment Initiatives, OUE
Michelle Livingston, Sr. Academic Advisor, CLA
Anise Mazone, Director, Multicultural Student Engagement, OSA
Peyton Owens, III, Associate AD/Student-Athlete Development/Diversity & Inclusion
Fernando (Fernie) Rodriguez, Assist. Dir of Social Justice & Inclus, Housing & Res Life
Jillian Rowan, Senior Coordinator, Circle of Indigenous Nations, MCAE
Shezwae Fleming, Interim Director of MCAE, OED
Jeannie Stumne, Director, Career Services, CEHD
Marquis Taylor, Academic Advisor/Diversity and Inclusion Coordinator, CSE
Maggie Towle, Vice Provost for Student Affairs, OSA
Allyson Trochez, Director of Diversity, Carlson School of Management
Shelly Wymer, Office of Measurement Services/SEMC Data Comm Rep

MSSC Subcommittees:

Student Services, Support, & Programs
Joseph Ballard II (chair), Office for Diversity and Inclusion, CFANS
Kong Her, Asian-Pacific American Resource Center, CEHD/CLA
Nina Hernandez-Beithon, Student Counseling Services, OSA
Linda Kim, Academic Advising, CDES
Anise Mazone, Multicultural Student Engagement, OSA
Will O'Berry, President's Emerging Scholars, OUE
Emily O'Hara, Care Program, OSA
Jillian Rowan, Circle of Indigenous Nations/Multicultural Center for Academic
Jeannie Stumne, Career Services, CEHD
Marquis Taylor, Academic Advising/Diversity and Inclusion, CSE
Allyson Tróchez, Diversity Initiatives, CSOM

Page 12

Outcomes, Structure & Institutional Barriers

Linda Kim (chair), Academic Advising, CDES

Joseph Ballard II, Office for Diversity and Inclusion, CFANS

Courtney Bell, MLK Program, CLA

Sara Carvell, Student Services Fee & Spirit Initiatives, OSA

Caley Conney, Recreation Sports and Wellness, OSA

Shezwae Fleming, Interim Director of MCAE, OED

Kate Hemmer, ASR-Office of the Registrar, OUE

Melanie Johnson, MLK Program, CLA

Beth Lingren Clark, Strategic Enrollment Initiatives, OUE

Gayle Smaller Jr, MLK Program, CLA

Faculty & Classroom

Steve Cisneros (chair), President's Emerging Scholars, OUE

Thorunn Bjarnadottir, International Student Scholars Services

Jessica Chung, LEAD-UP, OSA

Anita Gonzalez, Center for Educational Innovation

K.C. Harrison, Youth Studies, SSW, CEHD

Kate Hemmer, ASR-Office of the Registrar, OUE

Jungeun Park, College of Education & Human Development

Fernando Rodriguez, Housing & Residential Life

Building Community & Diversity Values/Training & Development

Evonne Billotta-Burke (co-chair), LEAD-UP, OSA

Alex Hines (co-chair), Director of Diversity, Equity, and Access, CLA

Lisa Gruszka, Orientation & Transition Experiences, OUE

Amy Hackett, Advising Initiatives, Office of Undergraduate Education

Michelle Livingston, Academic Advising, CLA

Meaghan Miller-Thul, Parent and Family Program, OSA

Gayle Smaller, Jr., MLK Program, CLA

Marquis Taylor, Academic Advising/Diversity and Inclusion, CSE

Page 13

Appendix C

Executive Summary of Multicultural Student Data 2019

Prepared by the MSSC Data Subcommittee

Overview

The University of Minnesota Twin Cities Campus is focusing on the experiences of multicultural students supporting the Board of Regents Diversity Resolution passed in February of 2018. Through the lens of strategic enrollment initiatives and the University's Enrollment Plan, the Multicultural Student Success Committee (MSSC) was formed in August of 2018. The committee charge was to enhance experiences and multicultural student success and more specifically supports the Regent's Resolution which aims to:

- reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025

- improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates

As the committee formed and identified subcommittees, members asked many questions about multicultural students' experiences and the data we have to inform our efforts. A member from the Data Subcommittee served on the main committee and led this effort. Committee members identified several guiding questions. The MSSC Data Subcommittee linked these questions to numerous sources where these questions may be answered or partially answered. **This report synthesizes the data from multiple projects and is designed to provide a high-level overview of data linking to the guiding questions.**

Guiding Questions

1) What is the classroom experience like for students of color?

2) What types of service-oriented support make a difference for students? What experiences contribute to students' success? What gets in the way?

3) Why do students leave?

4) How do students experience belonging?

5) How engaged are students (in- and outside classroom)? What helps/hinders?

6) How do students describe/experience campus climate?

7) How does the University express its values relating to diversity, equity, and inclusion?

8) What can the University do to make a more desirable experience for students?

Page 15

Findings

This section includes findings that correspond to the guiding questions. The committee focused primarily on SERU findings and findings from the Multicultural Student Success Committee Listening Sessions focusing on students of color which is not defined to include international students. The University has many sources of data yet to be explored.

Guiding Question #1: What is the classroom experience like for students of color?

Students' experiences are highly variable by their race/ethnicity, for instance:

SOURCE: SERU 2018

- Black, Latinx, international, and White students are all significantly **more likely** than Asian students to indicate that they spend more time
  - contributing to class discussion.
  - asking insightful questions in class.
  - bringing up ideas or concepts from different courses during class discussions.

- Black, White, and Latinx students are **more likely** than Asian students to have a class in which the professor knew or learned their names.

- White students are significantly **more likely** than Asian, international, and Black students to indicate that they frequently experience
  - students being treated equitably and fairly by faculty.
  - faculty maintaining respectful interactions in classes.
  - opportunities for active participation in classes.

- White students are significantly **more likely** than Asian and Black students to frequently experience
  - open channels of communication between faculty and students.
  - instructors who increase their enthusiasm for the subject material.

- White students are significantly **more likely** than Asian and Black students to be satisfied with the following areas:
  - quality of faculty instruction
  - availability of courses for general education requirements
  - availability of courses needed for graduation
  - access to small classes
  - access to faculty outside of class
  - ability to get into the major that they want

Page 16

Inequities by Identity

SOURCE: MSSC Student Listening Sessions

91% of students of color said that their learning experiences are affected by their identities in challenging or inequitable ways as compared to White students.

> *"as a [person of color] I am always on the spotlight. I feel like my identity is always looked at even if it's just sitting in a classroom"*

> *"...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 feels about certain curriculum it's stressful and gets old."*

> *"Being in a classroom where I am one of the few colored students can be empowering because we are able to give our own opinions to others. On the other hand, being a student of color with peers that aren't open minded can make me feel oppressed and unimportant, making me dreading attending a class. When a teacher doesn't help stand up for me, I resent them and have less of a desire to learn the material."*

> *"My faculty members do not represent me or look like me and sometimes it is discouraging. They also don't understand, or care, about how personal factors/crisis can really impact school"*

> *"My identity does affect my classroom experience. One can simply tell when I am treated differently by peers or given different expectations compared to others. Although I will never let it hinder me, it does affect me."*

> *"In our discussions I am the only Hispanic in the room. They are dismissive of what I have to say. Maybe it's because I'm Hispanic. I feel like I have to prove that I know what I'm talking about."*

> *"Sometimes I feel like I have such a hard time understanding and learning in class. Sometimes I feel like my professor tends to ignore me because I'm more quiet or doesn't include me how she/he would other non-Hmong"*

> *"Sometimes there are things I want to share but am too tired to share. I am not even learning."*

> *"We are minorities of a country run by whites and an institution that is predominantly white; we may feel inferior/afraid to speak up or give our opinions in many cases."*

Page 17

Guiding Question #2: What types of service-oriented support makes a difference for students?

Support Services
SOURCE: MSSC Listening Sessions
(Many of the students interviewed participated in informal listening sessions hosted by some of the support services and program mentioned.)

Top support services, programs, or offices critical to success as reported by students of color

- Multicultural Center for Academic* Excellence
- President's Emerging Scholars*
- Asian Pacific American Resource Center*
- TRIO
- Writing Center

- One Stop
- Boynton Health
- Martin Luther King Jr. Program
- Center for Academic Planning and Exploration
- Pet Away Worry and Stress
- Student Counseling Services

All other support services, programs, or offices mentioned as being critical to student success (listed alphabetically):

- Academic Skills Counseling/Coaching
- Admissions Office
- American Indian Student Cultural Center
- Asian Student Union
- ASPIRE APARC Mentoring Program
- Aurora Center
- Black Motivated Women BMW
- Black Student Union
- Career Services
- Carlson Undergraduate Advising
- CASA SOL
- CCEL
- CEHD Advising
- CEHD Student Support Services*
- Charlotte's Home LLC
- CLA career services
- CLA Office/Advising
- Computer lab
- CSE Career Services
- David Larson Scholarship
- Dean's Scholars Program in CBS
- Disability Resource Center
- Family Social Science Dept
- Global Studies Advising office

- Gopher Chauffeur
- Honors Program
- Housing and Residential Life
- American Indian Cultural House
- Individualized Degree Programs IBS
- Institute of Electrical and Electronic Engineers
- International Students and Scholars Services
- La Raza
- Latina International Student Association
- Leadership Minor
- Students Legal Services
- Library
- Living and Learning Community
- Minnesota Student Association
- National Society of Black Engineers
- Northstar STEM Alliance
- Office for Equity and Diversity
- Organizational Leadership, Policy, and Development Department
- Our Voices
- Paratransit
- Philippine Student Association
- Professor/TA

Page 18

- PSEO Department
- Psychology Department
- SMART Learning Commons

- Society of Hispanic Professional Engineers
- Society of Women Engineers

*indicates offices who hosted a listening session

Of the campus support services, programs, or offices you use, what is it about them that is helpful to you?

- Friendly, Responsive, Supportive (31%)
- Opportunities/Resources (22%)
- Welcoming (comfortable, clean, etc) (13%)
- People look like me/Diversity (9%)
- Staff are Knowledgeable (9%)
- Individuality (8%)
- Advocacy (8%)

Guiding Question #2: What experiences contribute to students' success? What gets in the way?

Finances
SOURCE: 2018 SERU and (2019 Undergraduate Pulse Survey)

- **7.1% of students of color indicated that they were struggling** (barely meeting expenses with large sacrifices) and 25.9% indicated they were just getting by (paying expenses, but making some definite sacrifices).

- **9.5% (11%) of students of color would definitely be willing to talk to a student peer financial coach about their personal finances** and 15.8% (18%) would probably be willing to talk to a student peer financial coach about their personal finances.

- **Students of color report being more concerned than White students paying for their undergraduate education** (now and also for next year), are more likely to have received Pell grants than White students, and are more likely to have skipped or cut the size of meals because there wasn't enough money for food (2018 & 2019).

- **Students of color who work *on* campus have a significantly higher sense of belonging** than students of color who work *off* campus (2018 & 2019).

Page 19

- Common themes in the 2018 SERU qualitative data related to finances are as follows:
  - **Employment:**
    - [Having to work more hours, work more jobs, to make ends meet](#) - 224
  - **Housing:**
    - [students mentioned the high cost of living expenses both on/off campus](#) - 62
    - [students mentioned commuting or living at home to save costs](#) - 33
    - [Expensive off-campus housing](#) - 35
    - [Expensive on-campus housing](#) - 39
    - [Homelessness](#) - 1
    - [Struggles paying rent](#) - 53
  - **Food:**
    - [students mentioned the high cost of food](#) - 26
    - [Food desert around the U](#) - 4
    - [Food insecurity](#) - 20
    - [Meal plan too expensive](#) - 22

Housing
SOURCE: 2018 Housing and Residential Life Spring Check-In Survey (all students, not just SOC)

- Over 70% of White students and students of color agreed or strongly agreed with the following statements:
  - I can call my residence hall/apartment my home away from home.
  - I feel respected in my residence hall/apartment.
  - I feel accepted in my residence hall/apartment.
  - I feel like I can be myself in my residence hall/apartment.
- The top three reasons why students decide to move out of University housing…
  - believe that it will be less expensive to live off campus,
  - they prefer an environment that provides more independence/autonomy,
  - and they would like more space.
- The one thing that would have kept the majority of students living in University housing was if it were less expensive.

Working
SOURCE: Orientation & Transition Experiences Surveys

- 9.6% of students of color disagreed with the statement, "My 1:1 financial aid counseling has provided me with the information I needed," compared to 6.96% of white students. (First-year Orientation Evaluation)

Page 20

- 14.6% of students of color disagreed with the statement "My 1:1 financial aid counseling has made me feel more at ease about managing college costs" compared to 15.72% of white students. (First-year Orientation Evaluation)

- 45% of students of color reported working off-campus compared to 36% of non-students of color. 39% of students of color reported working on-campus compared to 28% of non-students of color. (2019 spring First-Year Check-In Survey)

- Students are asked to report the amount of time they spend working for pay on and off campus. There is little difference in the amount of time reported between students of color and white students. (2019 spring First-Year Check-In Survey)

Financial Difficulties
SOURCE: 2018 College Student Health Survey (responses from all undergraduates)

- 32.3% of students reported that financial difficulties were an issue they faced (and 27.5% of those students reported that the issue impacted their academics).
- 6.7% reported experiencing food insecurity
- 1.1% reported experiencing homelessness

Mentorship
SOURCE: 2018 Multi-Institutional Study of Leadership OSA

According to the 2018 MSL survey, students of color have faculty and staff mentors at similar rates as White students (although there are variations between race/ethnicity). Students of color who have faculty or staff mentors have a slightly higher sense of belonging and resilience compared to their peers who do not have a mentor.

Page 21

Guiding Question #3: Why do first-year students leave?

Compounding Effects Lead to Leaving
SOURCE: First-Year Retention Project - Leavers 2014 - 2018

- There is no one single factor to predict why a first-year student leaves the U of M.

- Compounding effects of various student characteristics increases the risk of leaving.

- First-year leavers have taken one of two paths:
  - Transfer to an institution in their home state (46%)
  - Discontinue college entirely (40%)

- The first year retention rate of students of color has exceeded the overall NHS cohort for those who started fall of 2017 and 2015.
  - Students of color from the Twin Cities metro area have a 1.4% retention gap between students of color leavers and non-students of color leavers.

Reference Class of 2021 Infographic
Reference Fall 2017 Transfer Infographic

If you have thought about leaving the University of Minnesota, what were those reasons?
SOURCE: MSSC Listening Sessions

- Campus Culture is Problematic (17%)
- Lack of Diversity and Understanding of it (16%)
- Need More Financial Support (16%)
- Classroom Experience Isn't Good (11%)
- Lack of Academic Support (6%)
- Homesickness (6%)
- Health/Mental Health (6%)

Page 22

Guiding Question #4: How do students experience belonging?

Where do you feel most at home on campus?
SOURCE: OSA Survey 2017 (all students, not just students of color)

Table 1. Theme Area Counts and Percentages

Number	Theme	% of total
431	Program Spaces	29.26
240	Living Spaces	16.29
193	Student Groups, Rec Well, and other OSA Spaces	13.10
179	In Classes	12.15
56	Sharing Common Cultural or Religious Identities	3.8
51	Campus Jobs or Research	3.46
49	Fraternities or Sororities	3.33
38	Specific Staff, Advisors, or Faculty	2.58
38	All of campus	2.58
36	Athletic team	2.44
35	Don't feel a sense of belonging	2.38
32	Friends	2.17
31	Libraries or Study Spaces	2.10
17	Specific Campus Events	1.15
17	Unusable (incomplete or incoherent)	1.15
16	Other	1.09
14	St. Paul Campus	.95
1473	**Total responses**	**100%**

Guiding Question #5: How engaged are students (inside and outside classroom)? What helps/hinders?

SOURCE: 2018 SERU

- Students of color reported skipping class more often (often or very often) than White students.

- 66% of students of color reported that students are treated equitably and fairly by faculty often or very often compared to 76% of White students.

Page 23

Guiding Question #6: How do students describe/experience campus climate?

Campus Climate

SOURCE: 2019 Undergraduate Pulse Survey

- 85% of students of color agree (somewhat agree, agree, strongly agree) that students of their race/ethnicity are respected on this campus compared to 97% of White students.

- 80% of students of color agree (somewhat agree, agree, strongly agree) that they feel comfortable with the climate for diversity and inclusiveness at the University compared to 91% of White students.

Housing

SOURCE: Housing and Residential Life 2018 Fall Resident Survey

- White students and students of color reported similar agreement levels with the ways they experience belonging in their residence halls or apartments.

- 52% of students of color agreed or strongly agreed with the statement, "I share similar interests/goals with others in my residence hall/apartment," compared to 59% of White students. This was the largest disparity between the groups among the 13 items.

- 76% of students of color agreed or strongly agreed to the statement, "I feel respected in my residence hall/apartment" and is the sense of belonging item with the highest percentage of agreement for students of color and White students

Guiding Question #7: How does the University express its values relating to diversity, equity, and inclusion?

SOURCE: 2018 SERU (qualitative data)

Several students of color noted they feel programs related to their needs are underfunded, indicating that the University does *not* value diversity, equity, and inclusion.

SOURCE: 2018 SERU (quantitative data)

Students of color were significantly less likely than White students to agree that
- the University provides an environment for the free and open expression of ideas, opinions, and beliefs.
- the curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people (e.g. people from different races and ethnicities, sexual identities, individuals with disabilities, etc.).
- that students, faculty and instructors, administrators, staff, student government, and the campus community overall value diversity.

Page 24

Guiding Question #8: What can the University do to make a more desirable experience for students?

"What is one of the most meaningful learning experiences you have had at this university?
SOURCE: 2018 SERU (Report on Students of Color Responses)

1) Increase access to programming and courses facilitated by faculty or staff who are aware of and support diverse learners. Programming and courses are by far the most important vehicles for fostering meaningful learning on and off-campus. Several specific programs and courses were mentioned as critical to students' success. Exploring how to increase access to these experiences could be an effective way to expand a positive sense of belonging for more students.

2) Expand and strengthen vehicles for making meaningful connections. According to the respondents, making meaningful connections with others such as faculty, staff, mentors, teaching assistants, and peers makes a positive difference. Expanding and strengthening vehicles (e.g., small group work, student groups, office hours, research opportunities, shared events) for making these kinds of connections is critical for students' success.

3) Increase access to high impact practices. Many of the overall meaningful learning categories identified by students of color are considered "high impact practices" (Kuh, 2008), such as having the opportunity to conduct research, study abroad, have an internship or service learning experience, and be part of learning communities. Continued support of high impact practices will be necessary in the future as well as finding ways to provide access to these activities for students who do not have time to participate currently due to working multiple jobs or extensive family responsibilities.

4) Continue to support spaces and programming that specifically supports students of color and communicate funding commitment to students. Advertising that we are a diverse campus and offer resources for diverse learners can be a powerful attractant for students; however, the reality of the experience can sometimes fall short of the advertising. Students often associate the amount of funding programs and spaces that specifically support students of color with the amount of support the institution has overall for diversity. It is important that efforts and funding are clearly communicated in transparent and timely ways.

Page 25

Cited Data Sources

Check-In Survey
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: winter before start of spring semester

College Student Health Survey
Sponsor: Boynton Health
Audience: Undergraduate students (all 4 campuses)
Administered/Analyzed: Winter (every other year)

Fall Resident Survey
Sponsor: Housing and Residential Life
Audience: students living in University owned housing
Administered/Analyzed: end of fall semester

First Year Retention - Leavers Analysis
Sponsor: Office of Undergraduate Education
Audience: first-year students who did not enroll/leavers
Administered/Analyzed: fall and spring

Multicultural Student Success Committee Listening Sessions
Sponsor: MSSC
Audience: all SOC undergrads (91 total participants across campus)
Administered/Analyzed: spring 2019

Multi-Institutional Study of Leadership
Sponsor: Office for Student Affairs
Audience: all undergrads (across Big10)
Administered/Analyzed: January 2018

Orientation Evaluation - First-Year
Sponsor: Orientation and Transition Experiences
Audience: all new NHS
Administered/Analyzed: summer during orientation

Orientation Evaluation -Transfer
Sponsor: Orientation and Transition Experiences
Audience: all new NAS and IUT
Administered/Analyzed: summer and winter during orientation

Student Engagement Survey
Sponsor: Office for Student Affairs
Audience: sampling of undergrads
Administered/Analyzed: Fall 2017

Student Experience at a Research University
Sponsor: Office of Institutional Research/Office of Undergraduate Education
Audience: sampling of undergrads
Administered/Analyzed: Spring 2018

Page 26

Other Sources of Data

Survey Item Inventory
Includes over 1200 survey items collected from surveys administered to students within the past two academic years. These sources are not cited in this summary, but should be explored in order to enhance the understanding of the student's experience.

Campus Sexual Misconduct Survey
Sponsor: AAU/OSA
Audience: UMTC students
Administered/Analyzed: Spring and Summer (March - Sept) 2019

Spring Check-In Survey
Sponsor: Housing and Residential Life
Audience: students living in University owned housing
Administered/Analyzed: end of spring semester

Housing and Residential Life: 1st year off-campus survey
Sponsor: Housing and Residential Life
Audience: students living off-campus housing their first year
Administered/Analyzed: end of fall semester

Housing and Residential Life: 2nd year off-campus survey
Sponsor: Housing and Residential Life
Audience: Students living off-campus housing their 2nd year after living in University housing their first year
Administered/Analyzed: end of fall semester

President's Emerging Scholars Listening Sessions
Sponsor: President's Emerging Scholars in the Office of Undergraduate Education
Audience: sampling of undergrads in the PES program
Administered/Analyzed: 2017

Retention Outreach Survey
Sponsor: Academic Support Resources in the Office of Undergraduate Education
Audience: all undergrads not enrolled for next term
Administered/Analyzed: fall and spring

Second Year Experience Survey
Sponsor: Office of Undergraduate Education
Audience: sampling of second year students
Administered/Analyzed: 2017

Student Degree Progress Outreach Survey
Sponsor: Academic Support Resources in the Office of Undergraduate Education
Audience: undergrads who are off track to degree
Administered/Analyzed:

Student Mental Health Survey
Sponsor: Boynton Health, Office for Student Affairs

Student Rating of Teaching
Sponsor: Office of Measurement Services
Audience: all undergrads
Administered/Analyzed: each term

Welcome Week Evaluation
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: fall after Welcome Week ends

Tell Us About Yourself
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: fall and spring on the new student checklist prior to OR date selection

Page 27

Members of the SEMC Data Committee

Peter Radcliffe: Co-Chair

Beth Lingren Clark: Co-Chair**

John Burczek-Dreier (OUE)

Tracy Fischer (ASR)

Steven Hawks (OUE)**

Ron Huesman (OIR)

John Kellogg (OIR)

Rachel McKessock (ASR)

Sarah Ruhland (OUE)

Krista Soria (OIR/OSA)**

Shelly Wymer (OMS)**

Linnette Werner (OUE)**

***Primary contributors to the MCSSC Data Subcommittee and the Executive Summary*

Page 28

Appendix D: Executive Summary of Analysis for SERU Question: "What is one of the most meaningful learning experiences you have had at this University?"

In 2018, the University of Minnesota Regents set forth a charge to better support students of color in achieving timely graduation and academic success. As part of this work, qualitative data from the 2018 Student Experience at a Research University (SERU) survey were analyzed in order to understand how meaningful learning is experienced by Students of Color at the University of Minnesota, Twin Cities campus.

In the 2017-2018 academic year, all eligible undergraduates (n = 29,513) at the University of Minnesota were invited to take the Student Experience in the Research University (SERU) survey, a comprehensive survey of their student experience. A total of 8,712 (30%) students completed the SERU. Of this group, 1,850 (or 21%) identified as students of color (which does not include international students). A total of 954 students of color (SOC), or 52% of SOC who took the survey, completed the question, "What is one of the most meaningful learning experiences you have had at this University?"

Overall, students identified three categories where they are currently experiencing meaningful learning in positive ways:
- Programming and courses, facilitated by faculty or staff who are aware of and support diverse learners, are by far the most important vehicles for fostering meaningful learning on and off-campus.
- Making meaningful connections with others such as faculty, staff, mentors, TAs and peers through small group work, student groups, office hours, research opportunities, shared events, etc. makes a positive difference.
- Many of the overall meaningful learning categories identified by students of color are considered "high impact practices" (Kuh, 2008), such as having the opportunity to conduct research, study abroad, have an internship or service learning experience, and be part of learning groups.

In addition, students identified several areas of concern that are important for the university address:
- Students spoke about how alone or unsupported they felt as students of color on campus.
- Some students felt that the university portrays an inclusive and diverse student body in its advertising, but in reality underfunds programs and spaces for students of color, making some students feel tricked.
- Some students identified institutional barriers that could be addressed to make it easier for students to navigate this large, decentralized system.

Page 29

Appendix E: Summary of Diversity Programs, Services and Initiatives to Support Undergraduate Indigenous Students and Students of Color

Data Collection

To create a more comprehensive understanding of current offerings for multicultural students, the Multicultural Student Success Committee (MSSC) conducted a survey of undergraduate offerings specifically designed for students of color.

Total:

85 programs, services or initiatives offered in 2018-19 AY
(not including student groups)

Types of Offerings:

Affinity Groups	12	14%	Lecture or Film Series	6	7%
Workshop	11	13%	Mentoring	6	7%
Conference	10	12%	Course	5	6%
Individual Support	10	12%	Event	4	5%
Program	10	12%	Space	3	3%
Living Learning Communities	8	9%			

Category of Offerings

Community & Belonging	23	27%
Leadership	11	13%
Cultural Awareness/Support	9	11%
Academic Support	8	9%
Student Success	8	9%
Career Development	7	8%
Academic	6	7%
Research	5	6%
Financial Wellbeing	3	4%
Health and Wellness	3	4%
Recruitment	2	2%

Opportunity by Target Year

1st Year NHS	27
2nd Year NHS	12
3rd Year NHS/NAS	13
4th Year NHS/NAS	14
All students	44

Page 30

Category by Target Year	1st Yr	2nd Yr	3rd Yr	4th Yr	All
Academic	4	0	0	1	1
Academic Support	4	3	0	0	4
Career Development	0	1	3	3	4
Community & Belonging	11	3	0	0	12
Cultural Awareness and Support	0	0	0	0	9
Financial Wellbeing	2	2	0	0	1
Health and Wellness	0	0	0	0	3
Leadership	2	1	6	6	3
Recruitment	0	1	1	1	1
Research	0	0	3	3	2
Student Success	4	1	0	0	4

Student Group Summary
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 75 student groups with 4957 active students as self-reported by student groups during the annual registration process. A full listing is at the end of this report.

Focus Areas
Culturally Specific Student Associations/Unions	36 groups	3435 students
Major/Career Related	11 groups	368 students
Language Specific	3 groups	142 students
Academic Success	5 groups	331 students
Gender Specific	3 groups	327 students
Greek Organizations	17 groups	354 students

Page 31

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.

Page 32

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)

Page 33

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) (Coll 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 who work to increase 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 mentors: 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 PES 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

Page 34

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

Page 35

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. Started in spring 2019, the group meets every other week with an average of 15-20 students in attendance

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 development 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 co-led by a PES and MLK advisor
  - 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.

Page 36

- o 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
- o MLK peer advisors: leadership development opportunity for upperclass students to serve as peer advisors in CLA
- o MLK Beloved Living Learning Community for Fall '19 (see LLC section)

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)

College of Education & Human Development
- President's Emerging Scholars: supports 180 students through:
  - o Specialized advising
  - o 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:
  - o First Year Course: 1-credit 7-week course for TRIO students in first semester, *Introduction to TRIO: Identity, Culture, and College Success*
  - o 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
  - o 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
  - o 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
  - o 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
  - o 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
  - o TRIO Student Alliance: Student Group to continue leadership and engagement beyond their time in TRIO SSS. 20-50 students participate

Page 37

- o 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
- o TRIO Student Job Fair: event to promote employment and career resources
- o TRIO Living and Learning Community: (See LLC section)

College of Food, Agricultural, and Natural Resource Sciences
- President's Emerging Scholars: supports 39 students through:
  - o Course in common in the fall of year one, CFAN 1102: Exploring the Five Grand Challenges
  - o 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 participants per workshop)
- Research Opportunity and Design Prgm (ROAD): a series of 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 in CFANS to gain knowledge, skills, abilities, networks and connections to resources that will be essential to their academic, personal, and professional success. (Fr/Soph paired with Jr/Sr; 25-30 participants)
- 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 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)

Page 38

Appendix: Student Groups Focusing on Race/Ethnicity as of July 22, 2019

These numbers were self-reported by student groups during the annual student group registration process.

	# of students	
Culturally Specific Student Associations/Unions		**3435**
African Student Association	150	
Al-Madinah Cultural Center	200	
American Indian Student Cultural Center	25	
Asian-American Student Union	250	
Bangladeshi Student Association	28	
Bengali Student Society of Minnesota	40	
Black Student Union	750	
Brazilian Student Association	40	
Cambodian Students Association of Minnesota	8	
Chinese American Student Association	100	
Disabled Student Cultural Center	17	
Egyptian Student Association	10	
Ethiopian Student Association	70	
Hmong Minnesota Student Association	140	
Indian Student Association	14	
Indonesian Student Association	50	
Japan Student Association	9	
Khaleeji Student Union	5	
Korean Student Association	9	
La Raza Student Cultural Center	100	
Lao Student Association	50	
Malaysian Student Association	250	
Middle Eastern Student Association	6	
Minnesota-Mongolian Student Association	17	
Oromo Student Union	40	
Pakistani Students Association at the UM	250	
Persian Student Organization of Minnesota	20	
Philippine Student Association	100	
Puerto Rican Student Association	10	
Somali Student Association	500	
Spanish & Portuguese Across Cultures Organization	10	
Students for the Horn of Africa	11	
Thai Student Association of Minnesota	30	
Tibetan American Student Association	14	
Turkish American Student Association, Minnesota	12	
Vietnamese Student Association	100	
Major/Career Related Organizations		**368**
Asian Business and Economics Student Association	30	
Association of Black Psychology Students	21	
Business Association of Multicultural Students	88	
Minorities in Agriculture, Natural Resources, and Related Sciences	25	
Minority Association of Pre-Medical Students	20	
National Association of Black Accountants	28	
National Society of Black Engineers (UofM)	60	

Appendix: Student Groups Focusing on Race/Ethnicity as of July 22, 2019
These numbers were self-reported by student groups during the annual student group registration process.

National Organization of Minority Architecture Students	20	
Society of Asian Scientists and Engineers	50	
Society of Hispanic Professional Engineers	16	
The Korean-American Scientists and Engineers Association	10	
Language Specific Organizations		**142**
J-Cafe Minnesota (Japanese Student Community	7	
Spanish & Portuese Across Cultures Organization	35	
TandemPlus Student Association	100	
Academic Sucess Organizations		**331**
Multicultural and First Generation College Students	30	
Multicultural Center for Academic Excellence Ambassadors	24	
Presidents Emerging Scholars Student Board	15	
TRIO Student Alliance	250	
University Association of Intellectual Minorities	12	
Gender Specific Organizations		**327**
Black Motivated Women	300	
HMong Men's Circle	7	
Viivncaus-Hmong Women's Group	20	
Greek Organizations		**354**
Alpha Kappa Alpha Sorority Inc.	30	
Alpha Phi Alpha, Fraternity Inc.	2	
Alpha Phi Gamma Sorority Incorporated	34	
Beta Chi Theta Lambda Chapter	21	
Delta Lambda Phi Fraternity	7	
Delta Phi Omega Sorority, Incorporated	8	
Delta Sigma Theta Sorority, Incorporated	4	
Kappa Alpha Psi Fraternity, Inc. (Psi Chapter)	14	
Multicultural Greek Council at the University of Minnesota Twin Cities	117	
National Pan-Hellenic Council at the University of Minnesota	10	
Omega Psi Phi Fraternity Inc. - Xi Chapter	2	
Phi Beta Sigma Fraternity, Inc.	5	
Pi Delta Psi Fraternity, Inc.	14	
Sigma Lambda Beta International Fraternity, Incorporated	10	
Sigma Lambda Gamma National Sorority Inc	9	
Sigma Psi Zeta Sorority, Inc.	64	
Zeta Phi Beta Sorority, Incorporated	3	
TOTAL Student Participation*		**4957**

*students may be involved in more than one group

Bolded groups are considered cultural centers and supported by OSA's Multicultural Student Engagement Office

The Louis Stokes North Star STEM Alliance is a partnership of 14 Minnesota colleges and universities and three community organizations committed to supporting underrepresented minority students earning bachelor's degrees in science, technology, engineering, and mathematics.

Alliance Goals and Objectives

Goal 1: Attain 756 underrepresented minority students earning STEM bachelor's degrees annually at Alliance institutions by July 31, 2022.

Goal 2: Deepen Alliance collaborations to improve students' pathways through all stages of transfer from community colleges to degrees at 4-year institutions.

- Objective 2a) Increase twofold the proportion of transfer students that are retained in STEM after three years' enrollment in Alliance 4-year institutions.
- Objective 2b) As an Alliance, identify performance metrics and institutional practices within and across colleges and universities that inform and influence the success of transfer students.
- Objective 2c) Engage students and administrators at community colleges beyond the Alliance to build stronger STEM transfer pathways to Alliance institutions.

Goal 3: Foster institutional change toward greater diversity and inclusion on Alliance campuses.

Principal Investigator

Michael Goh, Ph.D., Vice President for Equity and Diversity, University of Minnesota, VPGoh@umn.edu

Co-Principal Investigators
Robert McMaster, Ph.D., Vice Provost and Dean for Undergraduate Education, University of Minnesota Twin Cities, oue@umn.edu

Keisha Varma, Ph.D., Associate Vice Provost, Office for Equity and Diversity, University of Minnesota, keisha@umn.edu

Ronald Anderson, Ph.D., Senior Vice Chancellor, Academic and Student Affairs, Minnesota State, ron.anderson@minnstate.edu

Moin Syed, Ph.D., Psychology, College of Liberal Arts, University of Minnesota Twin Cities, moin@umn.edu

Program Director
Anne Hornickel, Office for Equity and Diversity, University of Minnesota, ahornick@umn.edu

---

Alliance Partners

Augsburg University
Rebekah Dupont
dupont@augsburg.edu

Bemidji State University
Miriam Rios Sanchez
Miriam.rios-sanchez@bemidjistate.edu

Carleton College
Deborah Gross
dgross@carleton.edu

Century College
Joann Pfeiffer
joann.pfeiffer@century.edu

Fond du Lac Tribal and Community College
Courtney Kowalczak
courtneyk@fdltcc.edu

Leech Lake Tribal College
Cody Charwood
Cody.charwood@lltc.edu

Metropolitan State University
Andrew Cseter
Andrew.cseter@metrostate.edu

Minneapolis Community and Technical College
Haile Haile
Haile.haile@minneapolis.edu

Minnesota High Tech Association
Becky Siekmeier
beckys@mhta.org

Minnesota Education Equity Partnership
Jennifer Godinez
jgodinez@mneep.org

Minnesota State University-Mankato
Sara Hausladen
Sara.hausladen@mnsu.edu

St. Cloud State University
Felicia Leammukda
fdtibayan@stcloudstate.edu

St. Olaf College
Brian Greening
greeni1@stolaf.edu

Science Museum of Minnesota
Robby Schreiber
rschreiber@smm.org

University of Minnesota Duluth
Susana Pelayo Woodward
swoodwar@d.umn.edu

University of Minnesota Morris
Joseph Alia
aliaj@morris.umn.edu

University of Minnesota Twin Cities
Jessica Cameron
cameronj@umn.edu

Impact of the Louis Stokes North Star STEM Alliance

In the first five years of the partnership, the Alliance exceeded the goal of doubling the number of graduates from a baseline of 136 degrees in 2004-05. The National Science Foundation has renewed its funding twice as Alliance partners work toward achieving 756 minority STEM graduates per year by 2022. In 2018, the Alliance surpassed its second doubling goal of 544 graduates per year. During this second renewal of LSAMP funding, the North Star STEM Alliance is focused on a) improving the transfer process and experience to increase retention of minority STEM transfer students; b) increasing the number of students experiencing research, including international research, and c) a social science research effort which investigates the nature and dimensionality of the undergraduate research experience for minority STEM students.

Actual and Projected Underrepresented STEM Graduates at Alliance Institutions
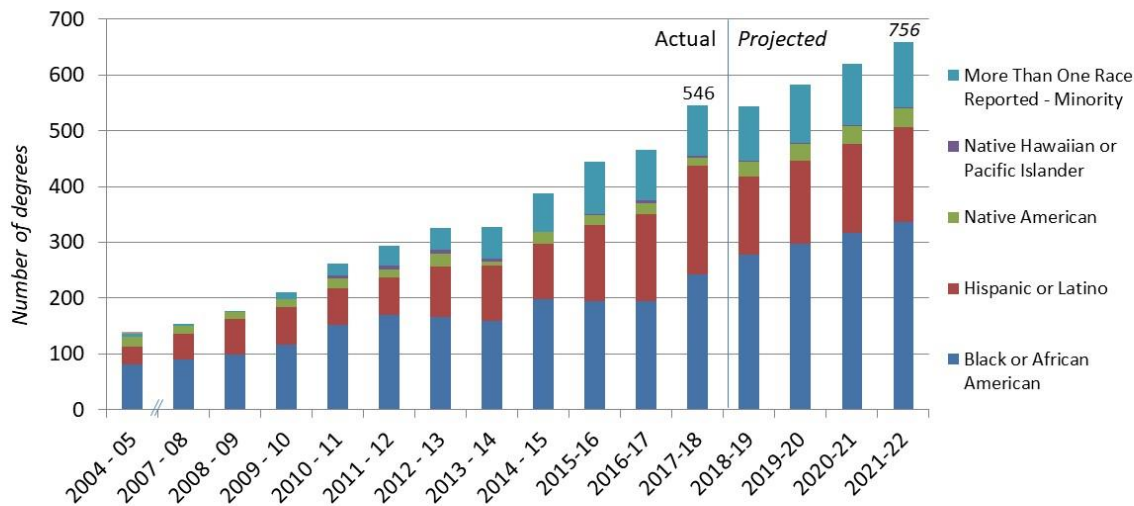
Alliance-wide activities in 2018-19 included:

- 11th annual Kick-Off, featuring Dr. Bridgette Shannon, Application Development Engineer at 3M Corporation
- Summer Opportunities Expo invited students to explore research and internship opportunities for summer 2019
- Sixteen students across six campuses participated in an introduction to research methods program by participating in the Tiny Earth research project, tinyearth.wisc.edu.
- Thirteen students from seven institutions participated in summer research internships with MnDRIVE faculty.
- 5th annual Jump Start Your STEM Job Search, a daylong professional development workshop for polishing interviewing, resumes, and LinkedIn profiles, and researching internship and job prospects.

Four of the sixteen Tiny Earth participants presented posters on their research at the Tiny Earth Symposium in Madison on July 10-11. They pose here with Jo Handelsman, Ph.D., founder of Tiny Earth (fourth from right) and program director Anne Hornickel (right).

northstarstem.org
nssa@umn.edu

FEBRUARY 13, 2020

Twin Cities Campus Undergraduate Student Diversity
Board of Regents
Mission Fulfillment Committee

Robert McMaster

Vice Provost and Dean of Undergraduate Education

University of Minnesota, Twin Cities

Keisha Varma

Associate Vice Provost

Office for Equity & Diversity

University of Minnesota, Twin Cities

OFFICE OF UNDERGRADUATE EDUCATION

UNIVERSITY OF MINNESOTA
Driven to Discover

Multicultural Recruitment Events

	2016 Events	2017 Events	2018 Events	2019 Events
Number of On-Campus Events	15	15	15	15
Number of Student Attendees	1,372	1,599	1,228	983
Percent of Attendees that Applied for Admission	57%	61%	68%	N/A
Percent of Attendees that Enrolled as Undergraduates	22%	27%	31%	N/A

UNIVERSITY OF MINNESOTA
Driven to Discover

Multicultural Campus Visitors

	2016-17 Academic Year			2017-18 Academic Year			2018-19 Academic Year		
	Students	% Applied	% Enrolled	Students	% Applied	% Enrolled	Students	% Applied	% Enrolled
HS Seniors	1,000	87%	31%	1,026	93%	31%	1,136	90%	37%
HS Juniors	1,595	77%	20%	1,469	80%	25%	1,536	N/A	N/A
Total	2,595	81%	24%	2,495	85%	27%	2,672	N/A	N/A

New Freshman (NHS) Headcount Enrollment by Race/Ethnicity
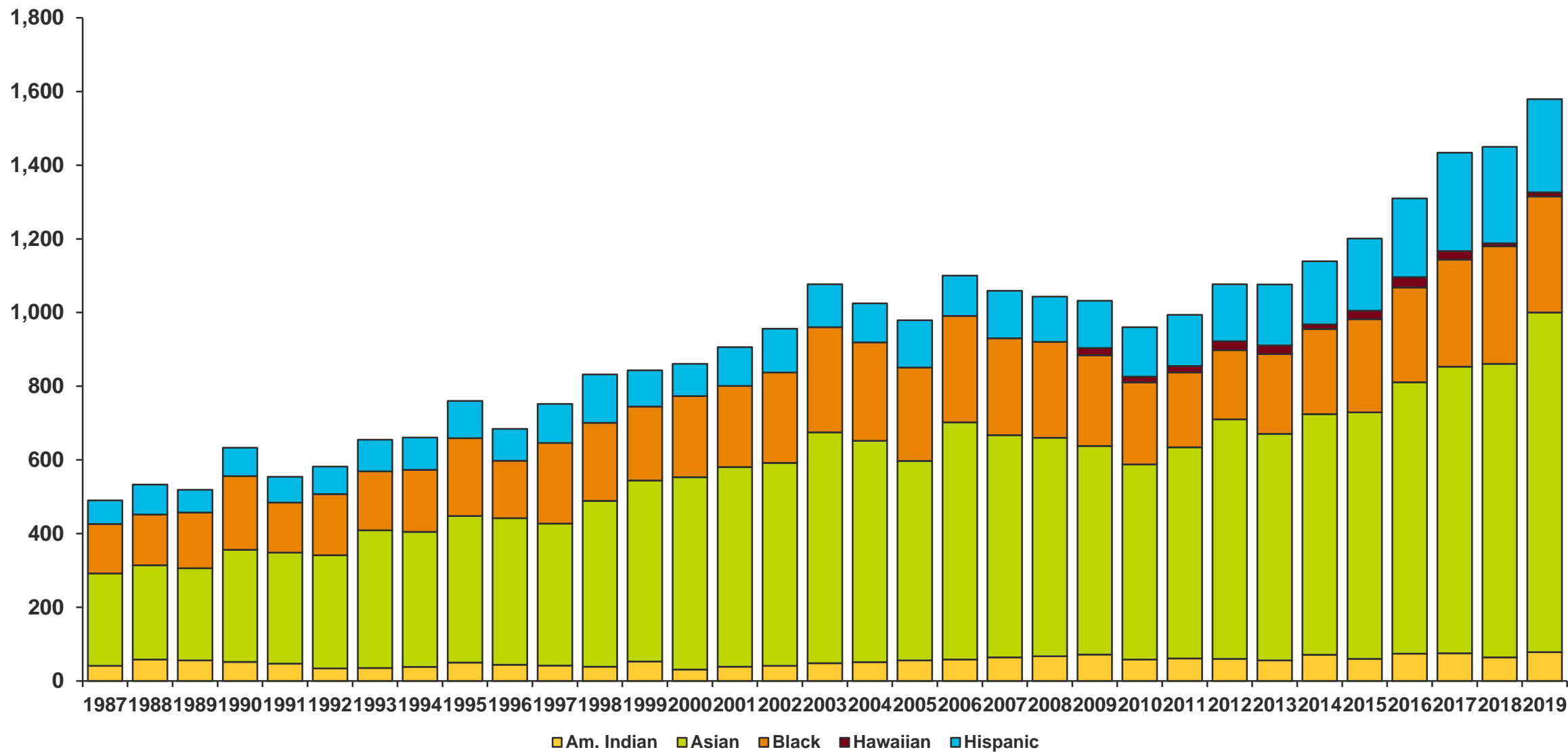
Undergraduate Students of Color by Race/Ethnicity: Fall 1974 to Fall 2019

Legend: Am Indian, Asian, Black, Hawaiian, Hispanic

OFFICE OF UNDERGRADUATE EDUCATION

UNIVERSITY OF MINNESOTA
Driven to Discover
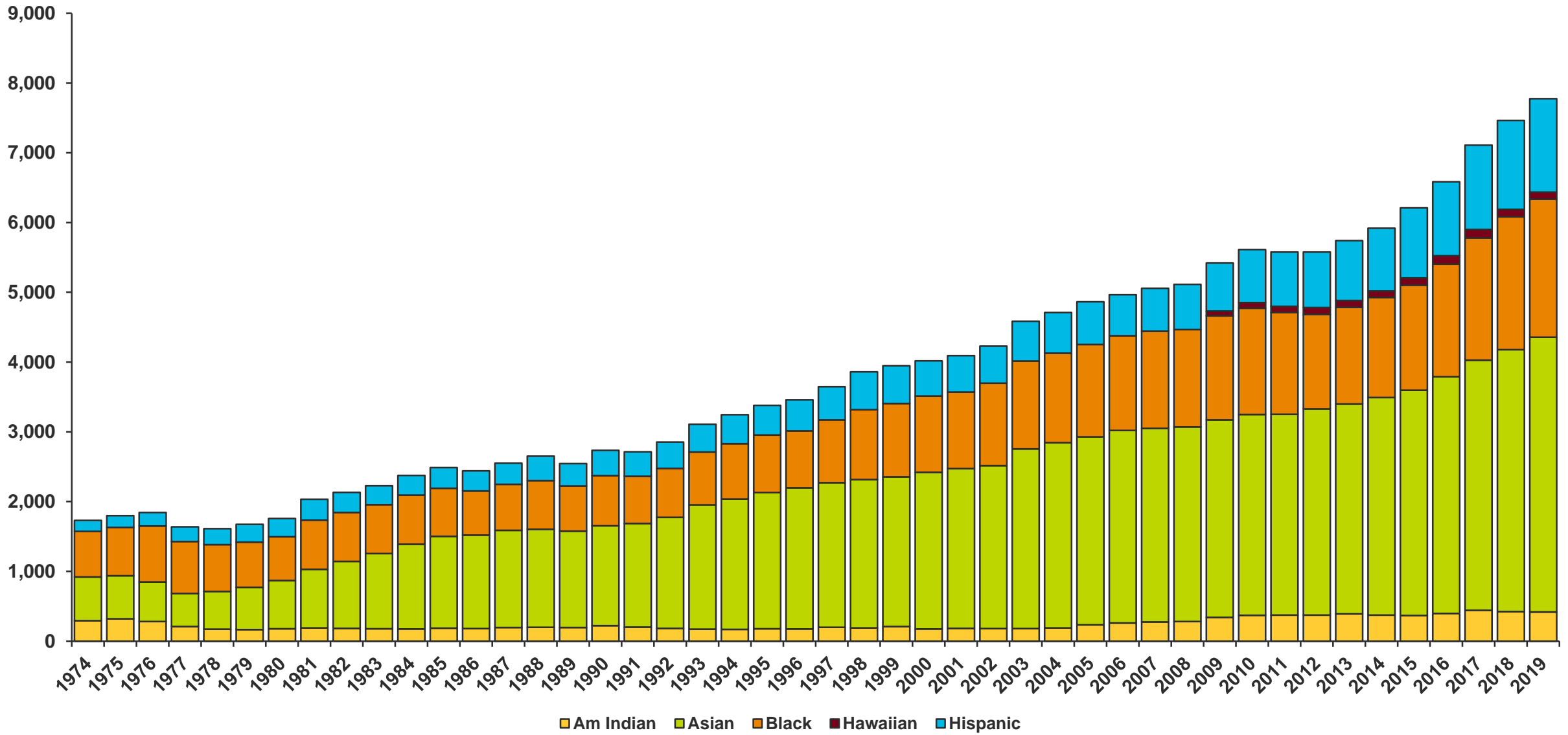
Difference between the URM percentage of state high school graduates and new freshmen: Big Ten Academic Alliance and UMTC comparison group Fall 2018

Source: IPEDS & WICHE, Underrepresented Minority (URM) defined as American Indian, Black, or Hispanic
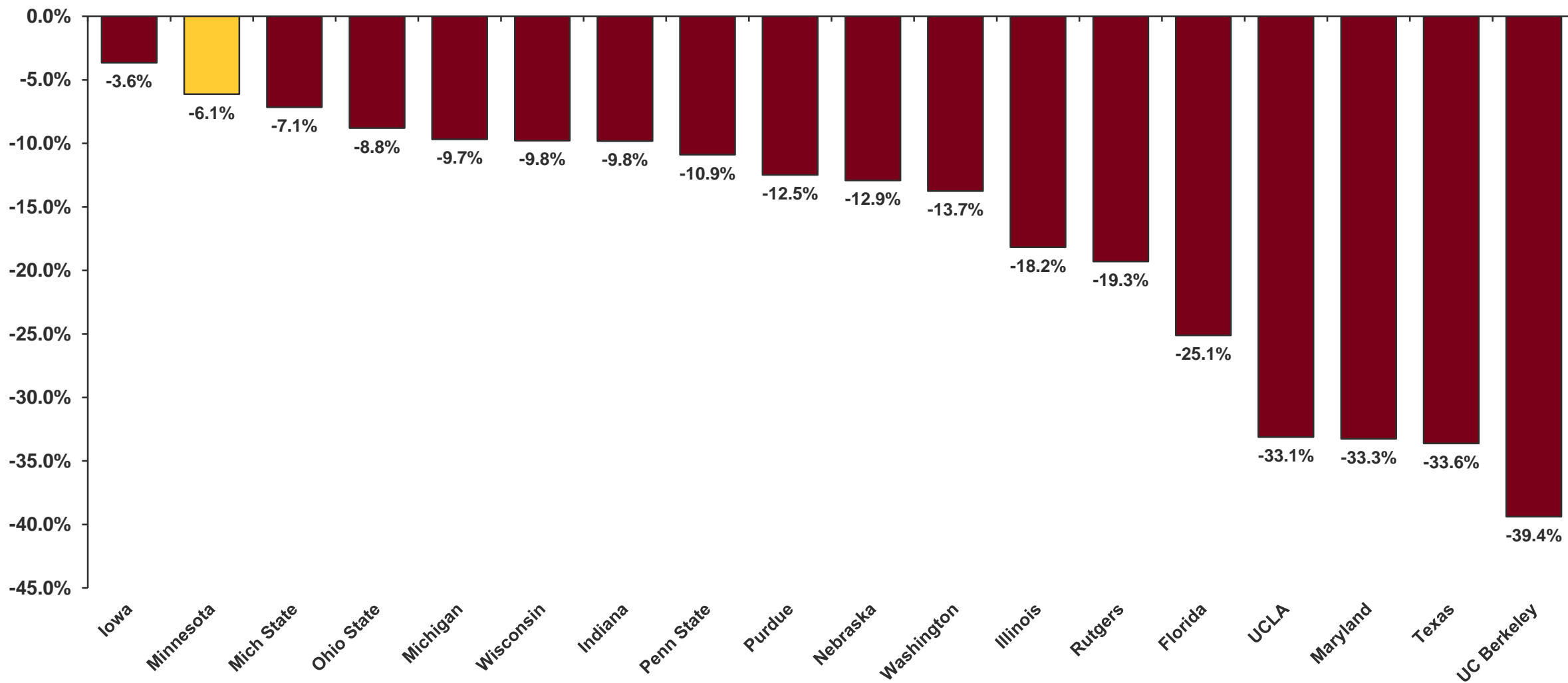
Twin Cities Campus Fall Semester New Freshman (NHS) Retention and Graduation Rates by Year of Entry
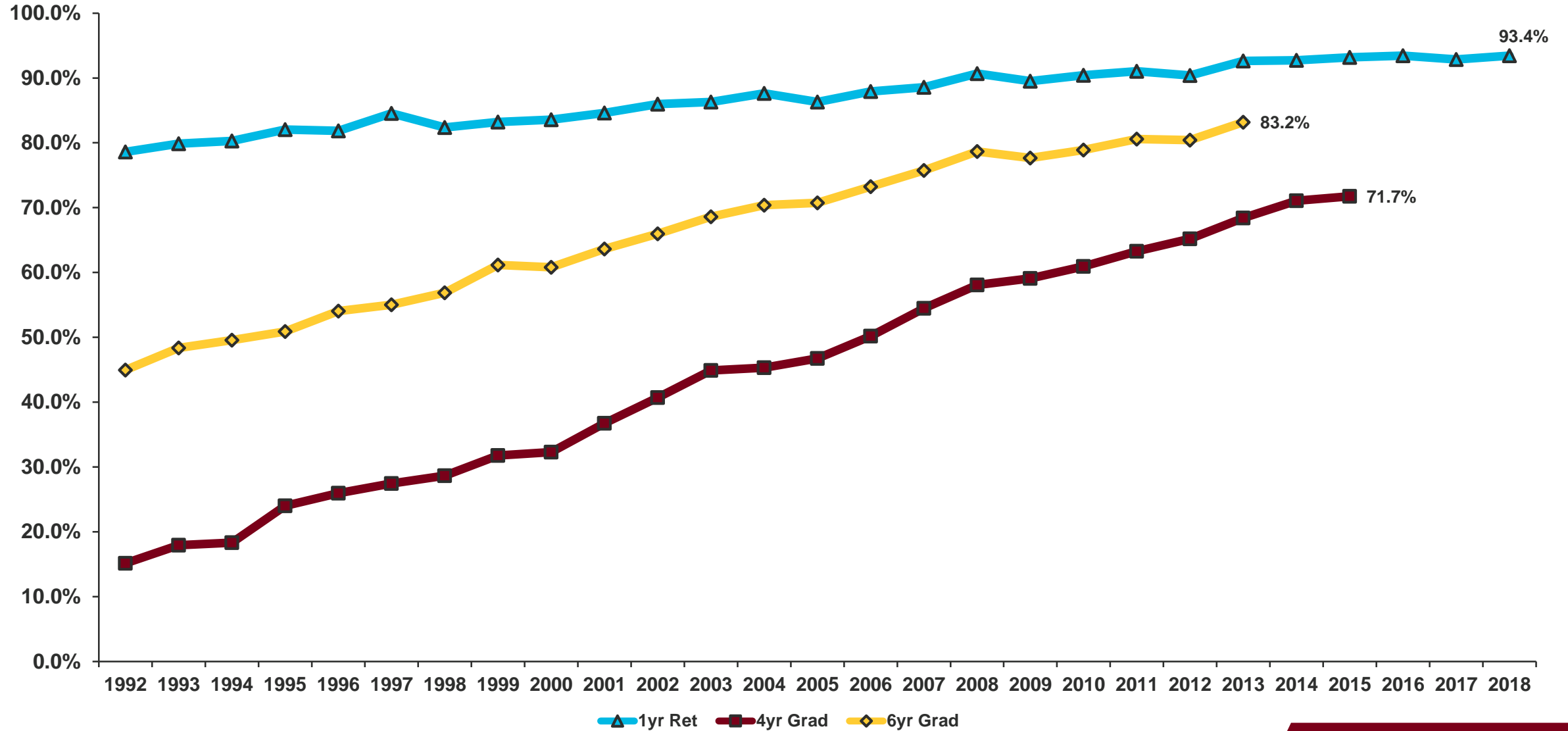
New Freshman (NHS) Four-Year Graduation Rates by Race/Ethnicity
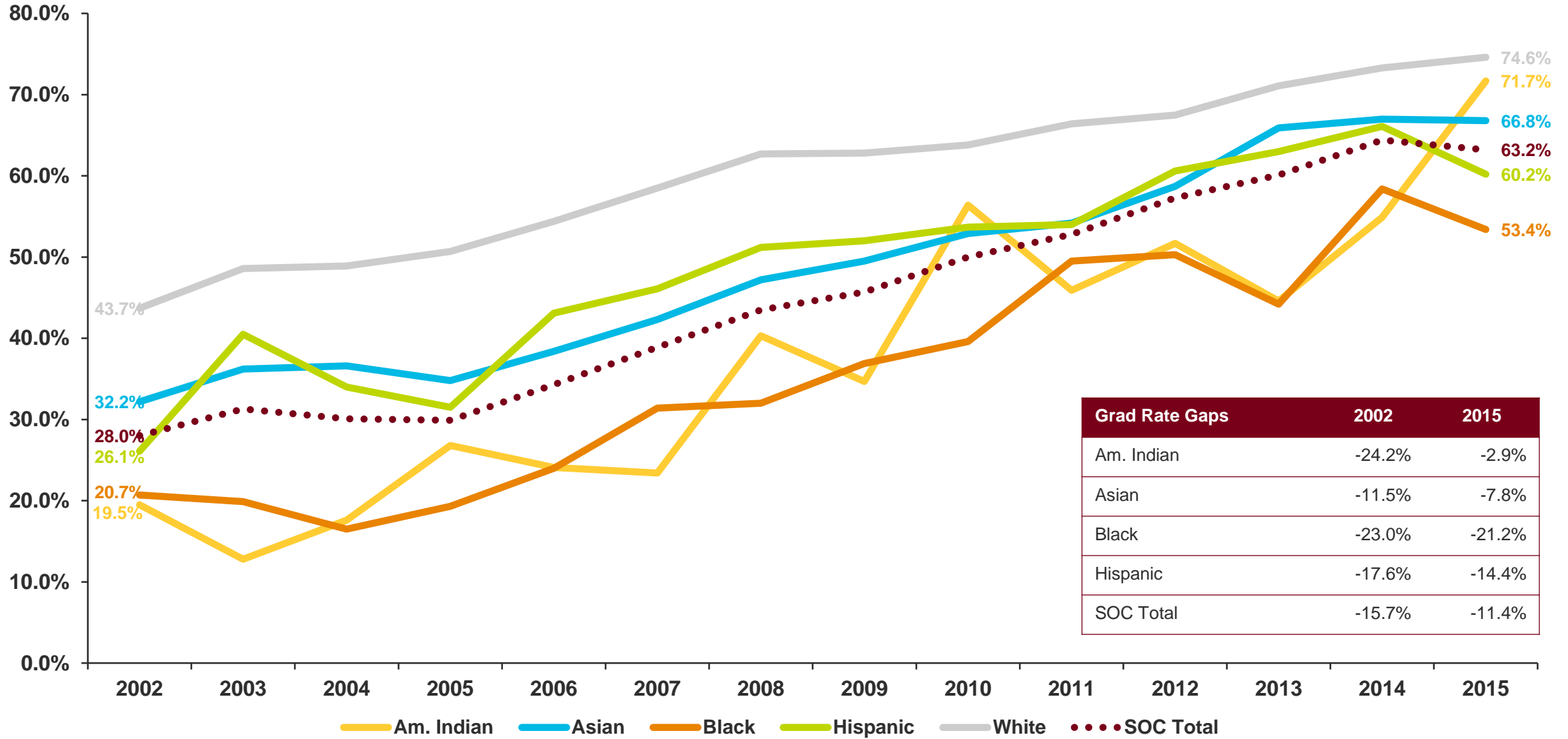
Grad Rate Gaps	2002	2015
Am. Indian	-24.2%	-2.9%
Asian	-11.5%	-7.8%
Black	-23.0%	-21.2%
Hispanic	-17.6%	-14.4%
SOC Total	-15.7%	-11.4%

New Freshman (NHS) Six-Year Graduation Rates by Race/Ethnicity
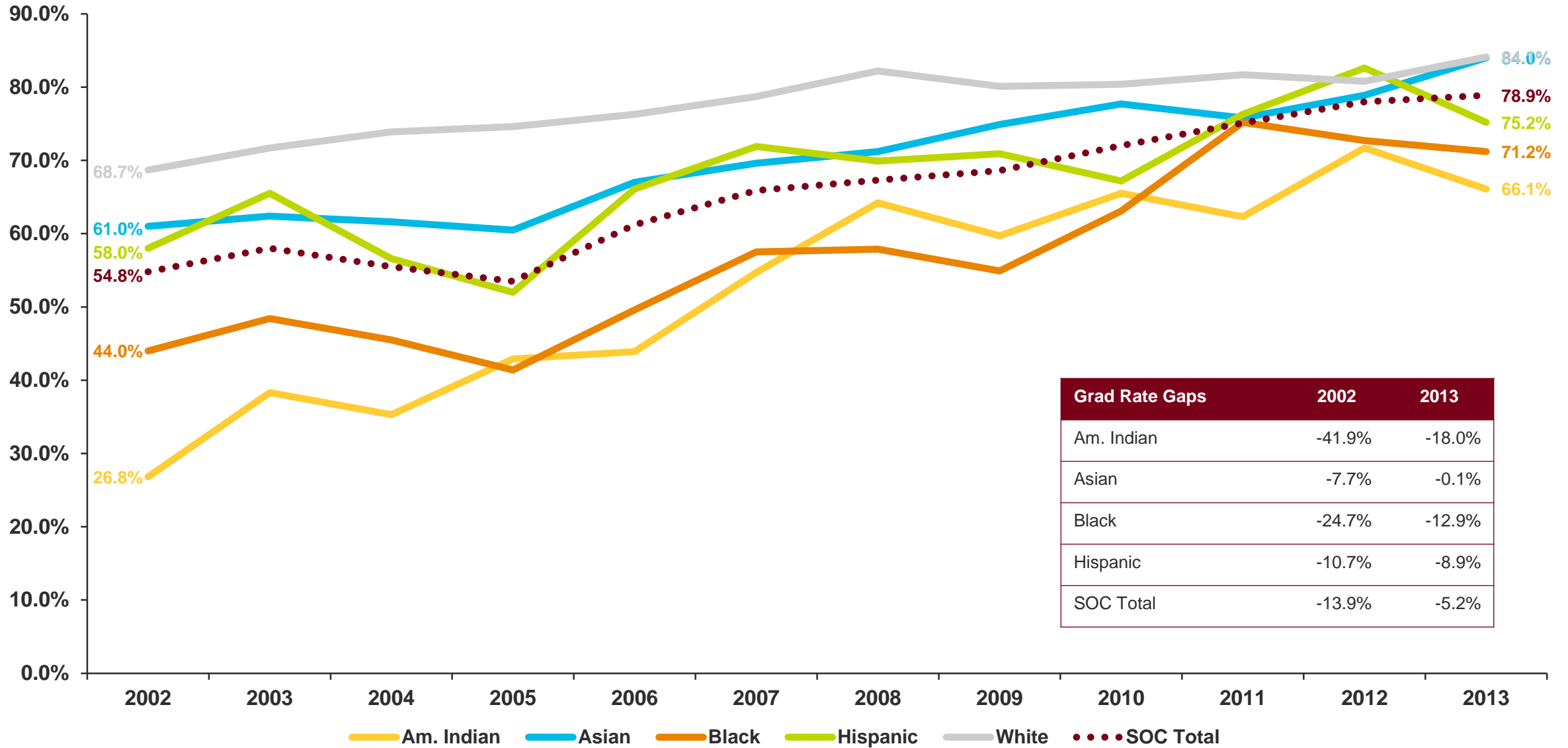
Grad Rate Gaps	2002	2013
Am. Indian	-41.9%	-18.0%
Asian	-7.7%	-0.1%
Black	-24.7%	-12.9%
Hispanic	-10.7%	-8.9%
SOC Total	-13.9%	-5.2%

Twin Cities Domestic Degree-Seeking Undergraduate Headcount Enrollment by Student of Color, Pell Recipient, and 1st Generation Status, Fall 2019

White or Unknown Not First Generation Not Pell Eligible 15,971 (50.9%)

All International 2,619 (8.3%)

Pell Only 1,314 (4.2%)

SOC & Pell 669 (2.1%)

1st Gen & Pell 841 (2.7%)

SOC, Pell & 1st Gen 1,745 (5.6%)

SOC Only 3,632 (11.6%)

SOC & 1st Gen 1,730 (5.5%)

1st Gen Only 2,846 (9.1%)
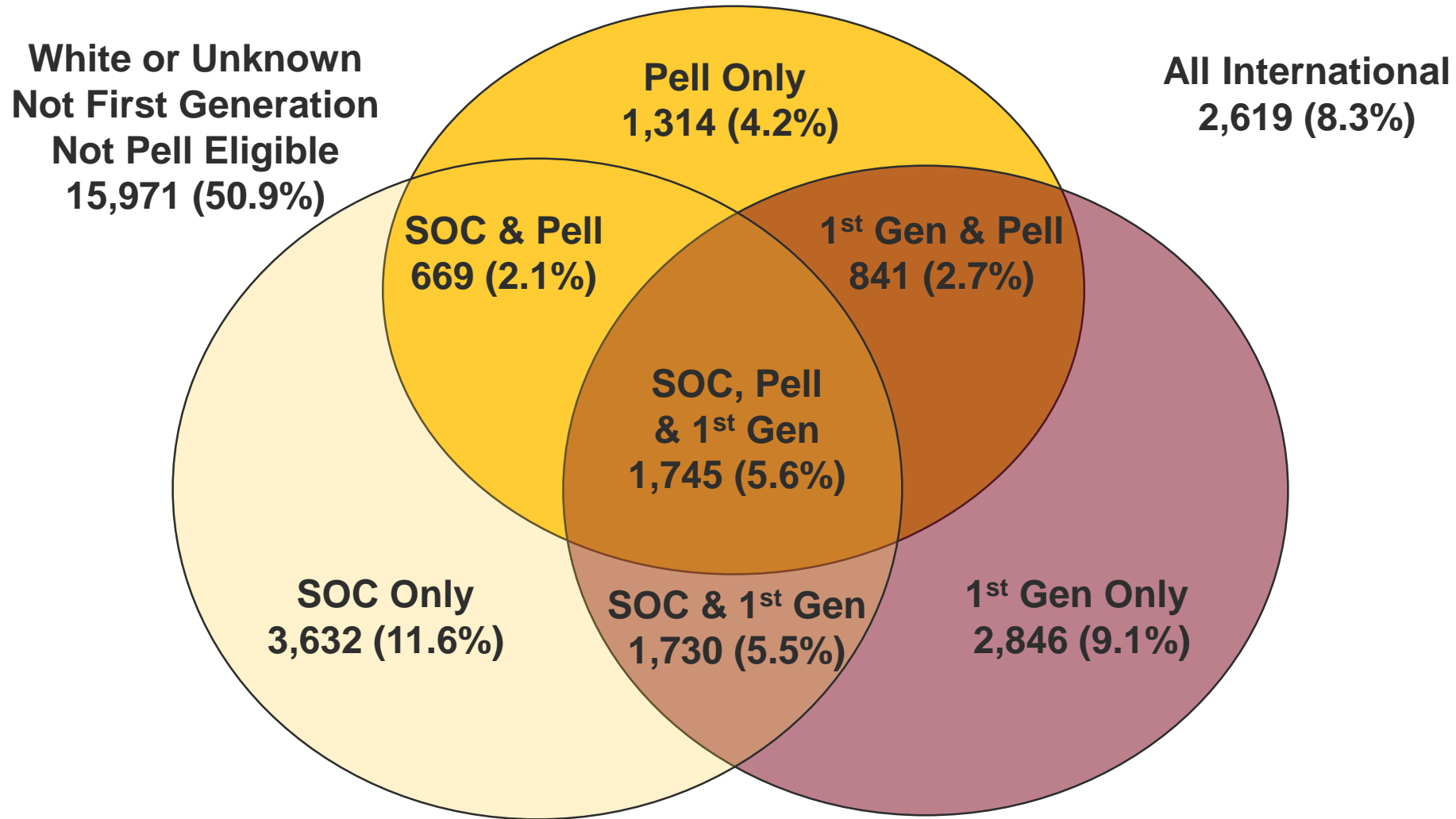
New Freshman (NHS) Four-Year Graduation Rates by Pell and First-Generation Status
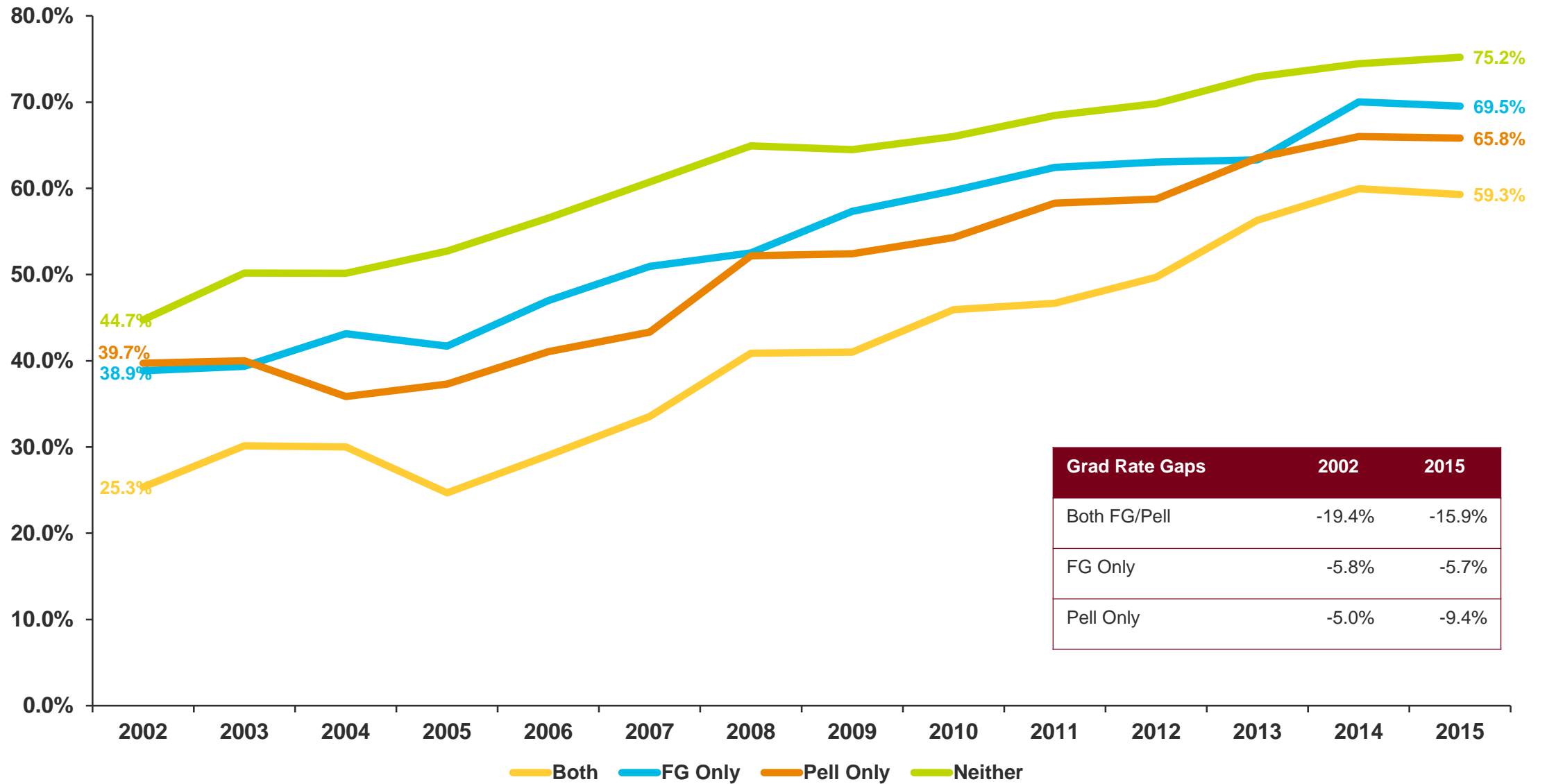
Grad Rate Gaps	2002	2015
Both FG/Pell	-19.4%	-15.9%
FG Only	-5.8%	-5.7%
Pell Only	-5.0%	-9.4%

Fall 2012 New Freshman Four-Year Graduation Rates by Race/Ethnicity: Big Ten Academic Alliance and UMTC Comparison Group
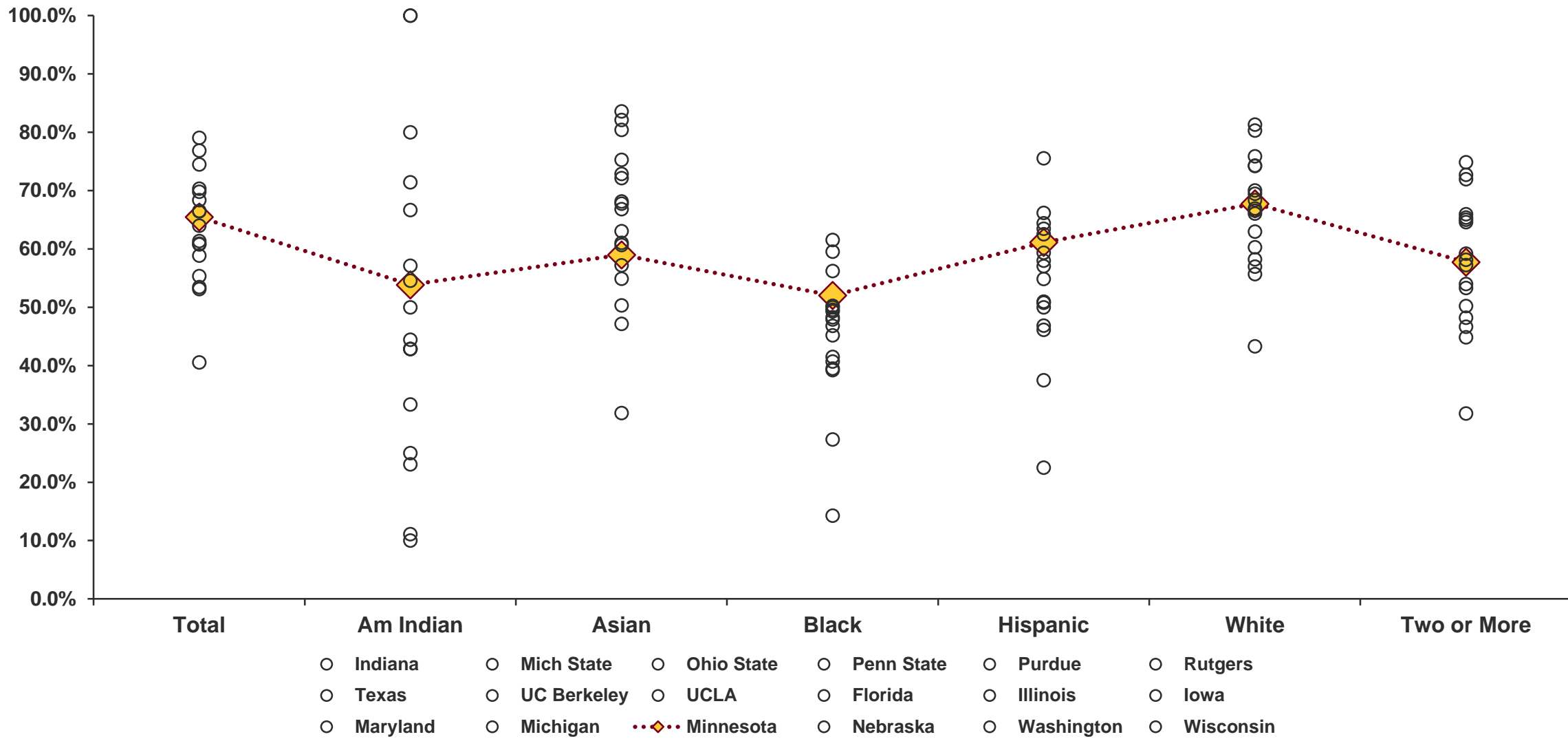
Students of my race/ethnicity are respected on my campus

Percentage who agreed & strongly agreed on SERU survey
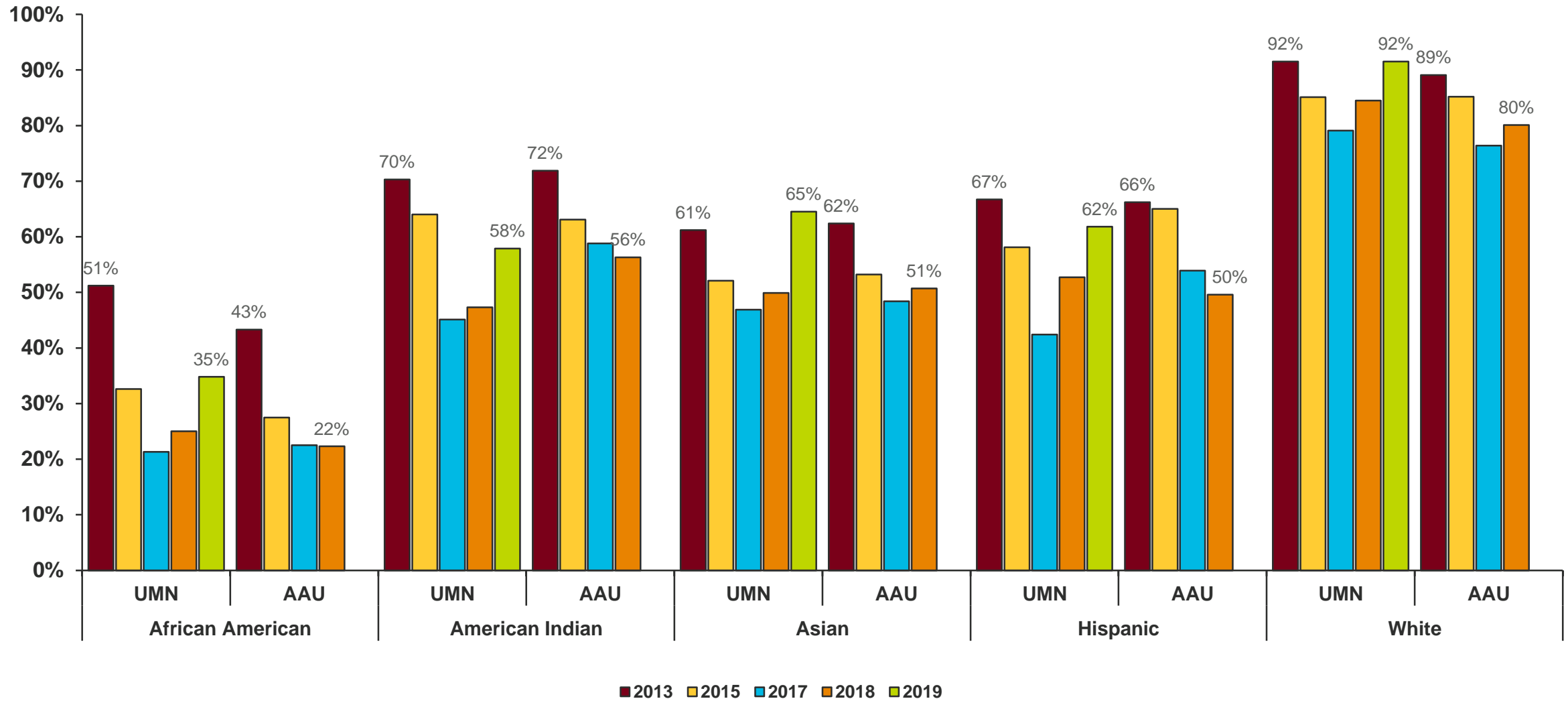
Perceptions of Campus Climate for Diversity
Percentage agreeing or strongly agreeing on UMTC SERU survey

My social interactions on campus are largely confined to students of my race/ethnicity
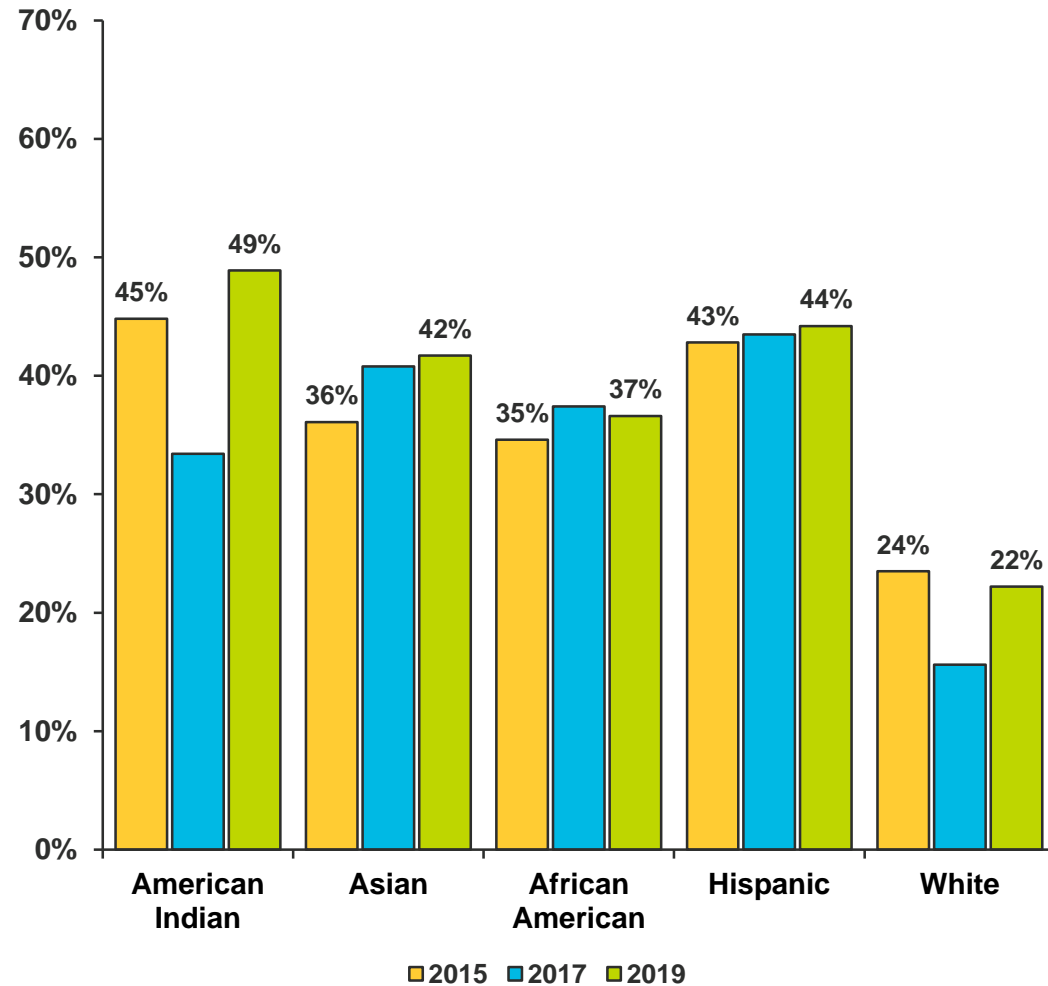
	American Indian	Asian	African American	Hispanic	White
2015	45%	36%	35%	43%	24%
2017			37%		
2019	49%	42%		44%	22%

The University provides an environment for the free and open expression of ideas, opinions, and beliefs

	American Indian	Asian	African American	Hispanic	White
2015	48%	57%	54%	60%	64%
2019	57%	57%	49%	60%	59%
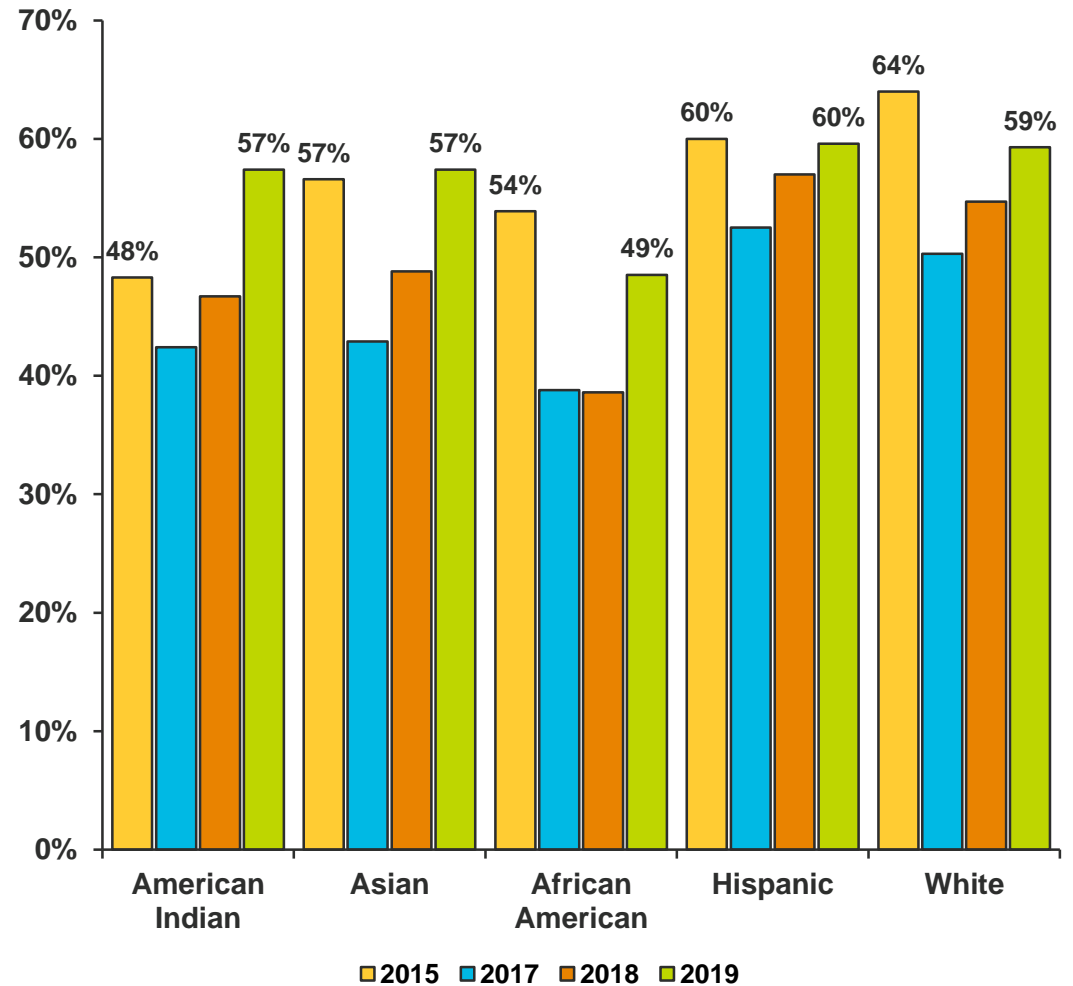
Multicultural Student Success Committee
Primary Recommendations & Progress

Recommendation 1: Increase Financial Support for Low-Income Students
- New retention initiative funds for housing scholarships for low-income students
- Continued work with foundation to solicit donor support for low-income students
- Increased student coordination and access to emergency and completion grants

Recommendation 2: Examine Institutional Structures and Effectiveness
- Working on an internal examination of services
- Revamp of Multicultural Student Success Committee
- Exploring campus climate assessment and data collection strategies

Recommendation 3: Improve the Classroom Climate
- Working through existing faculty channels to engage faculty in classroom climate discussions
- Disseminating student feedback and classroom related data with Center for Educational Innovation
- Efforts to improve success and support for gateway courses
- Providing grade reports for academic departments highlighting achievement gaps within courses

Recommendation 4: Increase direct support and programs for multicultural and underrepresented students.
- Launched training for academic advisors to embed equity-minded coaching skills in their student interactions
- Hiring 2 FTE Success Coaches focusing on support for low-income students
- Launched the Commuter Success Program to provide meal plans and mentoring for first year commuters
- Expanded awareness and support for first-generation students

The Louis Stokes North Star STEM Alliance

- A Louis Stokes Alliance for Minority Participation (LSAMP) Program - Established at the University of Minnesota in 2007

- North Star STEM Goals
  - Increase the number of underrepresented minority (URM) STEM bachelor degrees
  - Foster a collaborative alliance to improve students' pathways through all stages of their academic tenure – especially students who are transferring from community colleges to four year institutions

- 14 Partner Institutions
  - 3 University of Minnesota campuses
  - 7 Minnesota State Colleges & Universities
  - 1 Tribal College
  - 3 Private Colleges

- Alliance-wide STEM Bachelor's Degrees
  - Baseline – 136
  - 2007-08 – 153
  - 2017-18 – 546

Race/Ethnicity	2007-08	2017-18
Black or African American	75	759
Hispanic or Latino	15	487
Native American	41	221
Native Hawaiian or Pacific Islander	0	3
More than once race reported - Minority	7	87
Non-Minority	124	229
Race Not Reported or Unknown	9	196
Total	271	1982

- Program features that create pathways of persistence in STEM disciplines

UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities

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

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

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; conferral of tenure for outside hires; and granting of faculty emerita status, as outlined below.

I.   Request for Approval of New Academic Programs

- College of Science and Engineering (Twin Cities campus) —Create a graduate minor in Data Science in Astrophysics
- Carlson School of Management (Twin Cities campus)—Create a Business of Healthcare undergraduate minor
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in World Music
- Medical School (Twin Cities campus) —Create fellowship in Glomerular Disease and Vasculitis
- College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Spanish Studies
- Labovitz School of Business and Economics (Duluth campus)—Create a B.B.A. degree and undergraduate minor in Business Analytics
- Labovitz School of Business and Economics (Duluth campus)—Create a B.B.A. degree and undergraduate minor Consumer Insights and Analytics
- College of Education and Human Services Professions (Duluth campus)—Create an undergraduate minor in Physical Education-Outdoor Education

II. Request for Approval of Changed Academic Programs

- College of Liberal Arts (Twin Cities campus)—Discontinue sub-plans in the Political Science B.A. degree
- College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.A./M.S. in Biostatistics sub-plan in the Statistical Practice B.A. degree
- College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.S./M.S. in Biostatistics sub-plan in the Statistical Science B.S. degree

- College of Education and Human Development (Twin Cities campus)—Deliver the Teaching English as a Foreign Language undergraduate certificate primarily online.
- Swenson College of Science and Engineering (Duluth campus)—Change the name of the M.S. degree in Geological Sciences to an M.S. degree in Earth Sciences

III. Request for Approval of Discontinued Academic Programs

- College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Hispanic Studies
- College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Latin American Studies
- College of Education and Human Service Professions (Duluth Campus) — Discontinue Educational Computing and Technology undergraduate and post-baccalaureate certificates

IV. Request for Conferral of Tenure for Outside Hires

- Ricardo Battaglino, Professor with tenure, Rehabilitation Medicine, Medical School
- Rachel Croson, Professor with tenure, Economics, College of Liberal Arts
- Kathleen Hill Gallant, Associate professor with tenure, Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences
- Markus Meyer, Associate professor with tenure, Medicine, Medical School

V. Request for Conferral of Faculty Emerita Status

- Sandra Potthoff, School of Public Health

BACKGROUND INFORMATION

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.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 13, 2020

Consent Report: Academic Program Additions,
Changes, and Discontinuations

I. **Request for Approval of New Academic Programs**

▪ **College of Science and Engineering (Twin Cities campus) —Create a graduate minor in Data Science in Astrophysics**

The College of Science and Engineering requests approval to create a graduate minor in Data Science in Astrophysics, effective fall 2020. The graduate minor is designed to be interdisciplinary and integrates data science (statistics, data processing, artificial intelligence) with the field of astrophysics. Students pursuing the minor will receive the training needed to advance the field of astrophysics, while simultaneously preparing to be successful professionals and leaders in the modern data-driven workforce. The curriculum covers the fundamental concepts in statistics, data processing and data management, as well as the modern machine learning and deep learning techniques needed for analyzing the ever-increasing astrophysics data-sets. Students will have opportunities to conduct research projects using modern astrophysics data-sets, and will work in interdisciplinary teams mentored by interdisciplinary faculty. Students will have opportunities to develop their professional leadership and communication skills. The formation of the program is supported by a National Science Foundation (NSF) research training grant and builds and on and makes use of existing courses and resources from the data science, computer sciences, and statistics graduate programs.

▪ **Carlson School of Management (Twin Cities campus)—Create a Business of Healthcare undergraduate minor**

The Carlson School of Management on the Twin Cities campus requests approval to create an undergraduate minor in Business of Healthcare, effective fall 2020. The Business of Healthcare minor is available to degree-seeking students admitted to the college and provides an opportunity for specialized knowledge and skills relevant in the medical industry. The objectives of the minor are to provide deeper knowledge of the institutions, regulations and marketplace in the medical industry; engage with the medical industry in their investment, payer, provider and medical technology sectors; enhance the hiring advantage of students by firms in the medical industry and other related sectors; and prepare students to succeed in this complex and fast-growing industry. Students will take courses on healthcare marketplace, institutions, regulations, reimbursement, medical technology, and industry analytics. The proposed program makes use of existing courses and resources.

▪ **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in World Music**

1

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate minor in World Music, effective fall 2020. The proposed program is organized around hands-on experience with West African Drumming, Javanese Gamelan, Indian Raga, Jazz, and other musics and combines experiential immersion with scholarly study (historical, ethnographic, philosophical). This minor is designed to meet the needs of students who may not have formal training in reading music, but wish to deepen their understanding of musical study grounded in a wide range of cultures. The minor allows students to explore the diversity of the world's musics—including popular, classical, and folk from Minnesota and around the world. Undergraduate students from any college or department at the University can participate in this minor program. The proposed program makes use of existing courses and resources.

- **Medical School (Twin Cities campus) —Create fellowship in Glomerular Disease and Vasculitis**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Glomerular Disease and Vasculitis, effective summer 2020. The program will offer clinical and research opportunities for fellows with specialized training in the treatment of patients with glomerular diseases. Fellows will participate in translational research projects through the Division of Renal Diseases and Hypertension and/or the Division of Pediatric Nephrology. The fellowship will address an unmet need in Minnesota for specialized training in the field of autoimmune diseases affecting the kidney and other forms of glomerular diseases. The proposed fellowship makes use of existing resources.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Spanish Studies**

  The College of Liberal Arts on the Duluth Campus requests approval to create a Bachelor of Arts (B.A.) degree and undergraduate minor in Spanish Studies, effective fall 2020. This new program combines and replaces two distinct, but overlapping programs: Hispanic Studies and Latin American Studies, that are being discontinued as detailed later in this report. The Spanish Studies program will prepare students for life-long engagement with the rich ethnic and cultural diversity of Spanish language and culture and consists of two different sub-plans: Language and Culture Studies, and Latin America. The Language and Culture Studies sub-plan fosters the development of cross-cultural competency through the study of history, cultural production, and texts of inherently diverse Spanish-speaking communities and cultures. The Latin America sub-plan prepares students to apply linguistic and interdisciplinary skills to a wide variety of local, regional, national, or international career choices through a required study abroad or internship immersion experience. These proposed changes are the result of faculty, student and administrative input. The new program will make use of existing courses and resources.

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

2

The Labovitz School of Business and Economics on the Duluth campus requests approval to create a Bachelor of Business Administration (B.B.A.) degree and undergraduate minor in Business Analytics, effective fall 2020. The program and minor will prepare students to assume positions in business with skills and core competencies in analytics that are in demand by industry. Students will develop data management and data analytic skills needed to succeed in data-intensive organizations and learn how to apply appropriate quantitative analytics techniques to solve business problems. The program will be available to students in the Labovitz School as well as other academic units. The proposed program makes use of existing courses and resources.

- **Labovitz School of Business and Economics (Duluth campus)—Create a B.B.A. degree and undergraduate minor Consumer Insights and Analytics**

  The Labovitz School of Business and Economics on the Duluth campus requests approval to create an undergraduate Bachelor of Business Administration (B.B.A.) degree and undergraduate minor in Consumer Insights and Analytics, effective fall 2020. The degree and minor will prepare students to work with a variety of data used in consumer centric decision-making scenarios and combine core business knowledge with analytic skills. Students will learn to use data to generate insights into consumer needs, and identify sales trends and business opportunities. Through intensive practice and interactions with industry leaders, they will learn how to communicate their insights and recommendations confidently in written and oral formats. The proposed program makes use of existing courses and resources.

- **College of Education and Human Services Professions (Duluth campus)—Create an undergraduate minor in Physical Education-Outdoor Education**

  The College of Education and Human Service Professions on the Duluth Campus requests approval to create an undergraduate minor in Physical Education - Outdoor Education, effective fall 2020. The minor is available to Education major students and is designed to prepare Physical Education majors (B.A.Sc.) to teach students with active lifestyle outdoor pursuits in accordance with national standards that are taught in formal school (K-12) settings. This minor is also appropriate for students in an education major (K-12) who wish to incorporate outdoor education into the formal school curriculum in a variety of contexts including physical education, sciences, or social studies. The proposed programs makes use of existing courses and resources.

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

- **College of Liberal Arts (Twin Cities campus)—Discontinue sub-plans in the Political Science B.A. degree**

  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue sub-plans in the Political Science Bachelor of Arts (B.A.) degree, effective fall 2020. The discontinued sub-plans include: Business and Politics; Campaigns and Elections; Citizenship and Civic Action; Democratization and Development; Global Politics; Law and Politics; Political Psychology; Beliefs and Behavior; and Public Affairs. The discontinued sub-plans

are part of a program reconfiguration to focus on thematic areas spanning four subfields: American Politics, Comparative Politics, International Relations, and Political Theory. The new configuration will support students pursuit of a wide variety of careers while also developing an array of skills including oral and written communication, critical thinking, problem-solving, digital competencies and political knowledge. The proposed changes make use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.A./M.S. in Biostatistics sub-plan in the Statistical Practice B.A. degree**

  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the integrated degree B.A./M.S. in Biostatistics sub-plan in the Statistical Practice Bachelor of Arts (B.A.) degree, effective fall 2020. This program is no longer being offered, and no students are enrolled.

- **College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.S./M.S. in Biostatistics sub-plan in the Statistical Science B.S. degree**

  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the integrated degree B.S./M.S. in Biostatistics sub-plan in the Statistical Science Bachelor of Science (B.S.) degree, effective fall 2020. This program is no longer being offered, and no students are enrolled.

- **College of Education and Human Development (Twin Cities campus)—Deliver the Teaching English as a Foreign Language undergraduate certificate primarily online.**

  The College of Education and Human Development on the Twin Cities campus requests approval to deliver the Teaching English as a Foreign Language undergraduate certificate in a primarily online format, effective fall 2020. The college plans for and allocates resources for online delivery options. Online delivery allows the college to provide broader alternatives to current and prospective students.

- **Swenson College of Science and Engineering (Duluth campus)—Change the name of the M.S. degree in Geological Sciences to an M.S. degree in Earth Sciences**

  The Swenson College of Science and Engineering on the Duluth Campus requests approval to change the name of the Master of Science (M.S.) degree in Geological Sciences to a Master of Science (M.S.) degree in Earth Sciences, effective fall 2020. The proposed name change reflects current curricular alignment and standards in the field.

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

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

4

The College of Liberal Arts on the Duluth Campus requests approval to discontinue the Bachelor of Arts (B.A.) degree and undergraduate minor in Hispanic Studies effective, fall 2020. Program faculty propose to combine Hispanic Studies and Latin American Studies to create a new Spanish Studies program with two distinct sub-plans. Under the new configuration, students in the Spanish Studies program will chose one of the two sub-plans: the Latin America sub-plan, or the Spanish Languages and Cultures sub-plan. Course offerings will not be affected by this change.

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

  The College of Liberal Arts on the Duluth Campus requests approval to discontinue the Bachelor of Arts (B.A.) degree and undergraduate minor in Latin American Studies effective, fall 2020. Program faculty propose to combine Hispanic Studies and Latin American Studies to create a new Spanish Studies program with two distinct sub-plans. Under the new configuration, students in the Spanish Studies program will chose one of the two sub-plans: the Latin America sub-plan, or the Spanish Languages and Cultures sub-plan. Course offerings will not be affected by this change.

- **College of Education and Human Service Professions (Duluth Campus) — Discontinue Educational Computing and Technology undergraduate and post-baccalaureate certificates**

  The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the undergraduate and post-baccalaureate certificates in Educational Computing and Technology, effective spring 2021. The decision to discontinue the certificate programs is based on fiscal constraints and enrollment size. The students currently enrolled in the undergraduate certificate program are expected to finish by spring 2021. There are no students enrolled in the post-baccalaureate certificate program at this time.

5

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 13, 2020

Consent Report: Request to Grant Tenure to Outside Hires

The Executive Vice President and Provost recommends Ricardo Battaglino, Rachel Croson, Kathleen Hill Gallant, and Markus Meyer for tenure and faculty rank as outline below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member's academic appointment at the University.

- **Ricardo Battaglino, Professor with tenure, Rehabilitation Medicine, Medical School**

  Professor Battaglino's expertise in the areas of osteoclast biology and pathological bone loss following spinal cord injuries has earned him a national and international reputation. He received his Ph.D. in Developmental Molecular Biology from Mount Sinai Graduate School in New York in 1997. Prior to joining the University of Minnesota, Dr. Battaglino was an associate professor at the University of Colorado, Denver.

- **Rachel Croson, Professor with tenure, Economics, College of Liberal Arts, Twin Cities campus**

  Professor Croson's expertise is in the field of experimental and behavioral economics. Her prolific research on voluntary contributions, trust, negotiation, and gender differences has been influential across disciplinary boundaries. She has published widely in distinguished academic journals and successfully secured external funding for her research. Professor Croson has a strong teaching record as evidenced by multiple teaching awards.

  Professor Croson received her Ph.D. in economics in 1994 from Harvard University. She is currently Dean of Social Science and MSU Professor of Economics at Michigan State University. Previously, she was dean of the business school at the University of Texas-Arlington, director of a negotiations center and full professor at the University of Texas-Dallas, and a tenured associate professor in the Department of Operations and Information Management at the Wharton School at the University of Pennsylvania.

  Rachel Croson will become the University of Minnesota's
  next Executive Vice President and Provost effective March 30, 2020, with her administrative appointment having been approved by the Board of Regents.

- **Kathleen Hill Gallant, Associate professor with tenure, Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities campus**

  Professor Hill Gallant's research focus is broadly based in nutritional strategies and therapies for people with chronic kidney diseases and the modality of action in humans

with therapeutic interventions. Dr. Hill Gallant earned her Ph.D. in Foods and Nutrition from Purdue University where she has held a faculty position since 2013.

- **Markus Meyer, Associate professor with tenure, Medicine, Medical School**

Professor Meyer is a clinical expert and researcher on myocardial calcium handling in heart failure. His strong record of innovative research and clinical service has earned him a national reputation in the improvement of care for patients with heart failure. Dr. Meyer earned his M.D. and Ph.D. from the University of Freiburg, Germany, in Clinical Biochemistry. He joins the University of Minnesota from the University of Vermont where he was an associate professor.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 13, 2020

Consent Report: Request for Granting Faculty Emerita Status

- **Grant faculty emerita status to Sandra Potthoff in the School of Public Health, Twin Cities Camps**

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

Dr. Potthoff was a tenured associate professor in the Division of Health Policy and Management in the School of Public Health for 26 years and in 2017 left the school to accept a new leadership position at the University of South Florida; accordingly, she is not automatically conferred the emeritus status. The granting of emeritus status to Dr. Potthoff is supported by John Finnegan, Dean of the School of the Public Health, and Timothy Beebe, Mayo Professor and Head of the Division of Health Policy and Management. The faculty of the School of Public Health approved the granting of faculty emeritus status to Dr. Potthoff on January 21, 2020.

Dr. Potthoff was a tenured faculty member in the Division of Health Policy and Management, joining the University of Minnesota in 1990 as an assistant professor with an expertise in engineering and management science. During her career at the University, Dr. Pothoff instructed Healthcare Operations Research and Analytics as well as Principles of Problem-Solving. Dr. Potthoff served as the Director of the Master of Healthcare Administration (MHA) program for eight years, during which time the program's U.S. News & World Report (USNWR) ranking rose from #5 to #2 nationally, where it remained during the duration of her leadership.

Dr. Potthoff is recognized for her innovation in curriculum and competency-based course objectives, interprofessional teamwork, and cross-sector community collaboration. She was one of the founding faculty advisers for the CLARION interprofessional student group in the academic health sciences, which is a nationally known case competition hosted annually at the University of Minnesota. Dr. Potthoff was the impetus behind the case competition. She is passionate about student learning, as evidenced by students voting her twice as the MHA Faculty of the Year.

Dr. Potthoff received her B.A, M.S., and Ph.D. from the University of Wisconsin-Madison.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **February 13, 2020**

AGENDA ITEM: Information Items

| | Review | | Review + Action | | Action | X | Discussion |

| | *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The Information Items include:

- Urgent Approval: Tuition Differential for Online Courses Report to the Legislature.
    - Board Chair Ken Powell, Board Vice Chair Steve Sviggum, and Mission Fulfillment Chair Tom Anderson approved the Report on Tuition Differential for Online Courses to the legislature on January 15, 2019. This is being reported to the committee as required by Board of Regents Policy: *Board Operations and Agenda Guidelines.*
- A report of select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.
- University of Minnesota Rochester Recovery on Campus Report to the Legislature.

BACKGROUND INFORMATION

This report appears as a regular item on the Mission Fulfillment Committee agenda.

UNIVERSITY OF MINNESOTA

Crookston • Duluth • Morris • Rochester • Twin Cities

Regents of the University of Minnesota
Office of the Board of Regents

600 McNamara Alumni Center
200 Oak Street S.E.
Minneapolis, MN 55455
Phone: 612-625-6300

January 15, 2020

To: President Joan T.A. Gabel

From: Brian Steeves, Executive Director & Corporate Secretary

Re: *Urgent Approval*

Chair Powell, Vice Chair Sviggum, and Mission Fulfillment Committee Chair Anderson
approved your request for urgent approval of the following action (as described in the
attached letter) on January 15, 2020:

- To approve submission of the tuition differential for online courses and additional
  online fees report to the Minnesota State Legislature on January 15, 2020.

This information will be reported to the Mission Fulfillment Committee today and at the
February 2020 meeting, as required by Board of Regents Policy: *Board Operations and
Agenda Guidelines*.

c: Karen Hanson, Executive Vice President and Provost
          Brian Burnett, Senior Vice President for Finance and Operations
          Bill Haldeman, Senior Assistant to the President
          Kate Stuckert, Senior Assistant to the President

Driven to Discover℠

UNIVERSITY OF MINNESOTA

Office of the President   202 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110

January 15, 2020

The Honorable Kendall J. Powell, Chair
The Honorable Steven A. Swiggum, Vice Chair
The Honorable Thomas J. Anderson

Dear Members of the Board:

As you know, the policy on Board Operations and Agenda Guidelines stipulates that
Board approval is required for reports submitted to the State of Minnesota. This approval is also
required by Board of Regents Policy: *Reservation and Delegation of Authority Article I, Section I,
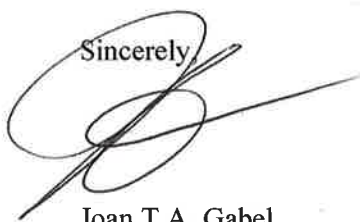Subd. 7.*

Since the Board will not be meeting in January 2020, no approvals for legislative reports are
possible until February 14, 2020, under normal procedures. However, Board of Regents policy:
Board Operations and Agenda Guidelines specifies the requirements for an urgent procedure if
an urgent situation exists as defined in the Guidelines. Specifically, in Section V, Subd. 7, the
policy reads as follows:

> Upon recommendation of the president, the Board chair, Board vice
> chair, and the respective committee chair may act on behalf of the
> Board when delay for Board approval could have a significant impact
> on the University's mission or poses a considerable health, safety, or
> financial risk. Urgent approvals shall be used judiciously and any such
> approvals will be reported to the Board or respective committee upon
> approval and included as an information item at the next scheduled
> meeting, consistent with Subd. 3 of this section.

Upon the request of the Executive Vice President and Provost and the Senior Vice President for
Finance and Operations, I am recommending Board approval for the report on tuition differential
for online courses and additional online fees requested by the legislature during the 2019
legislative session. The report is to be submitted by January 15, 2020, and sent to the members of
the legislative committees with jurisdiction over higher education issues.

I am recommending that this be approved on an urgent basis to assure delivery to the appropriate
committees by January 15, 2020 as requested by Senate File 2415 – Section 43. Enclosed is the
report developed with assistance from staff in the Office of the Executive Vice President and
Provost and the Office of the Senior Vice President for Finance and Operations.

Sincerely

Joan T.A. Gabel

Enclosure

The Cost of Online vs. Classroom-based Education at the University of Minnesota

Senate File 2415 – Section 43

In 2019, the Minnesota State Legislature requested that the University of Minnesota "provide a report by January 15, 2020, to the members of the legislative committees with jurisdiction over higher education issues related to the tuition differential for online courses and additional online fees. Specifically, the Legislature requested the University provide:

- An analysis of one-time investments and ongoing costs needed to provide online courses.
- A comparison of these costs with one-time investments and ongoing costs needed for in-person courses (including campus physical infrastructure and classroom space, and other costs).
- Plans to achieve parity in the amount charged for online courses and comparable in-person courses by the 2021-22 academic year.
- If the U of M determines that parity cannot be achieved, justification for the difference in cost.

In addressing the above items, this report provides additional background on the status of online learning at the University of Minnesota; the current context for online learning cost and pricing at the U of M and nationally; and recommendations for the future.

Overview of Online Learning at the University of Minnesota

Online learning has become increasingly important in fulfilling the University of Minnesota's teaching and learning mission. As at other institutions, online learning:

- Provides resident students on all campuses with additional class scheduling options that can support on-time degree completion, benefiting both the students and the university;
- Enables those who have already completed an undergraduate degree to continue their studies, especially in professional areas, without having to quit their jobs or move to the Twin Cities;
- Provides learners who were unable to complete an undergraduate degree immediately following high school the opportunity to do so while still meeting work and family responsibilities.
- Makes available continuing education options to maintain professional licenses, enhance skill sets in current jobs, and enable new career pathways.

In the 2018-19 academic year, across all University of Minnesota campuses, nearly 6.5% of class sections and 8% of course enrollments were provided in completely online environments, with an additional 2% of courses and enrollments being classified as partially or primarily online (i.e., students did have to be on a campus physically for a portion of the course). However, the number of online course offerings and enrollments in online courses varied across the system in the following ways:

- The University of Minnesota – Crookston is most heavily invested in the creation of online courses and enrollments. Over 30% of the courses at Crookston, representing 43% of total

1

course enrollments, are now completely online. Totally online enrollments on the other University of Minnesota campuses are as follows:

- o Duluth: 4%
- o Morris: 1%
- o Rochester: 1%
- o Twin Cities: 8%

- Completely online courses at the University of Minnesota are slightly more prevalent in graduate education (nearly 11% of enrollments) vs. undergraduate education (8.3% of enrollments). The Carlson School of Management and the School of Public Health, in particular, have invested most heavily in post-graduate level courses and full programs (e.g., Carlson online MBA).

- On the Twin Cities campus, some of the largest online undergraduate courses are in Chemistry, Geography, Writing, and Psychology, although there continue to be in-person, on-campus equivalent courses. The University has also moved many elements of its "first-year experience" programming and curriculum to an on-line environment.

- Summer enrollments at the University of Minnesota overall have been slowly declining for several years. However, there has been an increase in summer online activity, and today nearly 40% of summer enrollments come through online courses.

- Finally, with the significant exception of the University of Minnesota Crookston and a few professional programs on the Twin Cities campus, such as the Carlson online MBA, a large proportion of the online course enrollment at the University of Minnesota derives from full-time degree-seeking students who are also taking place-based courses on one of our campuses. The reasons these students take online courses vary– scheduling needs or convenience, the need to complete additional courses to assure timely graduation, the availability of a specialized course on a campus other than the campus of residency, etc.

One-time investments and ongoing resources needed to provide online courses

Both national studies and the experience of the University of Minnesota suggest that online courses and programs (other than large scale, low faculty contact models) cost more to develop, deliver, and support than face-to-face instruction, especially in the early stages of course development.

Online and distance learning cost and price issues have been addressed in several national studies, with the most significant authored by WICHE Cooperative for Educational Technologies (WCET) staff members Russell Poulin and Terri Taylor Straut in February 2017, entitled **Distance Education Price and Cost Report**. Among the issues highlighted in this report:

- **The difference and relationship between cost and price** - "Cost" is the amount of money spent by the institution to create, offer, and support instruction, and "price" is the amount of money charged a student for instruction, including tuition and fees. The report found that, in most

2

cases, the price of a course is not fully determined by the cost to produce that course, and this for a variety of reasons, including competitive market factors, and internal institutional cross-subsidies.

- **Cost and quality are closely related for online courses and can vary significantly.** According to Carol Twigg, former Vice President of Educom, "The simple answer to this question about price and cost is that a distance education course can cost anything you want it to cost, from $1,000 to $1 million." The variances can be attributed to course design differences and a variety of instructional choices. The level of engagement between students and faculty is also critical to the issue of quality.
- **Online learning was designed to provide better student access and timely degree completion, not merely to cut costs.** If the sole goal had been cost-cutting for existing students, then a different educational and financial model would have been pursued. The operative priority has been serving students who, because of work or family situations, could not otherwise participate in higher education.
- **Public institutions such as the University of Minnesota differ significantly from online only institutions, and those differences affect the costs of their online offerings**– Online only institutions do not have to support both brick-and-mortar and online classes, and they do not have research or outreach responsibilities, tenured terminal-degree faculty, or even necessarily the same expectations for timely degree completion. This sometimes allows them to deliver larger scale courses at lower cost, but these courses may be lower quality and involve less student support.

Large scale, low-cost online master's degrees from Coursera and EdX have emerged since the WCET report was written – These highly scalable, low-faculty-contact master's programs --built on learning platforms developed by the original "MOOC" providers-- have offered a new model for low cost online degree pricing. Concerns have been raised, however, about whether these programs are really paying for themselves and what quality tradeoffs may be made when there are reduced opportunities for students to interact and to engage with faculty members.

Specific Areas Identified by WCET as Higher Cost Items for Online Education

The WCET study involved a survey that broke down online cost into twenty-one separate components. Twelve components were thought by survey respondents to cost the same as face-to-face education; nine were rated as costing more. Many respondents noted additional services not needed in the traditional classroom, and those added costs. Others voiced concern that there would be a loss of student engagement and academic quality if, in cost-cutting, some components were stinted.

The conclusion of both the national analysis and the U of M experience is that the online curriculum costs more to support, develop, and deliver than face-to-face instruction, and that early stages of course development are particularly costly. Online courses and programs require additional initial investments, and yet these investments do not eliminate the need for continued support of the on-campus infrastructure:

- **Technology infrastructure** - A robust technology infrastructure is required to support the development and delivery of the online curriculum. That infrastructure includes a platform to create course content as well as a system for actual course delivery. The University recently invested in Canvas, a learning management system, which assists with the delivery of online

3

courses. Online learning also depends more heavily on web conferencing (such as that made possible by the new U of M Zoom license) for real-time class sessions, group work, and electronic office hours; interactive technology (e.g., Voicethread) to connect students; and assessment tools such as electronic proctoring. For classes in subjects such as Computer Science and Engineering, a significant additional investment in classroom-based video equipment and operators is required to make classes available to online learners.

- **Initial course design & development** - The design and development of an online course and curriculum are different from the design and development of an in-person curriculum.   It is not a matter of merely uploading in-person course content or a syllabus.   Online courses utilize advanced technologies to facilitate an "on-campus-like" experience for students. Faculty and technology experts work together to create the course, incorporating interactive, engaging content into the course design. This is expensive. Typically, faculty are teaching a full course load and are paid additional "overload" pay to develop a new online course. In many cases, instructional designers are also hired to work with the faculty to translate the course content into an online format. Together they design an online curriculum that engages students, fosters discussion, and enhances student learning. The goal is to provide a robust and engaging student learning experience online.

- **Ongoing enhancement of course content and delivery** – As occurs with in-person courses, online courses are revised and enhanced over time to improve content and to better meet student needs. However, these improvements increase costs. The University often hires or contracts with instructional designers to modify online courses in order to improve students' learning experiences, enhance instructors' ability to assess students' learning, and increase student interactions with other students and the instructors.

- **Faculty development** – Formal programs are available to teach faculty how to design, develop, and teach online courses, both new offerings and conversions of traditional courses.

- **Student support** - Students who take online courses require and expect 24/7 technology and instructional support. Units (departments, schools, campuses) often need to hire special advisors and tutors for their exclusively online students as these students require a different level and type of support. Units need to provide highly interactive support (without face-to-face communication) for services such as bookstore, career counseling, libraries, and accessibility.

- **Accreditation/state authorization** – There are requirements for regulatory compliance when University of Minnesota students are enrolled from other states.

- **Proctoring/e-Proctoring** – Technologies and monitoring systems need to be employed to ensure academic integrity for students completing assessments remotely.

Provide a comparison of these costs with one-time investments and ongoing costs needed for in-person courses (including campus physical infrastructure and classroom space, and other costs)

In general, the University does not—cannot-- track and summarize the total additional cost of online education. These costs are intertwined with those of the larger enterprise of the University's delivery of a world- class education. Only a small number of units charge online fees to recover a portion of the increased infrastructure and support costs that may be needed for online.

However, several general points are relevant on the matter of costs and cost differentials:

- **Online-related costs are, for the most part, in addition to on-campus investments** – Online investments do not eliminate the need for continued support of the on-campus infrastructure.

4

- **Potential on-campus cost savings are in the future; existing building infrastructure involves sunk costs**. Cost savings in campus infrastructure would come from future buildings that would not need to be built if increased enrollments occur largely online. Because faculty, instructional designers, and student support staff work on a physical campus, however, and need appropriate infrastructure, even for online instruction, online student enrollments will not eliminate or substantially reduce current infrastructure costs.
- In the annual **2019 Survey of Faculty Attitudes on Technology** conducted by Inside Higher Ed and Gallup, "neither professors nor digital learning leaders believe it is less expensive to offer online courses than in-person courses. Both groups generally agree that online instruction is only less expensive than in-person instruction if colleges reduce spending for faculty, student support or other important factors."
- The State of Florida work group study (2016) indicated that the total incremental cost related to online education is $41.48 per student credit hour.[1]

Several national studies have summarized the difference between online and classroom-based expenses. A modified version of Russell Poulin and Terri Taylor Straut's work from Change: The Magazine of Higher Learning, May 22, 2018, illustrates that only the physical classroom is not needed for online, while a significant number of additional services need to be included for online course design, development, and delivery:

Face-to-face instructional delivery	Online instructional delivery
Faculty and direct instructional support for students	Essentially the same faculty and direct student support is needed to provide equivalent instructional quality
Technology infrastructure (learning management systems such as Canvas, online course registration, internet connectivity and wi-fi, etc.)	Online instructional delivery takes advantage of and leverages the same technology infrastructure as face-to-face courses
Student academic support (advisors, tutors, library access, etc.)	Similar student support needed, but at a distance, and often over extended hours compared to on campus courses and programs
Physical classrooms	--
Technical support for student success, including onsite support for student technologies (e.g., laptop support, specialized instructional software support, etc.)	Expanded tech support hours (24x7)
--	Faculty development for effective teaching and learning strategies in an online environment
--	Instructional design and development (for new courses, converting existing courses, or updating existing online courses)
--	Online exam proctoring
--	Interstate compliance with regulations
	Market research and marketing to ensure appropriate investment in programs that will have demand, and communication with prospective audiences

Although there may be some offsetting savings, such as facility costs, from a fully online curriculum, those cost savings are minimal. Moreover, reductions in facility costs are only realized if an entire building is retired. Students taking online courses still need support services, such as advising services, and at the same level of quality, to help ensure their long-term success. There is also a common misconception related to online curriculum in relation to the size of online classes; there are limits to size and limits to savings through scale. As with in-person classes, enrollment in online sections must often be capped, and in some online courses (e.g. composition, public speaking), it must be capped at the same levels as the equivalent in-person courses in order to provide quality instruction. The University works to determine the optimum number of students for the course content being covered, the instructional approach being used, and the medium in which the course is delivered (in-person versus online).

Large Scale Degrees using the Coursera and EdX platforms:
There is one emerging model for lower-cost, large-scale online master's degrees that the University has decided not to pursue at this time. It involves the use of what were formerly called MOOC platforms, from Coursera and EdX, but these provide a student experience with much less interaction between faculty members and students. The University does use the Coursera platform for selected non-credit continuing education offerings.

U of M Online Fee Differentials

The University of Minnesota does not assess higher tuition rates to undergraduates for online courses or charge any system-wide University fees for online courses, so there is no tuition differential between online and face-to-face courses. Courses taken online count within the University's 13-credit band for undergraduate degree seeking students, so students adding an online course after already registering for 13 credits would essentially incur no additional costs for the course.

For some online graduate/professional programs, the tuition rate is determined by market rates for competitive programs nationwide and by the costs of services provided. Examples from some of our more popular master-level programs are noted below:

Program	On-campus per credit rate	Online program per credit rate
Carlson School of Management MBA	$1674/cr	$1581/cr
Masters of Health Care Administration	$1632/cr	$1632/cr
Master of Science in Computer Science*	$1465/cr	$1465/cr
Master of Science in Electrical Engineering*	$1465/cr	$1465/cr

*Online programs subject to UNITE fee described below.

The University has implemented an additional online fee only when it was judged necessary for a college or campus to recover some of the additional costs associated with the design and delivery of its online courses. (Details are described below.) Currently, three campuses and two Twin Cities academic units have implemented these additional fees, which generate approximately $2 million per year. These fees

6

cover only a small portion of the additional costs associated with online courses and programs. The remaining costs are covered through other sources, such as tuition.

The academic units that charge a separate online fee include the U of M campuses at Crookston, Duluth, and Morris and the Twin Cities campus UNITE (within the College of Science and Engineering) and College of Continuing and Professional Studies. For completely online students, most, if not all, of these fees are offset by these students' not having to pay other fees assessed to on-campus students. The rationale is that there are specific costs associated with online students, as there are specific costs associated with face-to-face students, and students should pay only the fees relevant to their specific academic program circumstances. The following is a summary of the five units that currently assess fees for online students.

Crookston students pay a $50 per credit fee for online courses. Both distance and residential students enrolled in online courses pay the online fee. The only exception is for residential students taking a course that is offered only online. Crookston students who are 100% online actually pay less in fees than on-campus students, since they are not assessed the campus fee, durable goods/laptop fee, or the student services fee. Here is an example from the Crookston campus, which is similar to other U of M academic units where completely online students pay about the same or less than on-campus students:

Crookston – Full Course Load (13 Credits)	Online Student	On-Campus Student
Tuition	$5,141	$5,141
Campus Fee	----	$250
Durable Goods/Laptop Fee	----	$250
Student Services Fee	----	$269
Online Course Fee	$650	----
Total	$5,791	$5,910
Difference		$119

Crookston on-campus students taking an online course that is available on campus pay a net higher cost for online courses to incentivize those resident students to take, instead, the on-campus offering. This leaves online course slots open for distance students who cannot come to campus.

The Crookston online fee is used to support a set of services that are specifically designed for and needed by online/distance students. These include professional advisors for each major exclusively dedicated to online students; two positions designated to configure and maintain the use of the Canvas learning management system, largely for online students; tutoring services just for online students, tracking any online student on probation, and helping students locate tutors; admissions counselors dedicated to online students; a finance office staff member who specifically serves online students; "overload" pay for faculty to create and develop new courses; and additional technical/instructional support for online students. The online fee generates much needed revenue of approximately $1.1 million per year to support the specific needs of these online students.

Morris has a fee structure similar to Crookston's, charging $45 per credit for completely online classes. This generates approximately $65,000 per year in revenue. As with Crookston students, online only students do not pay the campus-based fees (e.g., student service fees), which often results in lower costs for online only students. Most online courses are offered during the summer, with only a few during the academic year. As with Crookston, Morris students who are completely online (the majority

of the online students) <u>actually pay a lower net cost</u>, because they do not pay for activities, health services, intercollegiate athletics, regional fitness center, student center, or UMM campus fees.

At Morris, the majority of the fee revenue ($50,000) is spent on instructional designers for the online courses. Morris uses the remainder of the funds to help pay for the additional technology used for online courses, e-proctoring support services, the special website for online students, student guides, live proctoring of paper exams for online students, an online learning coordinator, online student guides, special registration services, the Canvas learning management system guide and training, helping international students navigate national firewalls during the summer sessions, and additional TAs for online courses.

At <u>Duluth</u>, virtually all students taking either a) one or more primarily or completely online course, or b) one or more campus-based technology-intensive class (requiring special software or use of an ongoing computer lab), pay a "full access technology fee" of $78.50 during the semester in which they are thus enrolled. The fee generates approximately $400,000 from students taking online courses (50% of the revenue from this fee).

Online student fees primarily fund a portion of the staffing costs associated with online education, including: training and support for faculty who are teaching online, student support, and technical support for the Canvas online learning platform. In addition, the fee funds virtual computing infrastructure and licensing allowing students to use on their personal computers software that would traditionally be found in a computer lab.

On the <u>Twin Cities</u> campus, two units charge fees for online students: the College of Science and Engineering's UNITE unit, which provides mostly graduate-level courses at a distance; and the College of Continuing and Professional Studies (CCAPS). Under the current U of M budget model, both of these units are charged with recovering virtually the full costs of instruction.

CSE's UNITE is a completely self-supporting unit, begun in 1971 to provide graduate engineering classes to employees of local Twin Cities companies. It operated then from specially equipped Twin Cities classrooms, live via Instructional Television Fixed Service (ITFS). In the late 1990s, the service moved to internet delivery (still using video as the main delivery format). The entire cost of the unit and its services still must be fully recovered, and that is achieved via a $100 per credit fee-- down from $300/credit in the earlier ITFS era.

The additional fee-based revenue is needed by UNITE to pay for the add-on video classroom equipment, document cameras, white boards, special enrollment/registration and student services staff, on-location exams proctors, technicians, and over 45 student operators who serve students enrolled in the internet-based classes. Eight U of M classrooms are specially equipped with technology for these UNITE courses, with equipment refreshed every few years through funds from the UNITE fee.

The Twin Cities <u>College of Continuing and Professional Studies</u> charges a per credit fee of $27 and generates $400,000 in revenue for the college. The fee is used to support a variety of services, including instructional designers and developers who work with instructors as part of the College's online course production group. The cost of this unit, which focuses solely on online course development, is approximately $1 million per year; the per credit fees cover roughly 40% of the actual costs and do not

8

cover any of the additional costs of online student support --for proctoring, learning management system support, student technical support, etc.

Achieving parity in the amount charged for online courses and comparable in-person courses and justification for differences in costs

As noted at the beginning of this report, online education has become an increasingly important element in the University of Minnesota's approach to fulfillment of its teaching mission. The development and delivery of on-line instruction across most University programs has merged with place-based instruction in a variety of complementary ways. Because of this, the U of M does not charge higher tuition for online courses, and most students who are completely online pay approximately the same, sometimes less, for online courses. Additional fees are assessed to students in only five of the U of M academic units, ones where special considerations of flexibility and resource allocations are salient.

On-campus students who encounter slightly higher fees for an online offering may still benefit financially if an additional online enrollment means a shorter time to graduation, which in turn means lower overall college costs and a faster track to good employment. Online courses may give students flexibility to retain their current jobs and/or take care of a family while in school. Moreover, if students are full-time and already taking at least 13 credits, there is no additional tuition charge for taking an additional online course.

The University will, of course, continue to seek ways to provide more cost efficiencies in online learning. We will:

- Continue prudent investments in technologies that serve both online and classroom-based students. The cost of distance education may decline with scale, as the same software and technology are employed for both online learning and classroom-based learning.
- In alignment with the U of M System Strategic Plan, strengthen the ability of central support units to provide high quality services for system campuses and academic units offering online courses and programs. A more centralized support structure for online courses and programs can support higher quality and reduce redundancy.
- Explore the use of "master" online courses across the system, and encourage the development of collaborative online degrees that could be offered via multiple campuses.
- Explore larger scale online program partnerships to determine whether they can supply services at lower cost, as the University supplies content expertise and instructional goals.
- Continue to develop and encourage the use of Open Educational Resources (OER) to reduce the cost of both in-person and online education.
- With our Unizin partners, continue to develop content, learner support, and data analytics that cut costs and enhance student success.

[1] State University System of Florida Board of Governors Affordability Workgroup 2025 Strategic Plan for Online Education. (2016). *The Cost of Online Education Presented to the Innovation and Online Committee Florida Board of Governors October 17, 2016*. Retrieved on 1/15/2020 from https://www.flbog.edu/wp-content/uploads/03a_2016_10_07_FINAL-CONTROL_Cost_Data_Report_rev.pdf

9

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS

February 13, 2020
Mission Fulfillment Committee
Information Report

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 have been awarded a new $1.5 million project funded by the U.S. Department of Energy. The project will aim to increase the driving range and lower the operating costs of electric heavy-duty delivery vehicles. The three-year project will focus on large-scale battery electric vehicles—in this case, semitrailers—that typically travel more than 250 miles each day between warehouses.

The University of Minnesota Twin Cities and Windgap Medical have received a $3.2 million grant from the National Institutes of Health (NIH) to develop a new device to quickly administer a recently developed antidote for cyanide poisoning. Under the grant, researchers from the University's Center for Drug Design, College of Pharmacy, and Massachusetts-based pharmaceutical company Windgap Medical are collaborating to design an autoinjector. The collaboration's goal is to develop a tool for first responders to save victims of cyanide poisoning.

The University of Minnesota has a new interactive impact map that shows how the University of Minnesota System reaches every corner of the state. From research and outreach centers and Extension offices to community health clinics and testing sites for aquatic invasive species, University faculty, staff, students, and alumni are contributing to communities in every county. This interactive map highlights the work of the University and its far-reaching impact in the state of Minnesota. (https://system.umn.edu/your-community)

The NSF Center for Sustainable Polymers (CSP) in the College of Science and Engineering received the renewal of a $20 million National Science Foundation (NSF) grant to discover the next generation of environmentally friendly plastics. Marc Hillmyer, director of the Center and a McKnight Presidential Endowed Chair in the Department of Chemistry, leads CSP. Hillmyer and his team's goal is to sustainably develop new plastics where the "end life" is of equal importance to the product's usefulness.

Faculty and Staff Activities and Awards

Carolyn Fairbanks, associate dean for research and professor in the Department of Pharmaceutics, and professor George Wilcox of the Department of Neuroscience have received a $4.5 million grant from the Department of Defense to continue their research developing a non-opioid treatment for chronic pain management.

Sylia Wilson, assistant professor in the Institute of Child Development, has been named a "Rising Star" by the Association for Psychological Science (APS). The award is presented to early-career APS members whose research has advanced the field of psychology and who show promise for continued research excellence. Wilson uses developmental, clinical, and neuroscience methods to study the underlying processes that lead to the development of mental illness, including major depression and substance abuse.

Sri Zaheer, dean, Carlson School of Management, has been named chair of the board of directors at the Federal Reserve Bank of Minneapolis. Zaheer has been a board member since 2017.

Don Dengel, School of Kinesiology and director of the Laboratory of Integrative Human Physiology, was awarded an annual grant of $300,000 from the Juvenile Diabetes Research Foundation. The grant funds Dengel's research studies on diabetes and how the disease impacts an individual's overall health and wellness. Co-investigators of the project include Elizabeth Seaquist, Lisa Coles, and Lynn Eberly.

Georgios B. Giannakis, professor of electrical and computer engineering, has been named a National Academy of Inventors (NAI) Fellow and will be inducted into the NAI at the academy's annual meeting this spring. Giannakis holds the McKnight Presidential Chair Professorship and is director of the University's Digital Technology Center. Election to NAI Fellow status is the highest professional distinction accorded to academic inventors who have demonstrated a prolific spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on quality of life, economic development, and the welfare of society.

Sylia Wilson, assistant professor in the Institute of Child Development, has won the Robins/Guze Award from the American Psychopathological Association (APPA). The award is presented to an early career investigator who has made an important contribution to the science of psychopathology. Wilson researches the causes of mental disorders, with a focus on major depression and substance abuse. Wilson relies on developmental, clinical, and neuroscience methods to find underlying neural and behavioral processes causally linked with mental disorders. Wilson has been asked to speak at this year's APPA annual meeting in March.

Student Activities and Awards

Erin Maxson, UMD Chemical Engineering student, participated in the MN Technical Assistance Program (MnTap), which pairs students with businesses to work on sustainability solutions. Erin was tasked with helping the Minnesota Zoo to come up with a plan for conserving water at the Zoo. She provided five solutions, one which is being implemented and one which is planned for implementation.

UMN Crookston students completed a marketing plan for H&S Manufacturing, located in Stephan, Minnesota. H&S is a leader in the manufacturing of beet carts and sprayers in the sugar beet industry. The seven marketing students worked to develop an integrated marketing plan within the company's budget to help attract new customers and get the optimal return on investment for H & S.

Ian Harris, Warda Moosa, and Mary Xiong, apparel design students in the College of Design, have worked with outerwear company Patagonia to create an emergency avalanche transceiver garment that could boost an emergency beacon's signal for backcountry winter sport use. The students submitted their project to the Industrial Fabrics Association International (IFAI) Advanced Textiles Student Design Competition and won. Patagonia will now decide if it wants to implement any of the group's design decisions.

University of Minnesota Morris students Claire Larson, Nora Lund, and Johannah Woodley and alumni Bailey Kemp '19 will present their research at the 70th Annual Irish History Students' Association conference in Dublin, Ireland, next month. The students worked with Distinguished McKnight University Professor of English Michael Lackey to research the nature of biofiction, focusing on Irish biofiction; the team is analyzing biographical novels by Irish authors.

School of Public Health PhD student Colleen Longacre conducted a study that appeared in *The Journal of Rural Health*. Longacre looked at Medicare data from more than 52,000 women diagnosed with breast cancer between 2004 and 2013. The data was used to determine where the women lived and the location of the facility where they received radiation therapy. Google Maps was used to calculate the distance the women traveled for their treatment. The study found: patients living in rural areas traveled, on average, nearly three times as far as woman living in urban areas for radiation treatment: 40.8 miles vs. 15.4 miles; the nearest radiation facility for rural women was, on average, four times farther away than for urban women: 21.9 miles vs. 4.8 miles. Longacre is continuing her research by studying the barriers to care due to distance and how they may prompt some women to forgo cancer treatment altogether.

Recovery on Campus (ROC!) Status Report

January 8, 2020

UNIVERSITY OF MINNESOTA ROCHESTER
Driven to Discover℠

Overview Residential collegiate recovery programs offer an intensive and transformative opportunity for students in recovery not only to participate in college but excel in their academics and recovery process. A residential collegiate recovery program is a supportive environment within the campus culture that reinforces the decision to disengage from addictive behavior. Such a community is designed to provide an educational opportunity alongside recovery support to ensure that students do not have to sacrifice one for the other. ROC! (Recovery On Campus) was established to create such a community at the University of Minnesota Rochester, with the first cohort starting in 2016-2017.

Goals Our foremost goal in creating ROC! was to establish a nationally-recognized, best practice program for students in recovery seeking a degree in the health sciences. Defined goals included:

- Design, launch and evolve ROC! Living Learning Community (LLC) over the course of three years.
- Collaborate with other LLC's within UMR to cultivate a shared sense of connection and belonging and offer layered levels of support.
- Establish a Bridge Program as a way for students to gather as LLC's members, connect with peers, faculty and staff and begin acclimating to campus prior to the start of the academic semester.
- Create a comprehensive programmatic calendar of events, meetings, workshops, activities and leadership opportunities for ROC! Students.
- Develop a ROC! Advisory Board and mentorship opportunities for ROC! students.
- Evaluate ROC! and make changes accordingly

Milestones

- Shaping of strategic plan for ROC! initiative with experienced consultants
- Development of Advisory Board of community members with relevant professional expertise in 2016 (continues)
- Development and launch of ROC! with two students in 2016-2017
- Selection and training of a student leader as "Community Advisor" (2017 and continuing)

1

- Creation and implementation of a Bridge program focused on student development and academics in math and writing with a central wellbeing theme in 2017, continuing in fall 18, 19 and beyond
- Enhanced recruitment through collaboration with admissions department
- Creation and implementation of comprehensive programmatic calendar of events, meetings, workshops, activities and leadership opportunities, with student leaders assisting staff
- Development of Healthy Living Learning Community (HLLC) to encompass ROC! in 2018- 2019
- Combining ROC! and HLLC to reach more students with the central tenet that recovery is healthy living 2018-2019
- Currently embedded in campus functioning and budget, given start-up funding provided by the legislature.

Brief History Approval for ROC! was granted in 2016 with a three year plan for the development, launch, maintenance and evolution of ROC! The design and implementation phase focused on formal consulting with an established college student recovery program, to establish appropriate and compliant processes; recruiting and selecting students; assembling an Advisory Board; and creating a well -designed, intentional and innovative community concept, complete with comprehensive services and programs to fully support ROC! students on multiple levels.

The maintenance and evolution phase focused on retaining members, developing programs, evaluation, the development of Healthy Living Learning Community (HLCC) (that eventually merged with ROC!), and enhancing services and opportunities.

Of significance was the development of HLLC. HLLC was established to encompass and support ROC! when it became evident that identifying as being in recovery was creating a barrier for students. HLLC was first created as an alternative for those students seeking to maintain a healthy lifestyle who did not meet the criteria for ROC! yet had experienced negative impacts from drug and alcohol use.. Ultimately, the tenet that recovery is healthy living resonated strongly and positively with students and combining ROC! and HLLC allowed for much greater participation.

Merging ROC! and HLLC provided an opportunity for a breadth of students to maintain a healthy lifestyle in an environment that best supported well-being, academic success, personal development and a sense of community. In ROC!/HLLC students cultivated meaningful connections while developing self-awareness, literacy and skills in areas of health, wellness, mindfulness, resilience and nutrition.

Key Points for Merging ROC! and HLLC

Embedding ROC! within HLLC proved to be vital for the continuation of ROC!.
Embedding and broadening the definitions of recovery and addiction significantly allowed for greater student participation. In so doing, ROC! expanded to encompass any student who had experienced a negative impact due to drugs or alcohol. There are currently 12 students in ROC!/HLLC that identify as having been negatively impacted by drugs and alcohol or in recovery. Students that identify as in recovery receive extra support and resources at UMR and in the community including counseling services, support groups in the community, connection to recovery mentors and access to organizations such as Recovery is Happening.

2

Stigma impacts students' choices.

Initially, before we embedded ROC! within HLCC, four students in recovery described their hesitancy to join ROC!, stating they felt the label of "recovery" was stigmatizing and might negatively impact their opportunities in healthcare. Those students did subsequently join the reframed HLCC and have been successful in continuing their college education. Other students who had been negatively affected by their alcohol and drug use stated that they did not necessarily define themselves as "in recovery" and therefore did not consider ROC! as a relevant living learning choice, instead resonating moreso with the tenets of HLLC. Ultimately, the behavioral expectations and commitment for the LLC are consistent with an "recovery" program, but the framing is "healthy" living.

Current Status Report

- Currently 24 students are in ROC!/HLLC: 15 first year students and 9 returning returning students
- In total, 10 students have identified as having experienced negative impacts from drug or alcohol use, while two students identify as being "in recovery" based on the original criteria.
- 100% LLC continuation: All students that have remained at UMR have stayed in ROC!/HLLC
  Note: no graduation data are available yet as we began the program with first year students. We anticipate graduation rates above the campus average for non-HLCC and statistically significantly above the generally low college attainment rate for students in recovery.

Year	Total # of students in LLC	# of New Incoming Students	#Returning Students	Reason for not returning	Identifies as "in Recovery"	Identifies as having previously experienced negative impacts due to drug and/or alcohol use
16-17	2	2	N/A	N/A	2	2
17-18	4	4	0	Two students transferred	0	4
18-19	12	10	2	Two students transferred	2	5
19-20	24	15	9	Three students transferred	2	10

3

Summation

In summary, the development, execution and evolution of ROC!/HLLC has been an intricate and inspiring journey into better understanding how to best reach and support both students in recovery (as per the original criteria) and those who have experienced negative impacts from alcohol and drugs and wish to cultivate a healthy lifestyle. The emphasis on recovery as healthy living has helped students shift to a positive and productive mindsight and reduced stigma for these students who are pursuing health careers. Our original goal was to create a community that supports students in recovery by addressing barriers, providing support and fostering a healthy community free of substances and committed to cultivating health and well being. We have been successful in doing so and have evolved ROC! to reaching more students than originally envisioned. We expect the program to continue to flourish, given the initial state financing that allowed us to establish and launch.

4