Mission Fulfillment Committee

May 2020

May 7, 2020
10:15 a.m.
Videoconference
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2. COVID-19 Pandemic: Preliminary Academic Impacts
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Mission Fulfillment                        May 7, 2020

AGENDA ITEM: Introduction of Executive Vice President and Provost

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to introduce Rachel Croson, the new Executive Vice President and Provost.

Rachel Croson joined the University of Minnesota on March 30, 2020. She serves as the chief academic officer of the University of Minnesota system and provost for the Twin Cities campus, with responsibility for fostering the academic excellence of the educational, research, and outreach missions of the University and providing leadership for undergraduate, graduate, and professional education.

Croson came from Michigan State University, where she served as dean of the College of Social Science and MSU Foundation Professor of Economics. Prior to her tenure at MSU, she served as dean of the School of Business at the University of Texas at Arlington, division director for Social and Economic Sciences at the National Science Foundation, professor and director of the Negotiations Center at the University of Texas at Dallas, and associate professor at the University of Pennsylvania’s Wharton School.

Croson’s research has concentrated on experimental and behavioral economics. Her scholarship draws on and contributes to many disciplines, including economics, management, marketing, operations, political science and sociology, and her work has been published in academic journals in all of these fields. Croson serves on the Association of American Universities Advisory Board on Sexual Harassment and Gender Discrimination, and has held a number of other professional leadership roles, including serving on the board of the Committee on the Status of Women in the Economics Profession.

Croson holds a doctorate in economics from Harvard University. She earned her undergraduate degree from the University of Pennsylvania, with a double major in economics and philosophy, and a minor in political science.
BACKGROUND INFORMATION

As Executive Vice President and Provost, Rachel Croson has systemwide oversight responsibility for promotion and tenure, for policies and practices spanning all operational areas that affect the academic life of the University and faculty development, and for the development, revision, and approval of academic programs. She plays a collaborative leadership role for the University’s academic planning and budgeting process, for academic technology, and for capital planning. She also has responsibility for managing the colleges, schools, and academic units of the Twin Cities campus and for advancing the academic mission through the vice provostial areas. Croson works with the president, chancellors, and other leaders to leverage strengths across the University to support and strengthen the five campuses – each of which brings distinctive history, vision, and strategy for contributing to excellence in ways that bring value to students, the region and the state, and the nation and the globe.
Mission Fulfillment

AGENDA ITEM: COVID-19 Pandemic: Preliminary Academic Impacts

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Joan T.A. Gabel
Rachel Croson, Executive Vice President and Provost
Chris Cramer, Vice President for Research
Robert McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to discuss the impacts of the COVID-19 pandemic on the University's academic and research enterprises, as well as the University's response in those areas. The discussion will include the steps taken to ensure continued quality academic functions during the spring 2020 semester and assessments of those efforts. The committee will also discuss the status of preparations for summer courses. Detail to support this discussion can be found in the docket.

In addition, the committee will discuss an update on fall 2020 new student enrollment and retention, continuing the discussion begun at the April 21, 2020 special meeting of the Board of Regents. Please note that at the time docket materials for the May meeting were submitted, one week remained until the Twin Cities campus confirm deadline and five weeks remained until the system campus deadline. The committee will receive updated and current enrollment data at the meeting.
University of Minnesota Board of Regents
COVID-19: Preliminary Academic Impacts
May 7, 2020

Materials that follow include background information for describing and assessing the spring 2020 semester and preparation and projection updates for summer and fall 2020.

SPRING 2020 ACTIONS AND STRATEGIES

In response to the COVID-19 pandemic and Governor Walz's Stay at Home Order for Minnesota on March 27, 2020, the University moved courses to alternative modes of instruction, beginning on March 11 for Duluth, Rochester, and Twin Cities campus and on March 16 for the Crookston and Morris campuses and extending through the end of the spring and summer 2020 semesters. The University quickly enacted actions and strategies to ensure continued quality academic functions during this period, such as those listed below.

Actions and Adjustments Supporting Students and Ensuring Quality Instruction

- University leaders engaged faculty governance across the System to assess policies and identify key decision areas affecting teaching and learning. These conversations resulted in adjusted policy to allow undergraduate students on all campuses the option to take any or all classes S/N (pass/fail). Colleges and schools on the Twin Cities campuses made decisions about extending the S/N (pass/fail) option to their graduate and professional programs based on the appropriateness for each discipline. In addition, the University suspended the policy requirement that mandates students attend the first class for B-term classes, paused academic suspensions, and adjusted probation practices to reflect declines in academic performance based on COVID-19. A notation will be added to student transcripts for the spring 2020 semester that states, Due to the COVID-19 pandemic, Satisfactory/Not Satisfactory grading permitted for many classes and degree requirements.

- University and campus leaders assessed financial policies affecting students and made several adjustments and decisions. Actions include suspending student late fees charged for delayed spring tuition payments, removing registration holds typically applied to students with outstanding balances, and continuing to pay student workers (consistent with general policy). Campus and colleges collaborated to expand the student emergency fund to help students with financial insecurity.

- Each campus made adjustments to continue mental health care for students. On the Twin Cities campus, Boynton Mental Health Clinic and Student Counseling Services rapidly developed and deployed telehealth services. Providers completed telehealth training, established remote, confidential office spaces and began delivering services via video or phone conferencing all within a week’s time. The collective ability to continue to provide direct care (individual and group therapy and medication management) for eligible students remains strong, consistent with what could be offered through in-person delivery. The volume of service continues to be high (providers are seeing approximately 70 percent of the typical number of students for this time period) and has increased steadily since starting telehealth. Workshops, webinars, and groups have also been developed and offered to support students managing COVID-19 related stressors.

- The University's Global Programs and Strategy Alliance monitored the University's success returning students to the United State and transitioning them to other learning
opportunities in spring 2020. The University assisted approximately 1,200 students who were studying abroad with returning by April 2. From January through March, the University’s international emergency phone line fielded 96 calls, compared to 40 calls in all of 2019. The University adjusted over 800 CISI insurance enrollments, canceling or changing end dates and acquiring student refunds. The majority of students were able to complete a full course load through shifts in instruction through technology similar to those made for on-campus classes. In some cases specific elements of classes, time zones, or experiential learning components made this impossible. As a result, 48 students pursued "B Term" online courses or directed study options and took advantage of the waivers offered to ensure no students would pay for both an experience abroad and on-campus tuition.

- International Student and Scholar Services offered full services remotely and increased communications across campus including Zoom virtual forums that were well attended. ISSS and its international recruiters developed messaging and talking points for admitted international undergraduates and their parents, who may have concerns about studying in the U.S. in the fall. The GPS Alliance and campus partners have created a task force to discuss and plan for the 2020 fall curriculum for international graduate and undergraduate students across the system.

- The Alumni Association assisted alumni with helping graduating students with job placements, including over 2,000 extended connections and interactions through the Maroon and Gold Network. In April, the Alumni Association launched a new website, specifically supporting 2020 graduates.

### Actions and Adjustments Affecting Faculty and Academic Administration

- The Academic Tools Support Services, campus and collegiate academic technologists, instructional designers, the Center for Educational Innovation, and faculty with established expertise supported instructors as they transitioned courses with support resources and training. Examples include new tools that support remote teaching (https://keep-teaching.umn.edu and https://cei.umn.edu/covid-19), guidelines for online teaching and design, and targeted workshops and events.

- The faculty tenure policy was adjusted to provide automatic one-year extension of the probationary period for faculty in their probationary periods and continuous-track librarians and law clinic faculty on April 1.

- Searches for two dean positions and for the director of the Weisman Art Museum were paused.

### Actions and Adjustments Affecting Research and Discovery

- On-site research was reduced to essential research only, while allowing for remote research activity to continue unchanged. This included development of lab hibernation and lab signage and safety guidance and protocols.

- HRPP-policy and IRB actions were structured into 5 research tiers based on relative risks and benefits to research participants and risks to researchers.

- A 5-color alert system contingent on staffing level triggers and public health guidance was developed for the research animal program with associated policy actions.

- Focused compliance bodies were created to maximally expedite the consideration of COVID-19-related research proposals. The University adapted to various agencies’ guidance for financial management and scope adjustments of sponsored projects (within OMB flexibility
allowances, for the case of federal agencies). OACA and OVPR established COVID-19 rapid response grants, with the former focused on biomedical innovation and the latter on complementary research topics.

- Leaders facilitated targeted COVID-19 research, created a local COVID-19 testing facility, and developed plans for staged resumption of research activities based on evolving public health guidance. In addition, the University remains closely tuned to new funding announcements and the potential for a federal reinvestment/recovery initiative in order to be ready to compete aggressively.

- Planning is underway for a potential phased approach to resuming research activity onsite with adequate precautions relative to University and Governor’s orders. Plans allow for remote research activity to continue unchanged.

**ASSESSING SPRING 2020**

The University monitors and assess student and instructional data during the spring semester in order to evaluate its response to the COVID-19 environment including its shift to distance delivery as well as plan for future scenarios. Among the items assessed and measures considered by University, campus, and college leaders are the following:

**Canvas Course Engagement Data**

Across the University System, 93 percent of Canvas course sites have been activated by faculty and instructors and are being used as one of many modes of delivery, including Zoom, email, and Google documents. Data from Canvas course sites have been used to determine the extent to which students were actively participating in their courses. Across all five campuses of over 67,000 students, only 729 students had low engagement (defined as either having not visited Canvas course websites or being at least two standard deviations less engaged in their Canvas courses as compared to classmates). Lists of students who were identified with low engagement were shared with colleges and campuses for advisors and faculty to contact.

**Courses Dropped**

University leaders monitor the number of course drops and withdrawals on each campus. Comparing the number of drops and withdrawals from the start of term to April 23 for spring semester 2019 and 2020 shows no significant change. In fact, across the system, the number of drops and withdrawals is slightly lower in spring 2020 than it was in fall 2020, and this pattern holds true across every campus. Most graduate and professional programs also show no significant difference.

**Course Mid-Term Alerts**

Undergraduate students on all campuses who are on pace to earn D or F grades in a 1000-course at the end of the semester are identified through a mid-term alert system so that advisors can provide students with support and help redirect them toward success. University leaders monitor the overall number of such alerts to identify trends relative to past semesters or courses whose curriculum might need redevelopment. Midterm grades reported by instructors in spring 2020 show the number of alerts for D+, D, F, N, or W grades consistent with or lower than that reported in 2019.
Student Complaints

Student complaints are being monitored and followed closely for trends and spikes in number relative to past or typical semesters. From January to April 2020, the University received 23 complaints through its Online Official Complaints and Grievances portal compared with 22 during the same period in 2019. This includes 16 (11 of which include a singular concern about parking) recorded after March 15 compared with 6 in 2019. Since mid-March 2020, the University also received many positive comments, such as the following:

"I wanted to let you know how pleased I am with the services I have received by GSSP [Graduate Student Services and Progress] during this time of transition. As I am in my last two weeks for my defense, I have been communicating with GSSP staff to clear everything for the final defense. It has been a pleasure to communicate with your staff. Dakota, Saari, and Ana have been very professional and helpful as I navigate this process. Thank you so much for everything you are doing to support the graduate students in this difficult time."

Another example is Twin Cities undergraduate student and MSA President Jael Kerandi’s experience, recently showcased by the Alumni Association in this video.

Students Opting to Switch to the S/N Grade Basis

Nearly 6,000 undergraduate students on the Twin Cities campus and over 7000 students across the system have opted to switch one or more course to S/N grading since the made this option available on every campus. Including the students who made the designation at the start of the semester, there are a little more than 15,000 students across the System opting for one or more course to be graded S/N compared with more than 10,000 students during spring 2019. Graduate and professional students show similar patterns.

Student Emergency Fund Awards Provided to Students

Over $330,000 in Student Emergency Fund Awards have been granted to over 550 undergraduate, graduate, and professional students across the system to help students with financial insecurity. Requests have included support for rent, food and groceries, medical needs, and technology support. In many cases where students were not granted awards, they were served by other means such as existing campus technology resources. Awards have ranged from $100-$1500, and the average award has been $640 per student. Notes from students receiving the awards have included the following:

- “I mean this with my deepest gratitude, thank you. I’m so glad I am a part of such an institution that takes care of its students in their times of need. Deeply, truly, thank you.”
- “Hi OneStop! Thank you so so much. This has been the highlight of the past two weeks, I can’t explain how much it means to me.”
- “One Stop, I appreciate this so much, thank you endlessly! I really needed this and I’m so happy you can accommodate. I really appreciate all the work you do!!!”
- “Oh my goodness that is so helpful and really will make a difference! Thank you so much.”
- “Thank you so much. If we were on campus I’d give y’all a huge hug. I feel like I can breathe again.”
- “Dear One Stop, Emergency Grant Committee, and Donors, I want to send my heartfelt gratitude for this $1,000 emergency grant. When my spouse and I found we had both tested positive for Covid-19, it was hard to imagine how we would face the regular bills on top of the unexpected costs of contracting the virus. In moments like this, simple issues like rent,
food, and utilities become so important. This emergency grant is going to help us to pay for these basic needs in our lives as we move into our recovery. I can’t tell you how much it means to receive this very tangible care from our UMN community right now when we need it most. On behalf of a very grateful student, thank you so much!”

- “OMG I’m crying. Thank you so much for your generosity.”

**Student Technology Survey Findings**

A recent Technology Needs Questionnaire was administered through the MyU Portal for Twin Cities campus undergraduate students. As of April 23, 1,234 students responded. Of those who responded:

- 4.7 percent did not have access to a reliable computer.
- 2.6 percent did not have internet access.
- 22 percent reported intermittent internet service.
- Students who did not have access to a computer were provided a loaner computer or webcam from their college. Students with no internet or intermittent service were directed to the OIT’s resources for free or discounted internet service options. In some cases, students were provided emergency funds to help with internet installation, payments, or a new computer.
- In addition, 16 referrals were made to One Stop for Emergency Funds based on their expressed financial hardship. The Office of Undergraduate Education responded to student comments that raised other issues including online learning concerns, housing issues, and stress/wellbeing concerns. In total, 388 students received outreach and support.

**Revised Student Rating of Teaching Survey**

Revised student rating teaching survey items for spring semester 2020 will produce valuable data about the student experience during the transition to remote instruction and will provide instructors feedback that can improve courses in future semesters. The student rating of teaching survey for spring semester 2020 also will be benchmarked against student responses on parallel items from previous semesters and therefore provide a comparison of how favorably instruction was perceived during this challenging semester. New survey questions will elicit student feedback about the switch to remote learning and how students perceived the level of interaction with the instructor during the semester. Because this was the first year that the survey was fully administered online, the University also will be able to use fully anonymized text analytics tools to gain insight from student comments on their learning experience. Preliminary aggregate results from the spring survey are expected later in spring 2020.

**College Student Health Survey**

The University is in the process of administering a College Student Health Survey that will collect information about the impact of the COVID-19 pandemic on students’ health including mental health. The survey uses modified College Student Health Survey questions that will provide solid comparisons both before and after the pandemic. Data findings are expected later this spring.
SUMMER AND FALL 2020 PREPARATIONS AND UPDATES

Distanced summer instruction provides an opportunity to leverage the lessons of the spring as faculty and instructors consciously and thoughtfully develop online courses. Summer impacts and planning include the suspension for summer camps, adjustments to orientation, registration and Welcome Week activities on each campus, and alternative commencement planning. While noting that many students will continue to enroll in courses throughout the summer, the table below lists summer undergraduate student credit hour (SCH) enrollment relative to last year.

<table>
<thead>
<tr>
<th>Summer Student Credit Hour as of April 25, 2020</th>
<th>2019 SCH</th>
<th>2020 SCH</th>
<th>2020-2019 SCH</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total System</td>
<td>43,161</td>
<td>46,874</td>
<td>3,713</td>
<td>8.6%</td>
</tr>
<tr>
<td>Crookston</td>
<td>3,638</td>
<td>2,563</td>
<td>-1,075</td>
<td>-29.5%</td>
</tr>
<tr>
<td>Duluth</td>
<td>11,202</td>
<td>10,894</td>
<td>-308</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Morris</td>
<td>1,132</td>
<td>1,210</td>
<td>78</td>
<td>6.9%</td>
</tr>
<tr>
<td>Rochester</td>
<td>344</td>
<td>454</td>
<td>110</td>
<td>32.0%</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>26,845</td>
<td>31,753</td>
<td>4,908</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Fall 2020 Enrollment

NOTE: Fall 2020 enrollment data is current as of April 27, 2020. At the time docket materials for the May meeting were submitted, one week remained until the Twin Cities campus confirm deadline and five weeks remained until the system campus deadline. The committee will receive updated and current enrollment data at the meeting.

The following table shows the enrollment data for the University system. As of April 27, 2020, Crookston and Rochester continued to be up with confirms while Duluth, Morris, and the Twin Cities campuses were still behind based on point-in-time with 2019. The Twin Cities campus is allowing students to extend their confirm date upon request, and the other campuses have established June 1 confirm dates. It is likely that final numbers will not be available until mid-June.

<table>
<thead>
<tr>
<th>Student Confirmations (4/27/2020)</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Systemwide</td>
<td>8,070</td>
<td>7,378</td>
</tr>
<tr>
<td>Crookston</td>
<td>106</td>
<td>118</td>
</tr>
<tr>
<td>Duluth</td>
<td>1,821</td>
<td>1,692</td>
</tr>
<tr>
<td>Morris</td>
<td>291</td>
<td>215</td>
</tr>
<tr>
<td>Rochester</td>
<td>173</td>
<td>213</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>5,679</td>
<td>5,140</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>1,480</td>
<td>1,359</td>
</tr>
</tbody>
</table>
Student Retention

The administration has been tracking fall 2020 registration statistics that provide an indication of fall-to-fall retention. The following tables show registration for the University system and Twin Cities campus for fall 2020 registration compared to fall 2019. For the Twin Cities campus, as of this writing, freshman registrations (freshman returning for fall 2020) are up 18 percent over 2019. Sophomore registrations are down slightly, junior registrations are up slightly, and senior registrations are down. Overall, on the Twin Cities campus registrations are up by 2.8 percent. New freshman will be registering during May through July orientation. For the other campuses, registration is slightly down as of this point in time.

### Fall-to-Fall Registration to Date by Academic Level: Percent of Students Registering for Fall 2019 and Fall 2020, University System

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Fall 2019 Registration % of students</th>
<th>Fall 2020 Registration % of students</th>
<th>Change in Registration %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (0-29 cr)</td>
<td>50.3%</td>
<td>59.8%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Sophomore (30-59 cr)</td>
<td>77.6%</td>
<td>77.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Junior (60-89 cr)</td>
<td>74.1%</td>
<td>74.0%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Senior (90+ cr)</td>
<td>26.4%</td>
<td>24.7%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Total</td>
<td>53.8%</td>
<td>54.8%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

### Fall-to-Fall Registration to Date by Academic Level: Percent of Students Registering for Fall 2019 and Fall 2020, Twin Cities Campus

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Fall 2019 Registration % of students</th>
<th>Fall 2020 Registration % of students</th>
<th>Change in Registration %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (0-29 cr)</td>
<td>39.5%</td>
<td>57.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Sophomore (30-59 cr)</td>
<td>77.7%</td>
<td>77.3%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Junior (60-89 cr)</td>
<td>73.8%</td>
<td>74.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Senior (90+ cr)</td>
<td>26.0%</td>
<td>25.2%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>51.9%</td>
<td>54.6%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Fall Planning Updates

As described, President Gabel charged Executive Vice President and Provost Croson with forming a working group to investigate how a hybrid fall semester might look. The group includes public health experts, academic and operational representatives, and representatives from multiple system campuses.

The group identified five domains they would explore:
- Classrooms, study spaces, and libraries
- Labs and studios of all types
- Housing and dining
- Recreation centers and student unions, events and student groups
- Outreach where the public comes to campus (e.g. clinics, museums) and where campus comes to the public (e.g. extension, community engagement)
The group further agreed to explore a range of scenarios, from a fully distanced scenario with only essential faculty and staff on campus (which reflects current status) to a scenario where large gatherings are again safe, but which might nonetheless require individual accommodations, and a few in between. Implications will be identified for each scenario in each of the domains.

**Fall 2020 Curriculum**

A significant enrollment concern for fall 2020 is the probability that incoming international students will be unable to begin studies due to visa constraints. The Office of the Provost, working closely with the undergraduate associate deans and GPS, have designed an introductory fall online curriculum that will enable international students or other incoming students who are unable to attend in person to complete a full semester of courses in fall, and arrive in spring to begin in-classroom instruction. This curriculum includes the opportunity to participate in small group experiences and engagement in other distanced activities.
COVID-19: Preliminary Academic Impacts

Board of Regents
May 7, 2020

Joan Gabel
President

Rachel Croson
Executive Vice President and Provost

Chris Cramer
Vice President for Research

Robert McMaster
Vice Provost and Dean of Undergraduate Education
Spring 2020 Actions

- Academic policies
- Financial policies and emergency financial support
- Student mental health services
- Students returning from abroad
- Alumni support for job placements
- Faculty and instructor support
Assessing Spring 2020

- Canvas course engagement
- Courses dropped
- Mid-term alerts
- Student complaints
- S/N grading and Transcript notation
- Emergency Funds
Assessing Spring 2020

- Student Technology Survey
- Revised Student Rating Teaching Survey
- College Student Health Survey
# Summer 2020 Enrollment

Undergraduate Student Credit Hours: As of 5.4.2020

<table>
<thead>
<tr>
<th>Campus</th>
<th>2019 SCH</th>
<th>2020 SCH</th>
<th>2020-2019 SCH</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Total</td>
<td>45,166</td>
<td>51,649</td>
<td>6,484</td>
<td>14.4%</td>
</tr>
<tr>
<td>Crookston</td>
<td>3,942</td>
<td>2,924</td>
<td>-1,018</td>
<td>-25.8%</td>
</tr>
<tr>
<td>Duluth</td>
<td>11,362</td>
<td>11,513</td>
<td>151</td>
<td>1.3%</td>
</tr>
<tr>
<td>Morris</td>
<td>1,186</td>
<td>1,282</td>
<td>96</td>
<td>8.1%</td>
</tr>
<tr>
<td>Rochester</td>
<td>362</td>
<td>415</td>
<td>53</td>
<td>14.6%</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>28,314</td>
<td>35,516</td>
<td>7,202</td>
<td>25.4%</td>
</tr>
</tbody>
</table>
## Fall Freshman (NHS) and Transfer Enrollment

### Student Confirmations

5/1/2020

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Systemwide</td>
<td>9,419</td>
<td>8,578</td>
</tr>
<tr>
<td>Crookston</td>
<td>153</td>
<td>123</td>
</tr>
<tr>
<td>Duluth</td>
<td>2,094</td>
<td>1,826</td>
</tr>
<tr>
<td>Morris</td>
<td>332</td>
<td>227</td>
</tr>
<tr>
<td>Rochester</td>
<td>182</td>
<td>223</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>6,658</td>
<td>6,179</td>
</tr>
<tr>
<td><strong>Transfer Students</strong></td>
<td><strong>1,880</strong></td>
<td><strong>1,621</strong></td>
</tr>
</tbody>
</table>
## Fall 2020 Retention/Registration, Systemwide

### Systemwide Fall-to-Fall Registration to Date by Academic Level:
Percent of Students Registering for Fall 2019 and 2020 as of May 4 of each year

<table>
<thead>
<tr>
<th>Current Academic Level</th>
<th>Fall 2019 % of students</th>
<th>Fall 2020 % of students</th>
<th>Change in Registration %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (0-29cr)</td>
<td>79.7%</td>
<td>76.8%</td>
<td>- 2.9%</td>
</tr>
<tr>
<td>Sophomore (30-59cr)</td>
<td>82.1%</td>
<td>81.8%</td>
<td>- 0.3%</td>
</tr>
<tr>
<td>Junior (60-89cr)</td>
<td>76.9%</td>
<td>77.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Senior (90+cr)</td>
<td>27.9%</td>
<td>26.3%</td>
<td>- 1.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61.4%</strong></td>
<td><strong>60.2%</strong></td>
<td><strong>- 1.2%</strong></td>
</tr>
</tbody>
</table>
### Twin Cities Campus Fall-to-Fall Registration to Date by Academic Level:

Percent of Students Registering for Fall 2019 and 2020 as of May 4 of each year

<table>
<thead>
<tr>
<th>Current Academic Level</th>
<th>Fall 2019 Registration % of students</th>
<th>Fall 2020 Registration % of students</th>
<th>Change in Registration %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (0-29cr)</td>
<td>83.4%</td>
<td>81.1%</td>
<td>- 2.3%</td>
</tr>
<tr>
<td>Sophomore (30-59cr)</td>
<td>83.4%</td>
<td>82.9%</td>
<td>- 0.5%</td>
</tr>
<tr>
<td>Junior (60-89cr)</td>
<td>77.0%</td>
<td>77.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Senior (90+cr)</td>
<td>27.2%</td>
<td>26.6%</td>
<td>- 0.7%</td>
</tr>
<tr>
<td>Total</td>
<td>61.4%</td>
<td>61.1%</td>
<td>- 0.3%</td>
</tr>
</tbody>
</table>
Research and Discovery: Actions and Adjustments

• Reduced on-site research to only critical topics/needs
• Controlled research with human participants based on 5 risk tiers
• Created 5-color alert/action system for animal care program
• Launched focused compliance bodies to maximally expedite consideration of COVID-19-related research proposals
• Adapted to various agency’s guidance for financial management and scope adjustments of COVID-19-affected sponsored projects
Research and Discovery: COVID-19 contributions

- **Testing**: MN Dept. of Health (MDH), UMN and Mayo: 20,000 daily diagnostic tests, and 15,000 daily antibody tests (reduced dependence on external supply chains)
  - Central Lab to accommodate expanded testing, monitoring, and coordination of response
  - Expand tracing efforts, identify hotspots
- **Modeling**: UMN Public Health researchers helping to inform the state’s decisions as well as support refinements of stay-at-home and distancing measures
- **Clinical Trials**: (Hydroxy)chloroquine, Remdesivir, and Losartan
- **CIDRAP**: Clearing house for information, media appearances informing public around the world, mapping the global supply chain for key COVID-related pharmaceuticals.
- **Other high-impact research projects**: Dozens underway: Low-cost ventilator, therapeutics targeting SARS-CoV-2 targets, RAPID virus detection technologies/assays, social contact patterns in metro area, helping domestic/sexual violence victims during pandemic; 3 NSF RAPID grants thus far.
Staged Resumption of Selected Research Operations

Working Group Recommendations:

- Principles BOR grounded, aligning values, objectives, policies
- Assumptions that underlie the plan
- Restart Stages - table of resumption stages
- Action List – necessary to implement plan
Fall Planning Updates

- Describing the hybrid scenario
- Academic & Research Planning Work Group
- Other activities
Mission Fulfillment

May 7, 2020

AGENDA ITEM: Promotion and Tenure, and Annual Continuous Appointments

☐ Review  ☑ Review + Action  ☐ Action  ☐ Discussion

☑ This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

After careful review and due consideration, the senior academic officers of the University of Minnesota recommend to the Board of Regents those faculty being considered for promotion and/or tenure, and academic professionals seeking approval for promotion and/or continuous appointment effective with the beginning dates of their terms of appointment in 2020-2021. The recommendations are as follows:

- The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the docket who are members of the faculty on the Morris and Twin Cities campuses.
- The Chancellor of the University of Minnesota Duluth, in accordance with the Agreement between the Regents of the University of Minnesota and the University Education Association, recommends for promotion and/or tenure those individuals listed in the docket who are members of the Duluth faculty.
- The Executive Vice President and Provost recommends for continuous appointment status staff in the academic professional series in the Law School and University Libraries.

No faculty from the Crookston or Rochester campuses are being recommended for promotion and/or tenure this year.

The docket materials also include:

- Statistics concerning the composition of the faculty group being recommended for promotion and/or tenure by gender, faculty of color, and rank.
- An overview of the current promotion and tenure process.

BACKGROUND INFORMATION

Board of Regents Policy: Faculty Tenure calls for the administration to bring forward its recommendations for faculty promotion on an annual basis for action by the Board. Each spring, the administration presents to the Board of Regents its recommendations on continuous appointments for staff in the academic professional employee category. Board approval
of this personnel action is required by Board of Regents Policy: Board Operations and Agenda Guidelines and University administrative policies.

PRESIDENT’S RECOMMENDATION

The President recommends approval of these annual promotion and/or tenure recommendations and continuous appointment recommendations.
Given the current circumstances related to the pandemic to which the University is responding, the presentation of promotion and tenure candidates will be abbreviated. Importantly, however, none of the review processes for these 279 cases being recommended for promotion and/or tenure were abbreviated in any way. Each of the faculty has demonstrated intellectual distinction in their chosen field and has been rigorously reviewed by their University colleagues and scholarly peers around the nation and/or world.

We recognize that we are responding to an uncertain financial future given the current pandemic. However, the faculty being recommended for promotion and/or tenure at the May meeting represent the future of the University of Minnesota. Each has shown excellence in being selected for doctoral study, in securing a competitive academic position, and in demonstrating excellence in research, teaching and service.

Past presentations have included a small number of faculty who have provided brief descriptions of their research and scholarship. These faculty presenters had been selected among those recommended in the docket for promotion and tenure. While this year’s format does not allow for in-person presentations by a sampling of the faculty recommended in this docket, several have been asked to create short videos, which will be shared with the Board of Regents later in the spring semester.

The Promotion and Tenure Process

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

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

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

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

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

A decision for promotion and/or tenure can be made at any time during the probationary period (i.e. early promotion and/or tenure) and a faculty member can be terminated at any time during the probationary period if she or he is not making appropriate progress toward tenure and/or promotion. In addition, faculty may extend their probationary periods for the birth or adoption of a child or for the provision of care for a sick, injured, or disabled family member, or for their own significant illnesses or injuries (Board of Regents Policy: Faculty Tenure, Section 5.5). Finally, some faculty members come to the University of Minnesota with prior service at another university and have a shortened probationary period.

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

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

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

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

The basis for a promotion and/or tenure decision is the rigorous evaluation of a dossier that contains information about the faculty member’s scholarship or creative activity, teaching, and service. Prior to being evaluated centrally, this review consists of several steps:

1) Each candidate’s record is evaluated by a group of external scholars who have positions of national or international prominence in the discipline of the candidate. In some colleges, internal reviewers from the University may provide additional evaluation. Reviewers are asked to assess the research or creative activity of the candidate.

2) The faculty of each department or unit take a formal vote on promotion to the next rank and on conferral of indefinite tenure and provide a written report of the faculty discussion and the vote to the faculty member’s college.

3) The chair or head of each unit forms an independent assessment and writes a separate report of the case. Regardless of the outcome of the vote, the entire case is forwarded to the college level.

4) Most colleges have their own promotion and tenure committee with representatives from the departments within the college. (Some smaller colleges send their materials to an All-University Promotion and Tenure Committee.) The second-level promotion and tenure committee (either collegiate or All-University) also evaluates the dossier and forwards their recommendations and formal vote in a report to the dean of the college or directly to the Executive Vice President and Provost; in either case, these reports are advisory.

5) The dean evaluates the dossier as well and provides a formal letter to the Executive Vice President and Provost with recommendations about promotion and/or tenure.

For the Crookston, Morris and Rochester campuses, the reviews are conducted along division or department lines, followed by a college-wide or all-university committee review, and review by both the Vice Chancellor and the Chancellor.

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

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

**Contract Faculty: Review Process**

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

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

**Results of 2019-2020 Promotion and Tenure Review**

In 2019-2020, a total of 279 cases were evaluated across the University of Minnesota system. There were 166 cases for regular faculty and 113 cases for contract faculty. Of the 166 cases for regular faculty, 128 cases came from the Twin Cities campus, 29 cases from the Duluth campus, and 9 cases from the Morris campus.

Table 1 contains all recommendations by gender and category of rank for both regular and contract faculty. For regular faculty, there are 99 assistant professors on probationary appointments who are recommended for tenure and promotion to the rank of associate professor.

Of the 3 associate professors on a probationary appointment, 2 are recommended for conferral of indefinite tenure in rank and 1 is recommended for tenure and promotion to professor. All 64 of the associate professors with tenure are recommended for promotion to professor.

For contract faculty, 77 assistant professors are recommended for promotion to associate professor, and 35 associate professors are recommended for promotion to professor. One assistant professor is recommended for promotion to professor.
Of the 279 total cases, 135 are men (48%) and 144 are women (52%). For the regular faculty, 51% are men and 49% are women. For the contract faculty, 45% are men and 55% are women. In addition, 77 decisions or 28% involved faculty of color. These data are displayed in Tables 1 and 2, separated by gender and race/ethnicity. Tables 3 and 4 list the gender and race/ethnicity for all tenure stream and non-tenure stream faculty systemwide.

**TABLE 1:**
FACULTY TENURE AND/OR PROMOTION RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Regular Faculty (Tenure-Track and Tenured Cases)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor probationary to associate professor with tenure</td>
<td>48</td>
<td>51</td>
<td>99</td>
</tr>
<tr>
<td>Associate professor probationary to associate professor with tenure</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Associate professor probationary to professor with tenure</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate professor with tenure to professor with tenure</td>
<td>34</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td>Total Tenure-Track/Tenured Cases</td>
<td>84</td>
<td>82</td>
<td>166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Faculty (Non-Tenure Track)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor without tenure to associate professor without tenure</td>
<td>37</td>
<td>40</td>
<td>77</td>
</tr>
<tr>
<td>Assistant professor without tenure to professor without tenure</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate professor without tenure to professor without tenure</td>
<td>14</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Total Non-Tenure Track Cases</td>
<td>51</td>
<td>62</td>
<td>113</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>135</td>
<td>144</td>
<td>279</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Unknown/not specified</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>94</td>
<td>99</td>
<td>193</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>144</td>
<td>279</td>
</tr>
</tbody>
</table>

**TABLE 3:**
GENDER AND RACE/ETHNICITY FOR ALL TENURED/TENURE-TRACK FACULTY SYSTEMWIDE
Race/Ethnicity | Male | Female | Total
---|---|---|---
American Indian or Alaska Native | 15 | <1% | 32 | 1%
Asian | 327 | 11% | 480 | 16%
Black or African American | 49 | 2% | 91 | 3%
Hawaiian or Pacific Islander | 2 | <1% | 4 | <1%
Hispanic or Latino | 46 | 2% | 80 | 3%
Unknown/not specified | 28 | <1% | 44 | 1%
White | 1,396 | 47% | 2,222 | 75%
**Total** | **1,863** | **63%** | **2,953** | **100%**

**TABLE 4:**
GENDER AND RACE/ETHNICITY FOR ALL CONTRACT FACULTY SYSTEMWIDE

| Race/Ethnicity | Male | Female | Total |
---|---|---|---|
American Indian or Alaska Native | 0 | 2 | 2 | <1%
Asian | 97 | 71 | 168 | 13%
Black or African American | 15 | 10 | 25 | 2%
Hawaiian or Pacific Islander | 2 | 0 | 2 | <1%
Hispanic or Latino | 21 | 18 | 39 | 3%
Unknown/not specified | 88 | 42 | 130 | 10%
White | 441 | 486 | 927 | 72%
**Total** | **664** | **629** | **1,293** | **100%**

**Promotion and Tenure Recommendations Effective 2020-2021**

*Refer to the document “Promotion and Tenure Recommendations” in the docket for the candidate list.*

**The Continuous Appointment Process**

Each year, the Executive Vice President and Provost recommends to the Board of Regents a group of academic professionals for continuous appointments. The conferral of continuous appointment status for an academic professional is parallel to the conferral of indefinite tenure for a faculty member and follows a similar process. There are currently 94 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

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

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

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

**2019-2020 Candidates for Continuous Appointment**

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

For the employee category of academic professionals, the gender breakdown is 55% female (2,866) and 45% male (2,340). In addition, 14% (736 individuals) are persons of color. The six individuals recommended for continuous appointments this year have the following characteristics: one white male, five white females.

The following individuals in the academic professional series have been recommended for continuous appointment, to be effective with the beginning of the 2020-2021 appointment period.

**Continuous Appointment Recommendations Effective 2020-2021**

<table>
<thead>
<tr>
<th><strong>Law Library</strong></th>
<th><strong>From</strong></th>
<th><strong>To</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Greenwood</td>
<td>Assistant Librarian</td>
<td>Associate Librarian with continuous appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Law School</strong></th>
<th><strong>From</strong></th>
<th><strong>To</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Green</td>
<td>Associate Clinical Professor</td>
<td>Associate Clinical Professor with continuous appointment</td>
</tr>
<tr>
<td>Libraries - Twin Cities</td>
<td>From</td>
<td>To</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Ellen Engseth</td>
<td>Associate Librarian</td>
<td>Associate Librarian with continuous appointment</td>
</tr>
<tr>
<td>Shanda Hunt</td>
<td>Assistant Librarian</td>
<td>Associate Librarian with continuous appointment</td>
</tr>
<tr>
<td>Amy Riegelman</td>
<td>Assistant Librarian</td>
<td>Associate Librarian with continuous appointment</td>
</tr>
<tr>
<td>Nicole Theis-Mahon</td>
<td>Assistant Librarian</td>
<td>Associate Librarian with continuous appointment</td>
</tr>
<tr>
<td>COLLEGE/CAMPUS</td>
<td>DEPARTMENT/UNIT</td>
<td>FROM</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Allied Health Programs, Center for</td>
<td>Medical Laboratory Sciences Program</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy Program</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Medical Laboratory Sciences Program</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy Program</td>
<td>Associate Professor</td>
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<tr>
<td>Biological Sciences, College of</td>
<td>Plant and Microbial Biology</td>
<td>Assistant Professor</td>
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<tr>
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<td>Plant and Microbial Biology</td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Biochemistry, Molecular Biology, and Biophysics</td>
<td>Assistant Professor</td>
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<tr>
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<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Ecology, Evolution and Behavior</td>
<td>TT Associate Professor</td>
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<tr>
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<td>Ecology, Evolution and Behavior</td>
<td>Assistant Professor</td>
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<td></td>
<td>Ecology, Evolution and Behavior</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Biology Teaching and Learning</td>
<td>Associate Professor</td>
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<td></td>
<td>Plant and Microbial Biology</td>
<td>Associate Professor</td>
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<td></td>
<td>Ecology, Evolution and Behavior</td>
<td>Assistant Professor</td>
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<td>Assistant Professor</td>
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<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Ecology, Evolution and Behavior</td>
<td>TT Professor</td>
</tr>
<tr>
<td></td>
<td>Genetics, Cell Biology, and Development</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dentistry, School of</td>
<td>Primary Dental Care</td>
<td>Clinical Assistant Professor</td>
</tr>
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<td></td>
<td>Developmental and Surgical Sciences</td>
<td>Clinical Associate Professor</td>
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<td>Clinical Associate Professor</td>
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<td>Developmental and Surgical Sciences</td>
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<td>Clinical Assistant Professor</td>
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<td>Clinical Assistant Professor</td>
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<td>Clinical Assistant Professor</td>
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<td></td>
<td>Developmental and Surgical Sciences</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Design, College of</td>
<td>School of Architecture</td>
<td>Associate Professor</td>
</tr>
<tr>
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<td>Design, Housing, and Apparel</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Education and Human Development, College of</td>
<td>Organizational Leadership, Policy, and Development</td>
<td>Associate Professor</td>
</tr>
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Promotion & Tenure for Faculty, and Continuous Appointments for Academic Professionals

2019-2020

Rachel Croson
Executive Vice President and Provost

May 7, 2020
Review Process

- Each candidate creates a dossier
  - Curriculum vitae
  - Statements about research or other creative activity, teaching and service
  - Teaching data from student ratings and peer reviews of teaching
  - Samples of scholarship or other creative activity
  - Internal letters in some cases

- Dossier sent to external experts in the discipline for evaluation
Promotion and Tenure Process

Candidate’s Dossier

External Review

Unit Review and Vote

College/Campus P & T Committee Review and Vote

Dean’s/Chancellor’s Review and Recommendation

Vice Provost for Faculty and Academic Affairs

Executive Vice President and Provost
Tenure Success Rate

- Consider three cohorts of entering assistant professors (2010-2012)

- Four possible outcomes 7 years later
  - received tenure and are still at the University
  - received tenure and left the University
  - left the University without tenure
  - are still at the University on the tenure clock
Continuous Appointments

• Follows similar review process
• Fewer than 2% of academic professionals, mostly in University Libraries
• Six recommendations in docket
Recommendations

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

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

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

AGENDA ITEM: Consent Report

☐ Review  ☑ Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

I. Request for Approval of New Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. degree in Applied Sciences Leadership
- College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Create M.P.S. degree in Nutritional Sciences
- Carlson School of Management (Twin Cities campus)—Create five post-baccalaureate business-taxation related certificates:
  1. Post-baccalaureate Certificate in Closely-Held Business Taxation
  2. Post-baccalaureate Certificate in High Net-Worth Individual Taxation
  3. Post-baccalaureate Certificate in International Taxation
  4. Post-baccalaureate Certificate in Tax Executive
  5. Post-baccalaureate Certificate in Taxation
- Carlson School of Management (Twin Cities campus)—Create six business-management related post-baccalaureate certificates:
  1. Post-Baccalaureate Certificate in Asset Management
  2. Post-Baccalaureate Certificate in Business Analytics
  3. Post-Baccalaureate Certificate in Corporate Financial Management
  4. Post-Baccalaureate Certificate in Leadership for Manager.
  5. Post-Baccalaureate Certificate in Strategic Management
  6. Post-Baccalaureate Certificate in Strategic Marketing
- College of Continuing and Professional Studies (Twin Cities campus)—Create post-baccalaureate certificate in Leadership for Science Professionals
- College of Design (Twin Cities campus)—Create Bachelor of Landscape Architecture (B.L.A.) degree
- College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Cell Biology

This is a report required by Board policy.
• College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Genetics
• Crookston campus—Create B.S. degree in Equine Business Management
• Crookston campus—Create B.S. degree in Applied Health

II. Request for Approval of Changed Academic Programs

• College of Education and Human Development (Twin Cities campus)—Discontinue the Emotional and Behavioral Disabilities subplan in the M.Ed. degree in Special Education Initial License
• College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Health and Wellness subplan in the B.S. degree in Inter-College Program
• College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Change the name of the undergraduate minor in Entomology to Insect Science
• College of Liberal Arts (Twin Cities campus)—Create 7 subplans for the Ph.D. degree in Psychology
• College of Liberal Arts (Twin Cities campus)—Discontinue the South Asia subplan in the B.A. degree in Global Studies
• College of Liberal Arts (Twin Cities campus)—Discontinue the B.A./M.A. Integrated Degree Program subplan in the Strategic Communications: Advertising and Public Relations B.A. degree and Health Communication M.A. degree
• College of Science and Engineering (Twin Cities campus)—Create a Digital Health subplan in the Biomedical Engineering B.Bm.E. degree
• The Humphrey School of Public Affairs (Twin Cities campus)—Deliver the Post-Baccalaureate Certificate in Human Services Leadership partially online
• Medical School (Twin Cities campus)—Change name of the Hematology fellowship to the Hematopathology fellowship
• College of Education and Human Service Professions (Duluth campus)—Discontinue the Outdoor Education subplan in the Physical Education B.A.Sc. degree
• College of Education and Human Service Professions (Duluth campus)—Change the name of the Exercise Science B.A.Sc to Exercise and Rehabilitation Sciences B.A.Sc and Discontinue all subplans.
• College of Education and Human Service Professions (Duluth campus)—Deliver the undergraduate certificate in Teaching English as a Foreign Language primarily online
• Swenson College of Science and Engineering (Duluth campus)—Create new subplans in Computational Physics and Business Administration in the B.A. degree in Physics
• Crookston campus—Discontinue the Writing subplan and create Social Media subplan in the B.S. degree in Communications
• Crookston campus—Create an online subplan in the Humanities undergraduate minor

III. Request for Approval of Discontinued Academic Programs

• College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Manufacturing Operations Management undergraduate minor and certification
• College of Design (Twin Cities campus)—Discontinue the B.S. degree in Housing Studies
• College of Liberal Arts (Twin Cities campus)—Discontinue the Classical and Near Eastern Archaeology undergraduate minor
• College of Science and Engineering (Twin Cities campus)—Discontinue the Infrastructure Systems Management and Engineering degree
• College of Liberal Arts (Duluth campus)—Discontinue the Liberal Studies graduate minor
• School of Fine Arts (Duluth campus)—Discontinue the Music graduate minor
• Crookston Campus—Discontinue the Bachelor of Applied Health degree
• Crookston Campus—Discontinue the B.S. degree and undergraduate minor in Entrepreneurship

BACKGROUND INFORMATION

Board of Regents Policy: Reservation and Delegation of Authority, Article I, Section V reserves to the Board authority to approve 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.
Consent Report: Academic Program Additions, Changes, and Discontinuations

I. Request for Approval of New Academic Programs

- **College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. degree in Applied Sciences Leadership**
  The College of Continuing and Professional Studies requests approval to create the Master of Professional Studies (M.P.S.) degree in Applied Sciences Leadership, effective fall 2020. This program provides professionals cross-competency and applied leadership skills and knowledge. Students will acquire qualitative human-centered and quantitative data-focused applied professional skills that are integral to workplace success. The program will be delivered primarily online with short intensive periods of in-person instruction during the summer term. This interdisciplinary degree will be offered in partnership with College of Veterinary Medicine, College of Food, Agricultural and Natural Resource Sciences, and the School of Public Health and will make use of existing courses and resources.

- **College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) — Create M.P.S. degree in Nutritional Sciences**
  The College of Food, Agriculture and Natural Resource Sciences requests approval to create the Master of Professional Studies (M.P.S.) degree in Nutritional Sciences, effective fall 2020. This program allows for masters-level certification for students pursuing the Didactic Program in Dietetics track of the B.S. degree in Nutrition or other B.S. degree with a registered dietitian certification. The program makes use of existing courses and resources.

- **Carlson School of Management (Twin Cities campus)—Create five post-baccalaureate business-taxation-related certificates**
  The Carlson School of Management on the Twin Cities campus requests approval to create the five following business-taxation related post-baccalaureate certificates, effective fall 2020:

  1. **Post-baccalaureate Certificate in Closely-Held Business Taxation**
     Coursework for this certificate emphasizes taxation of the small businesses, partnerships, wealth transfer, compensation, and property transactions.

  2. **Post-baccalaureate Certificate in High Net-Worth Individual Taxation**
     Coursework for this certificate emphasizes tax research, wealth transfer, trusts and estates, compensation, and property transactions.

  3. **Post-baccalaureate Certificate in International Taxation**
     Coursework for this certificate emphasizes corporate taxation, tax aspects of international business, and transfer pricing.

  4. **Post-baccalaureate Certificate in Tax Executive**
     Coursework for this certificate emphasizes corporate taxation, computation and analysis, state and local taxation, and tax aspects of international business.
5. **Post-baccalaureate Certificate in Taxation**

   Coursework for this certificate emphasizes tax accounting methods, tax research, corporate taxation, and taxation of partners and partnerships.

Creation of the post-baccalaureate certificates addresses needs expressed by accounting firms and the lack of accounting graduate taxation programs nationally and in the upper Midwest. The additional certificate programs expand the School’s enrollment and geographical diversity.

Each certificate is designed for tax professionals seeking a credential that identifies them as a tax expert in the field while preparing graduates for greater responsibilities in business management, financial management, and consulting. A rigorous curriculum, taught fully or partially online depending on student preference, will focus on the analytical, problem-solving, writing, and communication skills that foster career advancement. Each certificate is a total of 12 credits and can be completed in 12 to 24 months. No additional resources are needed to add the certificate programs and there is capacity for additional students in the courses utilized.

- **Carlson School of Management (Twin Cities campus)—Create six business-management related post-baccalaureate certificates.**

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The Carlson School of Management on the Twin Cities campus requests approval to create the following business-management related post-baccalaureate certificates, effective fall 2020.
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1. **Post-Baccalaureate Certificate in Asset Management**
   The Asset Management certificate focuses on the most relevant topics for those seeking to advance in their firms or pivot into asset management.

2. **Post-Baccalaureate Certificate in Business Analytics**
   The Business Analytics certificate offers candidates the skills to extract insights with creative data analysis and apply the results in real business settings.

3. **Post-Baccalaureate Certificate in Corporate Financial Management**
   The Corporate Finance certificate is a curated introductory credential that lays out the foundations of the discipline for those seeking to enter or advance. It is designed to convey a basic understanding of financial management principles as well as more advanced concepts and techniques for measuring and tracking value creation.

4. **Post-Baccalaureate Certificate in Leadership for Managers**
   The Leadership for Managers certificate offers candidates a challenging academic curriculum that teaches critical management, team leadership, and problem-solving skills. Candidates will apply real world knowledge through hands-on opportunities and develop a culture of teamwork and collaboration to meet organizational goals.

5. **Post-Baccalaureate Certificate in Strategic Management**
   The Strategic Management certificate draws on insights of strategic decisions that drive success or failure within an organization. Students will study cases, complete group projects, and dive deeply into a curriculum that exposes them to the difficult landscape of organizational decision making.
6. **Post-Baccalaureate Certificate in Strategic Marketing**

The Strategic Marketing certificate explores the most current practices in digital, social media, and traditional marketing. The curriculum covers strategic decisions and creates a better understanding of the marketing needs of the firm, while leveraging the power of marketing techniques used in business today.

The proposed post-baccalaureate certificates respond to market trends and needs from corporations and prospective students for shorter, more specialized degrees closely aligned to specific competencies. The certificates provide learners formal, credit-bearing, offerings in areas targeted to industry needs. Each certificate program builds on the current MBA portfolio by offering a short-term credentialing program that can be completed in-person, online, or a combination of both and will make use of existing courses and resources.

- **College of Continuing and Professional Studies (Twin Cities campus)—Create post-baccalaureate certificate in Leadership for Science Professionals**
  The College of Continuing and Professional Studies (CCAPS) requests approval to create the Post-baccalaureate Certificate in Leadership for Science Professionals, effective fall 2020. The certificate is designed for individuals seeking a post-baccalaureate level credential that offers a foundation in the leadership skills necessary for advancement in a wide-range of professional science and science-adjacent careers in government, non-profit agencies, international organizations, and corporations. The program will be offered in a fully-online format and make use of existing courses and resources.

- **College of Design (Twin Cities campus)—Create Bachelor of Landscape Architecture (B.L.A.) degree**
  The College of Design on the Twin Cities campus requests approval to create the Bachelor of Landscape Architecture (B.L.A) degree, effective fall 2021. The Bachelor of Landscape Architecture program prepares students through courses on design and creativity, technology, socio/cultural and ecological systems, as well as theoretical and scientific knowledge bases. The curriculum will prepare students for the professional practice of landscape architecture, which includes site design and development, urban design and planning, regional planning, and the design of climate resilient and sustainable landscapes across a broad range of types and scales. The program trains graduates for professional practice or pursuit of advanced study in landscape architecture or related disciplines while reducing the time required to enter the profession. The program will utilize existing courses in Architecture, Environmental and Evolutionary Biology, Biology, Geography, and Horticulture, as well as liberal education electives across the University and makes use of other existing resources.

- **College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Cell Biology**
  The College of Biological Sciences on the Twin Cities campus requests approval to create an undergraduate minor in Cell Biology, effective fall 2020. Training in cell biology involves understanding how cells function: understanding structures, biochemical pathways and metabolism, signaling and development. The proposed minor is for students with non-College of Biological Science majors seeking degrees and careers in the health sciences, engineering, and agriculture. The minor utilizes existing courses that have capacity.

- **College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Genetics**
  The College of Biological Sciences on the Twin Cities campus requests approval to create the undergraduate minor in Genetics, effective fall 2020. The proposed minor focuses on
understanding the biology of genes and is designed for non-College of Biological Science majors seeking degrees in a wide variety of majors within health sciences, engineering and agriculture. The proposed minor provides students with focused training in genetics and prepares them for jobs in health sciences, agriculture, engineering, nursing, genetic counseling and other fields. The minor utilizes existing courses that have capacity.

- **Crookston campus—Create B.S. degree in Equine Business Management**
  The Crookston campus requests approval to create a B.S. degree in Equine Business Management, effective fall 2020. Students in the equine business management program will learn the skills of managing the daily nutrition, health, and exercise and training needs of horses in their care. The proposed program will combine theory, practice and experimentation from the existing equine science program with management, marketing, and agricultural business. No other equine academic programs exist in Minnesota and the proposed program makes use of existing resources.

- **Crookston campus—Create B.S. degree in Applied Health**
  The Crookston campus requests approval to create the B.S. degree in Applied Health, effective fall 2020. The Bachelor of Science degree in Applied Health is an integrated four-year degree program delivered in a fully-online format. The degree is designed for registered clinical professionals who have completed their associate degree and seek to advance their career. The program includes a liberal education core curriculum, clinical occupational field, and management component and combines the knowledge and experiences necessary to provide leadership in the changing health care arena and in entrepreneurial health care settings. Students in the program will learn to communicate effectively through written response statements and academic writing assignments that reflect a level of professionalism expected in the healthcare field. In addition, students will acquire leadership skills to effectively lead organization, department, and workgroup units in meeting organizational goals in a variety of healthcare environments. The proposed program makes use of existing courses and resources and will replace the Bachelor of Applied Health program proposed for discontinuation.

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

- **College of Education and Human Development (Twin Cities campus)—Discontinue the Emotional and Behavioral Disabilities subplan in the M.Ed. degree in Special Education Initial License**
  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Emotional and Behavioral Disabilities subplan in the Master of Education (M.Ed.) degree in Special Education Initial License, effective fall 2020. Students are no longer using this subplan.

- **College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Health and Wellness subplan in the B.S. degree in Inter-College Program**
  College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the Health and Wellness subplan in the Bachelor of Science (B.S.) degree in Inter-College, effective fall 2020. The subplan is being replaced by a proposed Health and Wellbeing Sciences major. Students may continue until degree completion, but applications for the subplan will end Summer 2020.
• **College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) — Change the name of the undergraduate minor in Entomology to Insect Science**
  The College of Food, Agriculture and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the minor in Entomology to Insect Science, effective fall 2020. The proposed name change reflects current curricular alignment and changes in the field.

• **College of Liberal Arts (Twin Cities campus) — Create 7 subplans for the PhD degree in Psychology**
  The College of Liberal Arts on the Twin Cities campus requests approval to create 7 subplans for the PhD degree in Psychology, effective fall 2019. The subplans formalize the following long-standing emphases that presently exist in this degree program: clinical science and psychopathology research; cognitive and brain sciences; counseling psychology; industrial/organizational psychology; personality, individual differences, and behavior genetics; quantitative/psychometric methods; and social psychology. The change from emphases to official subplans provides for greater specificity and official notation on the transcript. The proposed changes make use of existing courses and resources.

• **College of Liberal Arts (Twin Cities campus) — Discontinue the South Asia subplan in the B.A. degree in Global Studies**
  The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the South Asia subplan in the Bachelor of Arts (B.A.) degree in Global Studies, effective fall 2020. Program faculty voted unanimously to eliminate this subplan due to a lack of supporting coursework and student interest.

• **College of Liberal Arts (Twin Cities campus) — Discontinue the B.A./M.A. Integrated Degree Program subplan in the Strategic Communications: Advertising and Public Relations B.A. degree and Health Communication M.A. degree**
  College of Liberal Arts on the Twin Cities campus requests approval to discontinue the B.A./M.A. Integrated Degree Program subplan in the Strategic Communications: Advertising and Public Relations B.A. degree and Health Communication M.A. degree, effective fall 2020. The subplan is proposed for discontinuation due to lack of student interest.

• **College of Science and Engineering (Twin Cities campus) — Create a Digital Health subplan in the Biomedical Engineering B.Bm.E. degree**
  The College of Science and Engineering on the Twin Cities campus requests approval to create a Digital Health subplan in the Biomedical Engineering (B.Bm.E.) degree. The Digital Health subplan aims to prepare students to manage and analyze big data problems within the medical industry. Students in this subplan will take machine learning and data management classes.

• **The Humphrey School of Public Affairs (Twin Cities campus) — Deliver the Post-Baccalaureate Certificate in Human Services Leadership partially online**
  The Humphrey School of Public Affairs on the Twin Cities campus requests approval to deliver the post-baccalaureate certificate in human services leadership partially online, 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.

• **Medical School (Twin Cities campus) — Change name of the Hematology fellowship to the Hematopathology fellowship**
  The Medical School on the Twin Cities campus requests approval to change the name of the Hematology fellowship to the Hematopathology fellowship, effective summer 2020. The change
more accurately reflects the program emphasis of the fellowship and the recognized subspecialty within the field.

- **College of Education and Human Service Professions (Duluth campus)—Discontinue the Outdoor Education subplan in the Physical Education B.A.Sc. degree**
  The College of Education and Human Service Professions on the Duluth campus requests approval to discontinue the Outdoor Education subplan in the Physical Education B.A.Sc. degree, effective fall 2020. The Outdoor Education subplan is being reconfigured as a minor to allow other education majors the opportunity to take the courses.

- **College of Education and Human Service Professions (Duluth campus)—Change the name of the Exercise Science B.A.Sc to Exercise and Rehabilitation Sciences B.A.Sc and Discontinue all subplans.**
  The College of Education and Human Service Professions on the Duluth campus requests approval to change the name of the Exercise Science B.A.Sc to Exercise and Rehabilitation Sciences B.A.Sc, and discontinue the Exercise and Sport Science, Health and Fitness, and Special Interest subplans. The subplans are proposed for discontinuation to develop a simplified major for students. Students will work with the advisor to best select electives that help them meet their career goals. The program name change reflects curricular updates and changes in the field.

- **College of Education and Human Service Professions (Duluth campus)—Deliver the undergraduate certificate in Teaching English as a Foreign Language primarily online**
  The College of Education and Human Service Professions on the Duluth campus requests approval to deliver the undergraduate certificate in Teaching English as a Foreign Language 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)—Create new subplans in Computational Physics and Business Administration in the B.A. degree in Physics**
  The Swenson College of Science and Engineering on the Duluth campus requests approval to create two new subplans: Computational Physics and Business Administration in the Physics B.A. degree, effective fall 2020. The optional subplans provide opportunities for students to add specialized knowledge or skills within the major. The Computation Physics subplan is for students seeking a strong grounding in computational techniques used in physics research and who are interested in moving directly into a quantitative career after graduation. Students taking the Business Administration subplan apply practical computing, data analysis, and logical thinking learned through physics to enhance their foundation of business knowledge.

- **Crookston campus—Discontinue the Writing subplan and create Social Media subplan in the B.S. degree in Communications**
  The Crookston campus requests approval to discontinue the Writing subplan and create a Social Media subplan in the Communications B.S. degree, effective fall 2020. Recent implementation of a writing minor has replaced the need for a Writing subplan. Addition of the Social Media subplan represents current trends and responds to a need in the communications profession for training in social media management across business and industry.
• Crookston campus—Create an online subplan in the Humanities undergraduate minor
The Crookston campus requests approval to create an online subplan in the undergraduate minor in Humanities, 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.

III. Request for Approval of Discontinued Academic Programs

• College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Manufacturing Operations Management undergraduate minor and certification
The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the Manufacturing Operations Management undergraduate minor and certification, effective fall 2020. The proposed discontinuation is due to low enrollment. The college has developed a phase-out plan for the program.

• College of Design (Twin Cities campus)—Discontinue the B.S. degree in Housing Studies
The College of Design on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Housing Studies, effective fall 2020. There are no active students in the program.

• College of Liberal Arts (Twin Cities campus)—Discontinue the Classical and Near Eastern Archaeology undergraduate minor
The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Classical and Near Eastern Archaeology undergraduate minor, effective fall 2020. Faculty changes prevent the department from maintaining and offering courses. There are no new students in the program or with incomplete minor requirements.

• College of Science and Engineering (Twin Cities campus)—Discontinue the Infrastructure Systems Management and Engineering degree
The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Infrastructure Systems Management and Engineering (M.S.I.S.M.E) degree, effective fall 2020. There are no students enrolled in the program at this time.

• College of Liberal Arts (Duluth campus)—Discontinue the Liberal Studies graduate minor
The College of Liberal Arts on the Duluth campus requests approval to discontinue the Liberal Studies graduate minor effective, fall 2020. The coordinating Master of Liberal Arts major has been discontinued. There are currently no students in this minor.

• School of Fine Arts (Duluth campus)—Discontinue the Music graduate minor
The School of Fine Arts on the Duluth campus requests approval to discontinue the Music graduate minor effective, fall 2020. There are currently no students in this minor.

• Crookston Campus—Discontinue the Bachelor of Applied Health degree
The Crookston campus requests approval to discontinue the Bachelor of Applied Health (B.A.H.) degree, effective fall 2020. This program will be replaced by the proposed Applied Health B.S. degree and phased-out by 2023 when it is anticipated that the last student will graduate. The proposed replacement of the B.A.H. degree with the Applied Health B.S. degree reflects current curricular alignment in the field.
• **Crookston Campus—Discontinue the B.S. degree and undergraduate minor in Entrepreneurship**

The Crookston campus requests approval to discontinue the Bachelor of Science (B.S.) degree and undergraduate minor in Entrepreneurship, effective fall 2020. This program (online & on-campus) has experienced low enrollment over the past five years. The college has developed a transition plan and will work with current students in this major and minor to phase-out the program.
AGENDA ITEM: Information Items

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

University, Student, Faculty, and Staff Activities and Awards

This report includes select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University

Completed Comprehensive Review of Board Policy

The purpose of this item is to inform the committee that the comprehensive review of the following Board policy has been completed and the policy implementer has recommended that no changes be made at this time:

- Accessioning and Deaccessioning of Museum Collections

The policy is in the docket for reference.

If there are items that the committee would like addressed, those will be recorded and referred back to the policy implementer. If the committee raises no additional items, the comprehensive review process will be complete, and the date of last comprehensive review will be noted within the policy.

BACKGROUND INFORMATION

The University, Student, Faculty, and Staff Activities and Awards report appears as a regular item on the Mission Fulfillment Committee agenda.

Board of Regents Policy: Board Policy Development defines the comprehensive review process as follows:

Board polices shall be comprehensively reviewed every six years. The objective of the comprehensive review is to determine:
- whether the fundamental principles established in the policy still align with the strategic direction and mission of the University;
- if the policy is still needed; and
- if the policy aligns with current practice.

The comprehensive review process ensures that policies are monitored and reviewed in a timely manner. Policies are divided into “classes,” which seek to balance review load across policy implementers and Board committees in any given year.
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

The Bentson Foundation is giving a $15 million gift to the University of Minnesota to help increase undergraduate admission, retention and graduation among students with the greatest financial need.

The University of Minnesota Rochester was recently named a College of Distinction. UMR earned its recognition for the excellence exhibited in the classroom, incorporating High-Impact Practices throughout every student’s undergraduate education.

The University of Minnesota has ranked third in the *U.S. News and World Report*’s ranking of pharmacy schools.

The University of Minnesota ranked 10th in the National Institutes of Health (NIH) funding to schools of nursing by the Blue Ridge Institute for Medical Research.

Boynton has been providing curbside COVID-19 testing since the beginning of the public health emergency. Testing for symptomatic campus healthcare workers and first responders has been the top priority.

The *Mpls. St. Paul Magazine*’s 2020 “Top Doctors: Rising Stars” included 97 University of Minnesota Medical School doctors this year, across 18 departments.

Amidst COVID-19, Student Unions and Activities (SUA) continues to provide virtual programming options that include gallery shows, trivia contests, and more.

Charles Denny, a Minnesota business leader and philanthropist who was a strong supporter of the Humphrey School of Public Affairs, left a gift of $500,000 to the science, technology, and environmental policy (STEP) program.
Best Buy has renewed the Best Buy Scholarship with the Carlson School of Management for $2.5 million. This scholarship is one of Best Buy’s largest education endowment gifts and will support up to 10 students each year.

The University was named a 2020 Top Producer of Peace Corps volunteers (60 volunteers in 2019) and Fulbright students and scholars (12 students and 10 scholars in 2018–2019).

The College of Veterinary Medicine has launched its largest-ever and largest crowd-sourced study on muscle disease in the horse. This study is funded by private donors and a grant from Morris Animal Foundation.

The Learning Abroad Center published its third Career Integration journal as part of its field-leading efforts to illuminate the impact of experiences abroad on careers.

The University of Minnesota Crookston joined the Central Lakes College’s University Center. The University Center will provide students with access to UMN Crookston staff who will provide assistance and support for bachelor’s degree students who prefer not to travel to a university campus.

**Faculty and Staff Activities and Awards**

Jeannine Cavender-Bares, professor in ecology, evolution and behavior; Laura Gagliardi, professor in chemistry; Marc M. Hirschmann, professor in earth sciences; Lawrence R. Jacobs, professor in politics and governance; and Erika Lee, Regents Professor in history, have all been elected into the American Academy of Arts and Sciences.

Marc Jenkins, Regents and Distinguished McKnight University Professor in the Medical School and director of the Center for Immunology, is the 2020 recipient of the American Association of Immunologists’ Lifetime Achievement Award.

Graham V. Candler, an aerospace engineering professor in CSE, has been elected to the National Academy of Engineering.

Aaron Sojourner, associate professor in the department of work and organizations, has been appointed to the State Advisory Council on Early Childhood Education and Care by Governor Tim Walz.

Mark Umbreit, a School of Social Work professor, has been ranked among the top 50 most notable social workers in U.S. history by the International Association of Schools of Social Work (IASSW).
Richard James, a Distinguished McKnight University Professor in the department of aerospace engineering and mechanics, received a 2019 Vannevar Bush Faculty Fellowship from the U.S. Department of Defense.

Ian Tonks, an associate professor of chemistry, received a U.S. Department of Energy (DOE) Early Career Research Program award.

Lucinda Johnson, associate director and leader of water research at the Natural Resources Research Institute, UMD, was named a 2020 fellow by the Society for Freshwater Science.

Hideki Aihara, BMBB professor, and staff member Ke Shi, collaborated to solve the structure of the Coronavirus SARS-CoV-2.

Susanna Blumenthal, professor of law, has been named fellow for 2020–2021 at Stanford University’s Center for Advanced Study in the Behavioral Sciences.

Erika Bailey-Johnson is the next University of Minnesota Morris Alumni Association (UMMAA) Board of Directors president.

David Karjanen (associate professor of American studies), Bianet Castellanos (associate professor of American studies), Elliott Powell (assistant professor of American studies), and Brendan Fairbanks (associate professor of American Indian studies) have won 2020–21 Imagine Grant Awards.

Ray Gonzalez, English professor, was selected as one of three lead artists for the third season of Art IS, a program of TPT Twin Cities PBS television. He invited alum poets Su Hwang and Roy Guzman, along with poet Michael Torres from Mankato, to co-create a program of interviews and poems.

Katherine Schei, English professor, is the American Lead/International Champion for a new project called “Everything to Everybody,” which was awarded £1.7 million ($2.1 million) grant for a multicultural revitalization of Shakespeare.

Paul Sackett, professor of psychology, has been awarded the $50,000 Dunnette Prize from the Society for Industrial and Organizational Psychology.

Dan Griffin and Kathryn Grace (geography, environment and society), received the Outstanding Research Award at the MN Population Center.
Zozan Pehlivan, associate professor of history, received a research grant from The Harry Frank Guggenheim Foundation for the project “A Climate of Violence: Environmental Crises in late Ottoman Empire.”

Daniel Garry and Mary Garry, both Medical School Professors, proved the ability to grow human-derived blood vessels in a pig. This has potential for providing unlimited human vessels for transplant purposes with lower risk for rejection.

Claire Kolar and Kristin K. Janke, both Pharmacy School Professors will receive the Rufus A. Lyman Award in July from The American Association of Colleges of Pharmacy (AACP).

Melissa Horning, assistant professor in the School of Nursing, received the High-Impact Award for her article written in the *Journal of Nutrition Education and Behavior*.

Jessica Savage, assistant professor in the department of biology on the Duluth campus, was awarded the National Science Foundation Career Award.

Paul Sharp, professor of political science at UMD, was presented with the Distinguished Scholar Award in the Diplomatic Studies Section by the International Studies Association (ISA).

Vlad Griskevicius and Shaker Zahra, both Carlson School faculty members, were named on the Web of Science Group’s Highly Cited Researchers 2019 list.

Eva Enns and Shalini Kulasingam, associate professors in the School of Public Health, lead the team that created and is constantly adjusting the mathematical model that guides Minnesota’s response to COVID-19.

Demetri Yannopoulos, Medical School professor, leads the expansion of the University’s extracorporeal membrane oxygenation (ECMO) resuscitation program to care for more Minnesotans.

**Student Activities and Awards**

Amanda Sames, Antony Maikuri, Kimie Shiozawa, and Nfamara Dampha were named 2020 Mestenhauser Student Award recipients for their efforts to internationalize the curriculum and campus.

Samantha Byun and Hunter Babcock, sophomore marketing students, won first place in the 10th annual national State Farm Marketing Competition. They were the two youngest students in the entire competition and beat 11 other universities from across the country.
Jessica Kruger, Lucy Li, Alex Lumsden, and Hannah Manley, an undergraduate Supply Chain and Operations team, won the Michigan State Supply Chain Competition and received a $2,500 cash prize.

Siraj Mani Acharya, Victoria Hannah, Jane Jian, and Minfei Zhao were part of the Carlson school team at the International HR Case Competition and received top honors. They competed against teams from six different countries, and worked to solve a pressing business case provided by lead sponsor UnitedHealth Group.

Deborah St. Anthony and Hannah Shibeshi, Doctor of Nursing Practice students, and Meghan Hultman, PhD student, received the Graduate Nursing Student Academy (GSNA) Excellence in PhD-DNP Collaboration Award.

Morgan Kerfeld, Carlson School of Management, won the gold medal and crowd favorite award in the Acara Challenge 2020 undergraduate division for her project “ShaqoSearch.” Lauren Anderson, CLA, Allison Berry, CBS, Anna Solfest, CEHD, and Allie Trask, School of Nursing, received silver medals. Tony Burton, CLA, Enzo Mazumdar Stanger, CLA, Melissa Riepe, CEHD, Izzy Voigt, CFANS, received the bronze medal.

Alejandra Rodriguez Wheelock, won the gold medal in the Acara Challenge 2020 graduate division for her project “Grief and Job Loss CCAPS Fellowship.” Matt Gill, Humphrey School, received the silver medal. Aimee Carlson, Humphrey School, received the bronze medal.

Jessica Jurcek, a sophomore in CFANS majoring in Environmental Sciences Policy and Management and Journalism, received an Ernest F. Hollings Scholarship in the amount of $9,500 from the National Oceanic and Atmospheric Administration (NOAA).

A Master of Science in Business Analytics team won first place in the graduate division in the MinneMUDAC competition. The case challenged students to predict soybean futures in order to help farmers maximize profits in a highly competitive market.
BOARD OF REGENTS POLICY:
Accessioning and Deaccessioning Museum Collections

The Board of Regents (Board) of the University of Minnesota (University) holds title to the permanent collections of University museums and galleries.

Subd. 1. Delegation of Authority.
The Board authorizes the president or delegate to approve additions and deletions to any collection provided that such actions are in accordance with the museum's accessioning and deaccessioning policies.

Subd. 2. Required Policies.
Each museum or gallery shall develop and maintain policies for accessioning and deaccessioning permanent collections. These policies and any amendments require Board approval.

REVISION HISTORY

Adopted: December 9, 1988
Amended: February 9, 1996; July 9, 2004