



Mission Fulfillment Committee

June 2020

June 11, 2020

9:30 a.m.

Videoconference

MIS - JUN 2020

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 11, 2020

AGENDA ITEM: University Rankings

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Lincoln Kallsen, Assistant Vice President, Institutional Analysis
Peter Radcliffe, Director of Undergraduate Analytics

PURPOSE & KEY POINTS

The purpose of this item is a high-level overview of various University rankings that are in the public domain. The discussion will include:

- The role rankings have with formulating perception of the institution.
- Ranking methodologies.
- Description of the use of rankings.
- Examples of select rankings.
- Characteristics of rankings for institutional improvement.
- Possible alignment of rankings with the Systemwide Strategic Plan.
- University rankings versus disciplinary rankings.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee

University Rankings
June 11, 2020

Overview and framing

University rankings command significant attention in the general public and inside higher education, appealing both to natural competitive instincts and a legitimate desire to understand and evaluate the performance of highly complex institutions. Even specialists in higher education cannot absorb all the necessary information about institutional budgets, research outputs, instructional quality, student services, facilities, and the many other functions of colleges and universities necessary to draw clear conclusions about relative performance. Rankings thus serve as a useful shorthand for stakeholders making decisions such as selecting a college to attend, identifying a potential research partner, or evaluating the training of a prospective employee.

The number and variety of university rankings has expanded rapidly over the past decade. This landscape is shaped by the interests of the organizations creating the rankings and by the availability of data. International rankings, for example, tend to focus on research output because publication and citation data is relatively available and complete, but no consistent source of data exists on students, faculty, or budgets across countries. Domestic institutional rankings in the United States can access the comparatively rich data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) and College Scorecard, as well as the Common Data Set (CDS). These data form the basis of many of the items that have been used in major domestic institutional rankings and college guides.

Each ranking, explicitly or implicitly, articulates a philosophy of what constitutes a “good” university. Some are deliberately narrow, focusing only on a particular aspect of an institution’s performance, in areas such as internationalization, sustainability, or support for student veterans. Others attempt a more holistic assessment of institutional performance, combining measures of inputs, resources, and outcomes. Programmatic rankings, which are almost exclusively focused on graduate and professional fields, are a complex sphere of their own, and intrinsically tied to strategic discussions in those areas. The present discussion will focus on the landscape of broad institutional rankings.

As described below, institutional rankings serve as a significant source of information for outside stakeholders. Internally, however, the University of Minnesota primarily relies on the underlying data sources for benchmarking and assessment. Most of the data used in rankings originates from the institutions themselves and is publicly available. We rely on a variety of mandated reporting repositories, institutional data-sharing consortia, and internal data for institutional improvement. The University also participates in both regional and specialized accreditation processes, which bring together experts for deep dives into institutional information to assess the quality and effectiveness of its programs.

Role of rankings for external stakeholders

Students and families considering where to apply, visit, or enroll face uncertainty as they compare institutions, particularly for institutions that are further from home or otherwise unfamiliar. College guides and institutional rankings aim to fill that desire for information about the quality, affordability, and environment of different schools. The University of Minnesota conducts regular surveys of admitted students that include questions about the sources of information they use in making decisions. Direct contact with the admissions office and its recruitment materials are regularly cited as the most widely used and highest quality information sources, but college guides and institutional rankings publications are also widely used, particularly by non-resident and international students.

- The University's academic reputation is one of the most important characteristics listed by admitted students on admissions surveys, cited as "very important" by 75% of respondents, second only to availability of majors (88% cited this as very important).
- Prospective students use a range of information to form their opinions of the University's academic reputation; rankings publications were the 7th most used information source of the 14 provided on the survey, below direct communication and institutional materials, but ahead of in-person visits or contacts. Rankings publications were rated 8th of the 14 sources in terms of the quality of information.
- Prospective students at greater distances, particularly international students, are more likely to use rankings publications as a source of information, but are slightly less likely to rate them as providing high-quality information.
- Among students who chose to enroll, rankings publications were the 11th most likely information source out of 14, although they were more likely than admitted students who did not choose to enroll to feel they were a good source of information.

Beyond students, research and scholarly excellence is often a driver of institutional partnerships, both corporate (e.g. research and commercialization partners, recruiters and employers of our graduates) and collaborations with other academic institutions. International universities rely especially heavily on rankings in choosing partners for faculty exchange or study abroad.

While much of an institution's philanthropy is driven by alumni, foundation and corporate giving can be influenced by rankings. Some donors recognize the importance of ranking in the institution's reputation, and will contribute specifically in order to affect them.

Finally, of course, rankings are news. High rankings, and especially large movements in an institution's ranking, will inevitably influence the general public's perception of the institution, and drive support.

Distributions of scores and rankings

Rankings can create a sense of a clear and consistent distribution of institutional quality, with each institution performing one "unit" behind the one above it. The underlying scores calculated for institutions, however, tend not to have such a regular pattern. Instead, in different parts of the distribution, there may be substantial score differences between consecutively ranked institutions, or

clusters of institutions with virtually identical scores. For many rankings, the top few institutions score significantly higher than those below, while outside of those top few, the distribution is considerably flatter. For many institutions, there is often little to distinguish schools with similar rankings, so small shifts in the performance of an institution or that of close competitors can produce large shifts in the ranking position. For example:

- On the USNews 2020 Best Colleges ranking, the University of Minnesota Twin Cities is tied with three other institutions. A score one point higher would place the University in a tie with six other institutions, and one point lower would place the University in another three-way tie (scores are only reported in whole numbers). Small shifts in these clumps of institutions from one year to the next can create the illusion of substantial changes in institutional performance.
- In their respective categories on the USNews 2020 ranking, the University of Minnesota Crookston is tied with three institutions, and the University of Minnesota Morris is tied with six institutions.
- On the Academic Ranking of World Universities (Shanghai Ranking) 2019, Harvard receives the highest score, normalized to 100. Over the next 25 institutions, the scores drop by 60 points to 40. The next 37 institutions score within a 9-point range; between 30 and 39. The 37 institutions after that score within a 3-point range; between 26 and 29.

Overview of major rankings

While dozens of rankings are available, and each may serve a useful role for stakeholders interested in learning more about the University, we most closely follow a shorter list. These are a combination of rankings that are widely used, that provide useful benchmarking, or that align with the University's strategic goals.

- National Science Foundation Higher Education Research and Development survey (NSF R&D) – provides a clear measure of the University's standing in research expenditures that can be internally decomposed and investigated, and institutional actions can be taken to improve performance
- “The Top American Research Universities” report – published by the Center for Measuring University Performance at Arizona State University, provides a set of measures tailored to understanding U.S. research universities and includes the full underlying data for analysis
- Academic Ranking of World Universities (ARWU) -- (i.e., “Shanghai Rankings”) – published by Shanghai Jiaotong University in China, the ranking focuses primarily on scholarly output measures (publications and citations) that can be compared and analyzed through existing institutional bibliometric data sources
- Center for World University Rankings (CWUR) – published by King Abdulaziz University in Jeddah, Saudi Arabia, the ranking focuses primarily on scholarly output measures (publications and citations) that can be compared and analyzed through existing institutional bibliometric data sources

- USNews and World Report (USNews)– the most widely recognized college guide ranking, places a heavy weight on reputation, but can be at least partially analyzed and has a level of prominence that makes it difficult to ignore
- Washington Monthly College Guide (Washington Monthly) – pays special attention to social mobility and public service, while also using more traditional student academic success measures, most of which can be independently gathered and organized for analysis
- Kiplinger’s “Best College Values” (Kiplinger) – pays particular attention to affordability and earnings, along with representing one of the few rankings to focus primarily on four-year rather than six-year graduation rates, and uses data that can be independently gathered and organized for analysis
- Sierra Club Cool Schools - focuses on sustainability-related curricula, campus environmental stewardship, and environmental opportunities for students, leveraging data from the Association for the Advancement of Sustainability in Higher Education (AASHE)
- Institute of International Education “Open Doors” – tracks international student enrollment in domestic institutions and domestic students studying abroad, providing high-quality comparative data on specific measures of internationalization

Peer comparisons

Domestic ranking systems almost always distinguish between private and public universities, given differences in resource base and mission. Among Big 10 peers, the University of Minnesota Twin Cities consistently ranks “in the middle” of this peer group, depending on the ranking and what is being measured. However, almost all the Big 10 schools are consistently among the top 50 public universities in the nation across multiple ranking systems. This is collectively a very strong set of schools across a variety of measures.

Costs of rankings

The core data in most institutional rankings are available either through federal reporting (e.g. IPEDS, NSF, College Scorecard), coordinated institutional reporting (Common Data Set), or third-party databases (e.g. Elsevier Scopus, Clarivate Analytics InCites). Many rankings, however, request additional information directly from the institution, ask for institutional cooperation in acquiring additional data, or rely on other third-party, optional institutional data submissions. For example, Washington Monthly uses data from institutional participation in the National Study of Learning, Voting, and Engagement (NSLVE), and Quacquarelli Symonds (QS) asks institutions to identify employers for its reputational survey. Each additional data request requires University staff resources and time, and must be weighed against the value of participation in the ranking.

Even once an institution decides to participate, improving one’s ranking year-to-year can be costly. Rankings that are highly reputational, for example, can drive institutions to make investments in marketing to the survey responders, rather than improving the underlying quality of what they deliver. Improvements in rankings of study abroad participation, for example, often require a significant

investment in scholarships or other financial support for students to engage in those experiences. If this is a separate institutional goal, these investments may be worthwhile.

Other rankings

In this discussion we have focused on institution-wide rankings, which primarily focus on undergraduate education and faculty research. But there are a plethora of other rankings that might also be considered.

Some focus on a specialized dimension, as we have discussed above. US News and World Report (and other bodies) also rank some individual undergraduate majors, online programs, professional masters' programs, and doctoral programs down to the subfield.

Conclusion

We welcome all input from the Board of Regents to better understand your priorities with respect to rankings. We conclude with three questions that we felt might help to organize our discussion during the meeting.

1. What are your perspectives on the weight we should place on rankings' alignment with our strategic priorities and their potential to improve the institution, versus the external perception or "signaling value" that rankings provide?
2. How much should we as an institution focus on disciplinary or professional rankings versus university-wide rankings?
3. There are no "system" rankings; how do we best advance each of our system campuses in the rankings that they most value?

University Rankings

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June 11, 2020



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Why?

- Students
- Potential institutional partners
- Employers
- General Public

Rankings are a lens through which others perceive us

Rankings drive audiences to take actions that we welcome



What?

Measures x Weights = Score

- Measures; public or proprietary sources; reputational or outcome-based
- Weights: a theory of what makes a “good” institution
- Institutions: ranked by their total scores, sometimes within categories

Rankings can be “sticky” (especially reputational)

Rankings can be “sensitive” (move significantly year-to-year)

Rankings are better viewed in tiers than absolutes ranks



For Example: US News and World Report

Student Outcomes (35%)

- 6 year graduation rate
- 1 year retention rate
- Graduation rate “performance”
- Social mobility (Pell student success)

Student Excellence (10%)

- Standardized test scores
- High school class standing

Faculty Resources (20%)

- Class size (% of smaller classes)
- Faculty salaries
- Faculty with terminal degrees
- Faculty:student ratios
- % of full-time faculty

Expert Opinion (20%)

Financial Resources (10%)

Alumni Giving (5%)



Alignment

Rankings often use

Institutionally provided data (e.g., IPEDS, Common Data Set, special requests)

Student and financial data

Reputational surveys

Proprietary measures

Rankings often ignore or undervalue

Research and outreach impacts

Commitment to our land grant mission

Student experience and engagement

Employer or employee satisfaction

Rankings can be aligned, or mis-aligned, with strategic priorities and objectives

When aligned, rankings can drive institutional improvement



Illustrative Rankings

- **Crookston Campus**

- USNews Best Regional Colleges Midwest: #39 (#1 public)

- **Duluth Campus**

- USNews Best Regional Universities Midwest: #39 (#7 public)

- **Morris Campus**

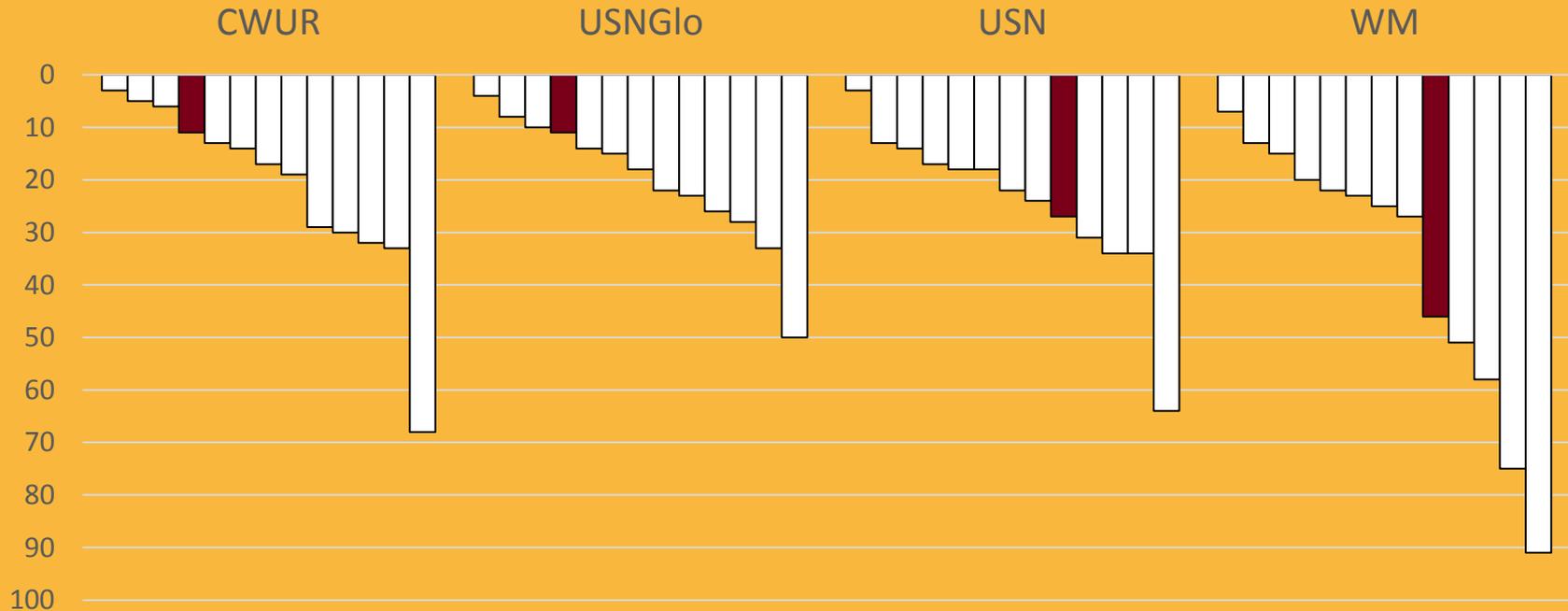
- USNews Best Liberal Arts Colleges: #148 (#8 public)
- Sierra Club Cool Schools: #40 (#20 public)
- Washington Monthly Liberal Arts Colleges: #58 (#4 public)

- **Twin Cities Campus**

- NSF HERD R&D: #17 (#9 public)
- USNews Best National Universities: #70 (#27 public)
- AWRU (Shanghai): #41 (#11 US public)
- CWUR: #38 (#11 US public)
- Washington Monthly National Universities: #77 (#46 public)
- Kiplinger's Best Value Public Universities: #103 (#17 public)
- Center for Measuring University Performance (Top 25 in 9 of 9 measures; public universities)



Big10 Peers



Additional Rankings

- Specialized -- e.g., sustainability, social mobility, Niche
- Undergraduate by major/department (e.g. USNews)
- Graduate/PhD programs
- Professional, e.g. (USNews unless noted)
 - Education (#22)
 - Engineering (#31)
 - Law (#21)
 - Pharmacy (#3)
 - MBA (#28 MBA, #13 Part-time MBA; #35 BusinessWeek; #32 Forbes; #39 Economist)
 - Medicine (#15 Primary Care, #40 Research; #27 Blue Ridge)
 - Public Affairs (#10)
 - Veterinary Medicine (#10)

Participation in rankings, increases can be expensive

Need to balance benefits with costs



Discussion

- Alignment with the system strategic plan and broader institutional improvement?
- University rankings vs. disciplinary or professional school rankings
- Individual campuses and the system





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 11, 2020

AGENDA ITEM: System Undergraduate Enrollment Management Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Melissa Bert, Interim Vice Chancellor for Enrollment Management, Morris campus
Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus
Jeffrey Ratliff-Crain, Vice Chancellor for Academic Affairs and Innovation, Rochester campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss systemwide undergraduate enrollment management with representatives from the System Enrollment Council (Council). The item will include:

- An overview of the Council and its objectives.
- An update on the Council's current work and future initiatives.
- Key factors shaping the current enrollment environment.
- Examples of initiatives that highlight the Council's priority areas.
- An update on systemwide fall 2020 enrollment.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee**

**System Undergraduate Enrollment Management Update
June 11, 2020**

In June 2017, the Board of Regents adopted the University of Minnesota Systemwide Strategic Framework (SWSF) which called for the development of a systemwide recruitment, admissions, and retention plan within Strategic Intention I: Leaders and Learners. The SWSF states: *“This strategy should be driven by fit and mission match. Market and rebrand recruitment around fit and campus distinctiveness in order to maximize the number of Minnesota students served by the system.”*¹

As a result, a working group formed to determine parameters for this work, leading to the development of an overarching Steering Committee. The Steering Committee developed seven recommendations, the first being to develop strategies and linkages in enrollment planning, marketing, and support among campuses.

The Steering Committee became the System Enrollment Council and consists of Vice Chancellors and the Vice Provost and Dean of Undergraduate Education and their designees. Since its creation, the System Enrollment Council has identified and reviewed system- and campus-specific enrollment, admission, and recruitment data to develop system goals, targets, and strategies to complement individual campus-specific enrollment planning. While enrollment management at the University of Minnesota historically has been largely based on separate planning on each campus, initiatives of the System Enrollment Council add to this by creating a process to foster cross-campus collaboration for the benefit of all campuses.

System Enrollment Council Initiatives

1. Enrollment Communications Work Group

In May of 2019, the System Enrollment Council formed a working group to focus on the enrollment planning goals related to system marketing and communications. The University of Minnesota Enrollment Communications Working Group (ECWG) is composed of admissions and enrollment leaders from each of the five campuses as well as campus communication and marketing experts.

The group focused its initial efforts in the following areas:

- Identify recruitment and enrollment aspects appropriate for development inclusion on the newly created System Web site.
- Examine higher education system enrollment marketing plans, materials and messaging in order to identify examples of exceptional practice.

¹ University of Minnesota Systemwide Strategic Framework, page 19.
<https://president.umn.edu/systemwide-strategic-planning/strategic-framework>

- Create marketing messages and visual images to be used across multiple platforms to promote enrollment at the University of Minnesota and its five distinctive campuses.
- Explore other aspects of coordinated messaging including print/visuals, media, and recruitment events or opportunities.

The ECWG also builds on builds on existing efforts led by University Relations to establish a consistent University of Minnesota system identity including:

- Systemwide identity guide
- Common system press release language
- Website content and reorganization
- Systemwide attributes video

To date, the ECWG coordinated the migration of campus and ShareMyApp content to the new system Web site and is working with University Relations and campus communicators to link the site in many areas and generate traffic. Additionally, the ECWG coordinated the creation of a system-wide cross-campus academic program search feature and a one-page informational grid of each campus which is housed on the system Website and will be used at future recruitment events. These tools can be found at the following links:

- System Web Site: <https://system.umn.edu/>
- Cross-Campus System Program and Degree Search: <https://system.umn.edu/program-search>
- Campus and Share My App information: <https://system.umn.edu/campuses>
- Campus Information Grid: See table at end of docket

With direction from the System Enrollment Council and in partnership with University Relations, the ECWG commissioned a market research study of prospective students and student parents and guardians to shape future strategy and action related to system enrollment marketing and communications. The study explored the following areas:

- Perceptions of a university system
- Process students take when researching colleges?
- What do prospective students and parent/guardians know about the UMN system?
- What aspects of being part of a “system” are most important to prospective students?
- What are the most important decision-making factors for students when researching colleges?
- What is the perceived value of a University of Minnesota degree?
- Will students want to apply to more than one UMN campus initially? What Influences this decision?
- If a student is not accepted by one campus, will they want to consider another one?

The market research study recently concluded and the ECWG and System Enrollment Council are discussing next steps with regard to the key findings.

2. Coordinated System Recruitment Initiatives

The Twin Cities Campus Admissions staff provide support work of Systemwide event planning, logistics, and communications. This work includes the design of the Systemwide communications invitations and other materials; create and implement event communications plans. The Systemwide recruitment budget designates a small amount of funding for work on the coordination of systemwide recruitment efforts.

The following systemwide coordinated recruitment efforts took place beginning July 2019:

Applicant List Sharing: Lists of fall 2020 applicants not yet admitted to the Twin Cities campus were provided to the other System campuses based on parameters determined by each campus. Follow-up and recruitment of these students is determined by each campus.

2019 Fall High School Counselor Meetings and Student Recruitment Events: Worthington and Rogers: University of Minnesota System admissions directors traveled to two select communities in the state and met with counselors and prospective students and families. The aim is to cover all corners of the state over a short period of time. Minnesota high school counselors were invited to attend breakfast meetings and Minnesota high school students and their families were invited to attend evening information sessions to learn more about our campuses and gain information about our admission and application processes.

2019 Minnesota National College Fair: To further increase visibility of the University of Minnesota System at the Minnesota National College Fair, system campuses strategically placed their displays within eyesight of each other to give the University System a strong presence. College Fair attendees include Minnesota high school students and their families, high school counselors, and the general public. Communications for this event included:

- *Star Tribune* digital marketing campaign to increase visibility of the University of Minnesota System at the 2019 Minnesota National College Fair.
- Distribution of University of Minnesota System brochure *Unfold the Possibilities* at each of the campus' tables. The brochure contains easy reference information on the majors offered at each campus to showcase the range of academic programs offered through the University of Minnesota System.
- University of Minnesota System created pop-up table banners for each system campus.

iHeartMedia Virtual College Fair: System campuses offered virtual, one-on-one Q&A sessions with prospective students and their parents on April 30 and May 7, 2020 to answer any questions they may have about the University of Minnesota - financial aid, the application process, and more. Students were paired up with admissions counselors for a 15-minute Q&A drop-in. The virtual events were promoted on iHeart Media's radio stations and social media accounts.

2020 Minnesota School Counselors Annual Meeting, System Keynote Speaker Sponsorship (Rescheduled to fall 2020 due to COVID-19): The System campuses will sponsor keynote speakers at the annual conference, and the University of Minnesota logo will be included on conference materials and at the keynote speaker events.

2020 Meet Minnesota Visit Week (Rescheduled to October 2020 due to COVID-19): This event invites students and their families to sign up for campus tours at any of the campuses, and if they come to

campus for a tour specifically during Meet Minnesota Week they will be registered for a drawing to win an iPad mini. Meet Minnesota week also highlights that the University of Minnesota offers more than 290 academic programs on five campuses throughout the state of Minnesota. The event encourages students to find their fit at one of our campuses that best fits their educational goals. Posters are provided to high school counselors in Minnesota to promote the University of Minnesota System Campuses and Meet Minnesota Visit Week and invitations are mailed to Minnesota high school students and their families

3. Enrollment Pathways

As part of its plan, the System Enrollment Council is also focused on efforts to develop and improve academic pathway programs, with focus on long-term K-12 initiatives as well as cross-campus academic program partnerships.

The following K-12 initiatives are underway to strengthen and develop pathways for future prospective college-going students:

Campus Immersion: 4-H developed a short, typically 2-3 day, on campus experience for middle grade students called Campus Immersion (mentioned in last year's presentation.) We have arranged to offer a Campus Immersion program on all campuses over the next two summers. Planning was well underway when COVID 19 delayed implementation.

Pilot School Campus Visits: Recreation and Wellness partnered with St Paul Public Schools to arrange two school field trips last fall. 5th grade youth explored college and career options with academic partners from the College of Design, CFANS and the Raptor Center. They also envisioned their futures as students. Future is uncertain due to cancellation of (some) summer youth programs and the unknown fall, as well as funding.

Youth Programs Study: We are conducting a pilot study looking at the college-going outcomes of University of Minnesota youth programs. The pilot includes selected programs from the College of Science and Engineering and the Weisman Museum, as well as 4-H.

Ramp-Up to Readiness continues to be used in approximately 150 Minnesota middle and high schools, providing a comprehensive school-wide framework in the five essential areas: academic, admissions, career, financial, and social emotional readiness.

All University of Minnesota youth program leaders participate in the **Precollege Network** and are encouraged to incorporate college readiness messages in their operations. They have access to college readiness resources through a shared Google drive.

Campus Updates

1. Fall 2020 Enrollment

The following table shows the enrollment data for the University system as of May 1, 2020, with most campuses behind based on point-in-time with 2019.

Student Confirmations (6/1/2020)

	2019	2020
Freshmen Systemwide	9,554	9,247
Crookston	173	139
Duluth	2,119	1,948
Morris	351	260
Rochester	185	243
Twin Cities	6,726	6,657
Transfer Students	2,101	2,089

Crookston Campus:

As of June 1, applications and admission offers for on-campus enrollment are up 30%, though confirmations are down slightly. Some of the difference in confirmations is likely due to moving our “Decision Day” back from May 1 to June 1. Progress in securing confirmations between now and June 15 will be an important early indicator of fall enrollment, and like the rest of the system, we are concerned about summer melt. As approximately 15% of NHS enrollment came from football and another 5% from international students, matching last year’s new student enrollment numbers would be a significant accomplishment. Since UMC typically receive confirmations from less than 25% of online enrollment at this point in the admission cycle, it is difficult to project fall online numbers. Summer enrollment, a potential lead indicator for online students, is currently up by 85 students, a 16% increase over 2019.

Duluth Campus:

The Duluth campus has extended more than 7,200 offers of new high school student admission for fall semester 2020, ten percent more than fall 2019. In a typical year, this would result in a freshman class of just over 2,200 students. However, this has not been a typical year. Duluth experienced more shared applications with the Twin Cities campus, and, with the Twin Cities campus seeking to enroll more Minnesota residents this fall, this will have a direct impact on Duluth’s overall admitted-to-enrolled yield rate. Uncertainty due to COVID-19 has also impacted new student willingness to deposit for on-campus housing, which moved its priority application deadline to June 1. UMD housing is currently up in returning students but has experienced a decline in new student applications compared to fall 2019. New transfer student enrollment remains on par with last year; however, housing applications from this population are lagging as well.

Morris Campus:

For fall 2020, the Morris campus has experienced a significant increase in both applications (up 29%) and offers (up 43%). This includes an increase in shared applications with the Twin Cities campus (up over 200%). Morris confirmations are lower than expected and we continue to experience slow but steady deposit activity; this partially reflects moving our confirmation deadline from May 1 to June 1. In response to the continued impact of COVID-19 on family decision-making, the Office of Admissions will provide as much flexibility as necessary for students to make their enrollment decision. Students will be able to deposit through August; those awarded institutional scholarships will be held harmless. The

primary question being asked of admissions staff at this point in time, from both deposited and admitted students, is whether or not classes will be held on campus in the fall. The Office of Admissions plans to broadly communicate the University's plans for fall 2020 once that decision has been made – this is of particular interest to students who remain “on the fence” about their decision to enroll at Morris. We continue to investigate new ways to connect with students, including expanded virtual programming (including Facebook Live sessions for parents) and an increased social media presence, on top of our usual personalized outreach to admitted students.

Rochester Campus:

Rochester confirmations of new high school students (NHS) for fall have exceeded our target for this year. Taken together with confirmations of new students in our Health Professions program and retention of current students, enrollment for fall 2020 is ahead of BluffTop View projections with 287 new students confirmed (235 NHS) for fall, 2020, as of our campus Decision Day, June 1. Minnesota residents make up 79.3% of the incoming class. Housing pressure is significant for fall, though for all campuses COVID-19 presents ambiguity regarding summer melt. Confirmed students and families are indicating that fall modality (in-person or remote) and their fluctuating financial situations are key factors, yet the impacts remain unclear. Admissions is not aware of significant competition from other schools for UMR's committed students nor are UMR student decisions impacted by athletics. Admissions counselors continue their personal interactions, though May is generally a quiet time as high school students focus on finals and commencement. Anecdotally, parents have expressed that if UMR is online in the fall, there will be few in-person alternatives and given the potential for delayed earnings, they are not endorsing gap years. UMR's focus on academic pathways into high-demand health careers influences that parental viewpoint, though the lack of clarity for fall is the number one growing concern of students. Their primary concerns if the semester is online are the quality of labs, hands-on instruction, and building community. To address those needs, UMR faculty are preparing creative mechanisms for remote experiential learning and virtual learning communities.

Twin Cities Campus:

The Twin Cities campus has been carefully watching confirms in the four major geographies for recruitment--Minnesota resident, Reciprocity, National (NRNR), and International. At this point in time, compared to the fall 2019 confirms, the UMTC is ahead with Minnesota confirms, significantly ahead with reciprocity, down approximately 17% with NRNR and down 25% with international. Overall, the UMTC is down 3 percent on confirms over 2019 (when we were 300 students over target), BUT up 4% over 2018 when we enrollment 5,977 Freshman (target of 6,000). The UMTC both made significant offers from the waitlist, and shared approximately 5,000 students on the waitlist with the system campuses. Given that transfer applications have been dropping over the last few years, we are very pleased with the current confirms, which are even with fall 2019.

2. Student Retention and Success

Another key factor in managing enrollment is student retention and success. The administration tracks carefully fall 2020 registration statistics that provides an indication of fall-to-fall retention. The following table shows that fall 2020 registration for all University System campuses is consistent compared to fall 2019.

**Fall-to-Fall Registration to Date by Academic Level: Percent of Students
Registering for Fall 2019 and Fall 2020, University System (5/29/20)**

Academic Level	Fall 2019 Registration % of students	Fall 2020 Registration % of students	Change in Registration %
Freshman (0-29cr)	83.1%	82.4%	- 0.7%
Sophomore (30-59cr)	85.1%	85.9%	0.8%
Junior (60-89cr)	80.0%	80.9%	1.0%
Senior (90+cr)	30.2%	28.6%	- 1.6%
Total	64.3%	64.0%	- 0.3%

Other retention and student success indicators that affect undergraduate enrollment management are first-year retention, four-year graduation, and six-year graduation rates. The table below lists the most recent rates for the five campuses.

**Undergraduate Retention and
Graduation Rates, all campuses**

	Crookston	Duluth	Morris	Rochester	Twin Cities
1st-year retention (Students matriculating 2018)	73.6%	84.3%	80.2%	79.3%	93.4%
4-year graduation rate (Students matriculating 2015)	44.1%	48.6%	48.1%	50.0%	71.7%
6-year graduation rate (Students matriculating 2013)	53.2%	66.7%	62.8%	65.2%	83.2%

Crookston Campus:

Given the discontinuation of the football program, Crookston had projected its first-to-second year NHS retention rate to drop by approximately 10 percentage points to 63%. Disruptions for international students due to COVID-19 will likely pull the rate down another 5% to 58%. Retention rates for sophomores, juniors, and seniors are typically competitive for Crookston students. Though our first-to-second year retention rates are lower than at other campuses, our four-year graduation rates are closer, meaning we lose a low proportion of sophomores, juniors, and seniors. The discontinuation of football and disruptions for international students will pull retention rates for returning students down as well. It is difficult to project how much COVID-19 will affect the rest of Crookston's domestic population. Summer enrollment by on-campus students (at best a moderate indicator for fall enrollment) is down nearly 30%, likely because our high proportion of low-income students cannot afford summer courses. UMN Crookston currently projects online student retention rates to be consistent with prior years.

Duluth Campus:

In 2016 Duluth established the goal of reaching a campus continuation rate of 80 percent by 2020. A number of department, unit, and campus initiatives were launched to support this goal including actions to address high DFW (drop, fail, withdraw) rates in foundational courses, mentorship programs, strengths-based coaching, textbook support, emergency grants, enhanced student satisfaction assessment, marketing initiatives, and numerous other outreach initiatives.

Duluth has exceeded its Maroon goal of a 45 percent four-year graduate rate. Achievement of this goal is partially the result of improved academic support and planning tools and also an outcome of student

interest in reducing debt accumulation through timely graduation. Improved four-year graduate rates are a significant part of our enrollment story. Each one percent increase in rate equates to approximately 21 fewer fifth-year students. Duluth 7.6 percent improvement in just the last two years equates to approximately 160 fewer students enrolled in the fifth year. Thus, declines in campus enrollment in recent years can be partially attributed to improved student outcomes.

Morris Campus:

The Morris campus has been on track to meet the fall 2021 first-to-second year retention goal of 81% identified in its five-year enrollment plan -- for those matriculating fall 2018, the retention rate was 80.2%. For fall 2020, we are currently 4 percentage points lower than our first-to-second year retention rate target. Student graduation rates remain consistent, although these rates mask variability by student subgroup. Our Pell-eligible students graduate at a lower rate than our non-Pell eligible students, as do our students from racial and ethnic backgrounds traditionally underserved in higher education. Recent Department of Education grants, including our Native American Student Success and TRiO/Summit Scholars grants, have provided funding to support more targeted programming and services for select student populations, and our new strategic enrollment management plan includes specific tactics and action plans to further address, and close, these gaps.

Like other University campuses, we are uncertain about the pandemic's impact on fall 2020 retention. Students have expressed strong interest in which learning modalities will be available to them for fall semester. In response, Morris is planning summer melt outreach to current students, including a targeted communication plan after fall 2020 plans are determined.

Rochester Campus:

Retaining students is the priority enrollment management focus for Rochester. Challenges to enrollment include financial difficulties (high percentage of low income and first generation students), academic focus change, and personal and/or mental health challenges. In the last year, a development staff member was hired and a campaign launched. With this young campus, alumni have not yet become donors, adding to the challenge of generating scholarship dollars. Continued attention to providing enough scholarship assistance to at least match the campuses within our system will be vital to retention increases. Currently, all students enrolled for fall are on-track to graduate on time or early. Retention of spring 2020 students is currently down slightly (1.5%) from retention projections, with COVID-19 related financial challenges cited as the primary reason for withdrawal. UMR's 5-year average for 4-year graduation is 57%. Changes in recruitment and curriculum that began the year of the 2015 cohort listed in the table are showing promise for increasing 4-year rates with a 12.4% 3-year graduation rate for the 2016 cohort (a 3.3% increase).

Twin Cities Campus:

The Twin Cities campus continues to focus its efforts on improving retention and graduation rates, one of the major indicators of student success. The most recent first-year retention rate was 93.4%, with a goal of reaching 94% in the next few years. The 2019 four-year graduation rate reached an all-time high of 72% and was the third highest in the BTAA, and our 6-year rate of 83% exceeded the Board of Regents target of 82%. Our four-year rate is likely reaching a maximum, while we are still hoping to reach an 85% six-year rate. Despite these successes, we still have some graduation gaps for under-represented

students that must be addressed (as reported at the February 2020 BOR Mission Fulfillment Committee meeting). Of course, the retention and graduation rates vary by college of matriculation.

The Twin Cities campus continues to view timely graduation as one of the major factors in controlling the costs of a degree. For those students who take five years, or six years, to graduate both the amount borrowed, and percent who borrow, go up significantly. Many of the initiatives around the curriculum, financial aid, advising, student engagement, are designed to promote timely graduation.

3. Campus Five-year Enrollment Plans

Each of the five University of Minnesota campuses have five-year campus enrollment plans approved by the Board of Regents. Below are brief campus updates.

Crookston Campus:

The Crookston campus presented plans last June to achieve total enrollment of 2,100 students by 2023-2024. This reflected a bold 14% increase over the 1,839 students enrolled in fall 2018. The plan included increases distributed evenly across new on-campus recruitment, new online recruitment, and retention initiatives. The plan further aimed to capitalize on the increasing racial and ethnic diversity of Greater Minnesota in general and Northwest Minnesota in particular.

The discontinuation of the football program, which has served between 80-100 student-athletes annually, has lead us to adjust our target to 2,000. New athletic programs (hockey, shooting sports, cross country) that had been intended to help us achieve our goal are now being used to backfill losses due to the discontinuation of football.

As noted above, the shift to test-option holistic review was a key strategy implemented in the last year. While labor-intensive, the outcomes have been positive. Additionally, we have fully implemented the Common Application and Slate in the past year while also launching our “IAMCROOKSTON” (see below) marketing campaign. Targeted marketing and development of signature programs has also produced results. For example, we have both expanded the capacity of our equestrian programs with the addition of the Equine Business Management major and targeted marketing and recruitment resulting in significant program growth. The addition of the online Criminal Justice program, which is slated for Board of Regents approval this June, positions that program for growth. Successful efforts in the past year by the Healthcare Management program to secure NAB accreditation, the Business Department to secure ACBSP accreditation, and the Education program to secure PELSB accreditation demonstrate the strength of our academic programs, which strengthens targeted marketing efforts.



Through March 2020 (prior to the impact of COVID-19), UMN Crookston was well ahead on all enrollment metrics. Although the effect of COVID-19 has been significant for our campus, and we do not yet know the duration of the impact, we have established a strong foundation for long-term growth. Pathway programs with elementary and middle school populations will likely not yield enrollment by 2023, but they further strengthen UMN Crookston's long-term position.

Duluth Campus:

The Duluth campus established a strategic enrollment management plan in 2012-2013 in support of goals and objectives articulated within the 2011 UMD Strategic Plan. During 2017-18, the UMD Strategic Enrollment Management Subcommittee reviewed the enrollment plan to assess progress since its inception and to identify priorities and related strategies for growth through 2023. The plan was presented to the Board of Regents in December 2018 and the board voted unanimously to approve the resolution to affirm Duluth's plan at its May 2019 meeting. Two significant updates include implementation of a test-optional admission policy and a pause in the housing and dining project.

Through multiple initiatives, UMD's enrollment plan seeks to stabilize and grow undergraduate enrollment and to strengthen the ethnic, social, economic, and geographic diversity of the campus. To this end, the Duluth campus will implement a test-optional admission policy beginning in spring 2021. Through associated practices UMD will seek to remove barriers that deter otherwise qualified students from applying for admission and to increase applications and enrollment of qualified traditionally underrepresented, low-income, first-generation, and female students. Increased or focused academic support will be a strategy to retain and graduate a greater number of potentially at-risk students. Implementation of the test optional policy is supported by UMD Office of Institutional Research analysis that details inconsistencies in the relationship between ACT scores and student outcomes.

Duluth's enrollment plan also calls for development of a multi-phase on-campus housing plan to address the current residence hall bed shortage and aging existing facilities and, prior to COVID-19, progress was underway on the first phase of a new residence hall with increased dining capacity. Construction of the new housing facility requires a 15-month timeline for it to be open by August 2021. There is a significant amount of uncertainty related to the construction labor market, supply chains, and project costs due to the COVID-19 pandemic. UMD leadership has determined that it is best to pause the process at this point with the completion of the construction documents design phase. The new housing facility is slated to be constructed as designed, but the timeline has been adjusted to begin construction in spring 2021, with a new opening date of August 2022.

Morris Campus:

Morris' five-year enrollment plan, adopted by the Regents in spring 2019, calls for incremental growth through 2024. In response to this campus priority, significant changes were made in the area of enrollment management in summer 2019. These include the creation of a Transfer Support Services office, an interim vice chancellor for enrollment management position, and an examination of the campus' processes and communications around prospective and current first-year students – all of which are centered on the goal of improving student retention, communication, connectedness, and support.

UMN Morris continues to expand its commitment to serving a diverse student population. In fall 2018, 31% of new first-year students were Pell recipients, 34% were first generation, and 35% identified as

American Indian, Hispanic, Asian, or African American. In fall 2019, 37% were Pell-eligible, 40% were first generation, and 42% of our new first year cohort was from a racial or ethnic group traditionally underserved in higher education.

While our basic goals of serving a high percentage of Minnesota residents and a diverse student body have not changed, by fall 2020 we will have completed several processes that will inform enhancements to our five-year enrollment plan. These include the completion of a strategic enrollment management plan which aligns both with Morris' strategic plan and the systemwide planning process, and any necessary modifications as a result of COVID-19 (for example, a planned decline in the number of international students).

Rochester Campus:

Our original five year plan is now in its fourth year. In that plan, the goal was for an increase of 50 students per year in total enrollment. We are on target to exceed the 2021 goals by Fall 2020 for undergraduate enrollment. The comprehensive and longer-range BluffTop View Plan, approved last year, set goals for increased enrollment in three facilities-dependent phases: Bold: 1000; Bolder-1500; Boldest: 2500. We are ahead of pace to meet the Bold goal, with the need for new facilities to drive continued growth. Importantly, we are committed to continuing our high quality (e.g. no educational attainment gap, diverse student body, high job placement, etc.) as quantity increases. The Fall 2020 NHS have an average HS GPA of 3.63 and ACT of 23 (virtually identical to last year's class). The demographic make-up of the incoming class remains diverse with 43.5% first-generation college students, 42.2% students of color, and over 30% low-income, meeting or exceeding five-year goals.

Continued growth is planned in both the undergraduate and partnership-graduate-professional (PGP) academic offerings. Those PGP programs currently include Bioinformatics and Computational Biology (MS and PhD); Nursing (1+3); Occupational Therapy (PhD); UMD MBA; MCSHS Physician Assistant (4+1). Investment in innovative academic offerings is needed as our creative faculty explore a) hybrid options that optimize in-person learning experiences; b) flexibility and acceleration of degree completion through a streamlined, integrated curriculum and intercampus University partnerships "ClearPath"); c) personalized plans supported by a success coach; d) continued realization of our values of community and equity and e) amplification of partnerships with healthcare and biotech organizations. We continue to use the customized senior year capstone to optimize flexibility and to develop career pathways in six high demand areas: emerging health technologies; resilience, wellbeing and mental health; patient care; healthcare research and discovery; global health and public policy; and the business and leadership of healthcare. Working closely with UMTC partners and other potential biotech and medical organizations sharing space in DMC's Discovery Square, our next step in supporting enrollment growth is to increase capstone career pathways in **public health** and **emerging health technologies**.

Twin Cities Campus:

The UMTC continues to make progress on the 5-year enrollment plan, approved by the BOR in 2016 (check date). In particular, progress around enhancing diversity, improving graduation rates, and increasing financial aid has been made. Enrollment increases in several colleges, including CSE and CBS, have been achieved.

The UMTC continues to make progress on the 5-year enrollment plan, approved by the BOR in 2016 (check date). The one place where progress has been problematic is in reaching the overall undergraduate target of 33,000. The overall freshman target has been met, or exceeded, each year. At the same time, due to the decrease in transfer confirms, and improved graduation rates, the actual enrollment has dropped by approximately 100 students each year, and now sits at 31,500. Further attempts to increase the UMTC undergraduate enrollment will likely result in negative impacts on the system campus enrollment.

The UMTC plan included ten separate priorities. In particular we have made progress with increasing diversity where the freshman class now stands at 25% students of color and American Indian students, reflecting well the diversity in the Minnesota high school graduating classes. We continue to enroll a high percentage of first generation students, although our Pell-eligible numbers have been decreasing. On balance we have seen the retention and graduation gaps closing for all racial and ethnic groups. The plan has made progress with increasing enrollments in several of the UMTC's high demand colleges including the College of Science and Engineering, College of Biological Sciences, and the Carlson School of Management. In particular, CSE's freshman enrollments have increased from around 800 to over 1300 students. The plan has made multiple improvements to the transfer experience including enhanced orientation, the purchase of "systems" for transfer credit, attention to the transfer curriculum, and the creation of transfer housing.

These initiatives have resulted in continued improvements in UMTC retention and graduation rates. The four-year graduation rate has reached an all-time high of 72%. For comparison this rate was 44% in 2008. A major contributor to the improved rates is increased financial aid in the form of scholarships. An example is the creation of a series of scholarships focusing on middle-income families, and on those students in the President's Emerging Scholars (PES) program.



The University of Minnesota System has five distinct campuses—**Crookston, Duluth, Morris, Rochester, and Twin Cities**—serving all regions of the state. Each campus has unique strengths, enriched by its surrounding communities. We focus on meeting the needs of students, which leads to a University of Minnesota degree.

	CROOKSTON	DULUTH	MORRIS	ROCHESTER	TWIN CITIES
Mascot	Eagles 	Bulldogs 	Cougars 	Raptors 	Gophers 
Undergraduates	1,835	8,834	1,499	534	31,367
Graduate & professional students	N/A	979	N/A	102	16,940
Campus location and setting	<ul style="list-style-type: none"> Population 7,794 Located in northwest Minnesota in the Red River of the North Benefits of a small town and a small campus with endless access to the wide open prairie 	<ul style="list-style-type: none"> Population 279,000 Located on the western shore of Lake Superior Benefits of city life, with endless access to the great outdoors and the North Shore 	<ul style="list-style-type: none"> Population 5,400 Located along the scenic Pomme de Terre River, 2 1/2 hours west of Minneapolis Benefits of a small, friendly community with access to abundant outdoor activities 	<ul style="list-style-type: none"> Population 115,000 Located in southeast Minnesota Home to Mayo Clinic, health care innovation, more than 85 miles of hiking and biking trails and abundant entertainment options 	<ul style="list-style-type: none"> Population 3.3 million Home to 18 Fortune 500 companies Easy access from campus to lakes, work at corporate and state government internships, pro-sporting events, and shopping at the country's largest mall
Academic profile	<ul style="list-style-type: none"> High School GPA middle 50% range:* 2.58–3.07 ACT Composite Score middle 50% range: 18–24 	<ul style="list-style-type: none"> High School GPA middle 50% range:* 3.3–3.8 ACT Composite Score middle 50% range: 21–26 	<ul style="list-style-type: none"> High School GPA middle 50% range:* 3.4–3.9 ACT Composite Score: 22–27 	<ul style="list-style-type: none"> High School GPA middle 50% range:* 3.2–3.8 ACT Composite Score middle 50% range: 22–28 	<ul style="list-style-type: none"> High School rank percentile middle 50% range:* 84–99 ACT Composite Score middle 50% range: 26–31 SAT middle 50% range: 1270–1480
Array of Academic Programs	<ul style="list-style-type: none"> 33 majors, 23 minors, 15 online majors Fields include areas of agriculture; natural resources; business; liberal arts and education; and math, science and technology 	<ul style="list-style-type: none"> 83 majors and 70 minors Fields include business, engineering, physical and biological sciences, teacher education, social sciences, fine arts and liberal arts 	<ul style="list-style-type: none"> 34 majors Fields include Native American and Indigenous studies, computer science, sports management, and environmental studies 	<ul style="list-style-type: none"> Preparation for health sciences and health professions: patient care, business and leadership, resilience, well-being and mental health, research, public policy and global health and emerging tech Limited access programs in Nursing and PA 	<ul style="list-style-type: none"> 150 majors and 140 minors Eight first-year admitting colleges—business, education, engineering, design, liberal arts, agriculture, natural resources, and nursing

*Middle 50% of first-time, first-year students enrolled in fall 2019, meaning 25% of students were below this range and 25% were above; some programs may admit at a more competitive level.



Campus and student characteristics

MN resident tuition and fees*

MN resident cost**

Non-resident tuition and fees***

Fall semester priority application deadline for full admission and scholarship consideration

	CROOKSTON	DULUTH	MORRIS	ROCHESTER	TWIN CITIES
<i>First-time, first-year students:</i>	<i>First-time, first-year students:</i>	<i>First-time, first-year students:</i>	<i>First-time, first-year students:</i>	<i>First-time, first-year students:</i>	<i>First-time, first-year students:</i>
<ul style="list-style-type: none"> • Living on campus: 87% • Students of color: 20% • Student organizations: 40 • NCAA Division II 	<ul style="list-style-type: none"> • Living on campus: 92% • Students of color (including American Indian): 15% • Student organizations: 270+ • NCAA Division I & II sports: 16 	<ul style="list-style-type: none"> • Living on campus: 97% • Students of color (including American Indian): 35% • Student organizations: 120 • NCAA Division III teams: 19 	<ul style="list-style-type: none"> • Living on campus: 90% • Students of color 37% • Student organizations: 30 • Intramural sports only 	<ul style="list-style-type: none"> • Living on campus: 86.3% • Students of color: 25.2% • Student organizations: 900+ • NCAA Division I teams: 23 	
	\$12,116	\$13,680	\$13,472	\$13,352	\$15,105
	\$24,242	\$25,672	\$24,680	\$26,430	\$28,676
	\$12,116	\$18,880	\$15,520	\$13,352	\$33,330
<ul style="list-style-type: none"> • New high school and new transfer applicants: <ul style="list-style-type: none"> - Early Action I: Nov. 15 - Early Action II: Jan. 1 - International Rolling Admission: July 1 - Domestic Rolling Admission: Aug. 1 	<ul style="list-style-type: none"> • New high school applicants: Dec. 15, with rolling admission on a space-available basis until Aug. 1 • New transfer applicants: June 15, with rolling admission on a space-available basis until Aug. 1 	<ul style="list-style-type: none"> • New high school applicants: Dec. 15, with rolling admission until Aug. 1 • New transfer applicants: May 1, with rolling admission until Aug. 1 	<ul style="list-style-type: none"> • New high school scholarship consideration and limited access programs (Nursing & PA): Dec. 1 • New transfer applicants: Jan. 15 	<ul style="list-style-type: none"> • New high school applicants: Nov. 1: Early Decision with a decision guaranteed by Jan. 31 Jan. 1: Regular Decision with a decision guaranteed by March 31 • New transfer students: Feb. 1 for Fall Term; Space-available basis until June 1 	

The University of Minnesota is committed to making our world-class education a great value for Minnesota families. Under the University of Minnesota Promise Scholarship (U Promise), eligible Minnesota resident undergraduates with a family income of up to \$120,000, who enroll at any of the University's five campuses, will be guaranteed a U Promise Scholarship. Students must complete the Free Application for Federal Student Aid (FAFSA) to be eligible.

* Before financial aid and scholarships: per year for full-time enrollment
 ** Before financial aid and scholarships: includes tuition, fees, room and board, books, supplies, and miscellaneous expenses
 *** Before financial aid and scholarships: per year for full-time enrollment
 The University has **reciprocity agreements** with the states of Wisconsin, North Dakota, South Dakota, and the province of Manitoba, Canada. Resident of any of these states or province may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. In addition, Duluth and Morris campuses participate in the **Midwest Student Exchange Program**, which allows residents of Illinois, Indiana, Kansas, Missouri, Nebraska, or Ohio to attend at a discounted rate.

System Undergraduate Enrollment Management Update

Board of Regents | Mission Fulfillment Committee | June 11, 2020

Melissa Bert

Interim Vice Chancellor for Enrollment Management
University of Minnesota Morris

Robert McMaster

Vice Provost and Dean of Undergraduate Education
University of Minnesota Twin Cities

Jeffrey Ratliff-Crain

Vice-Chancellor for Academic Affairs & Innovation
University of Minnesota Rochester





System Enrollment Council

Realize enrollment capacity and student profile goals on each University of Minnesota campus through:

- System market branding and messaging
- Coordinated recruitment
- Cooperative programming
- Shared efforts toward student success





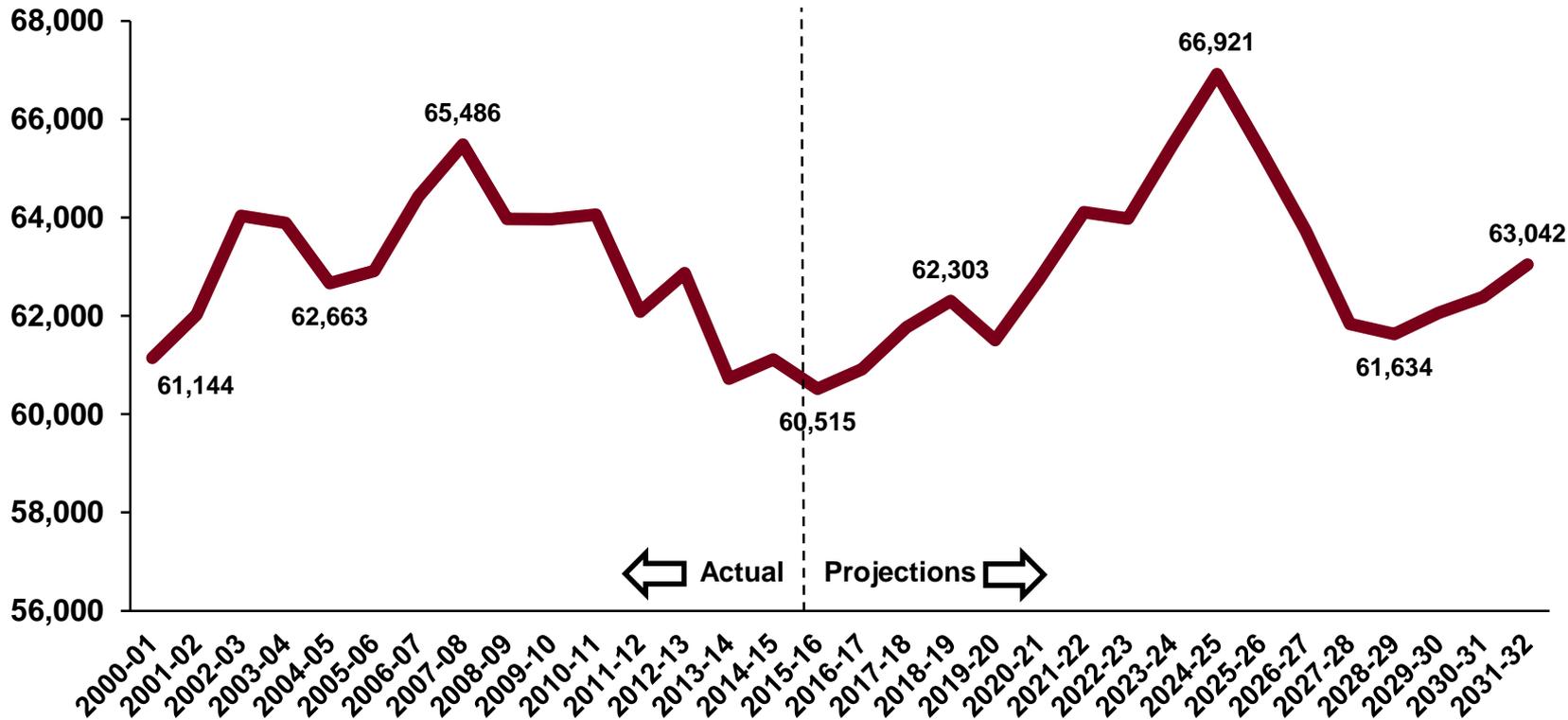
Enrollment Environment

- 1 Decreasing numbers of high school graduates**
- 2 Increasing students from traditionally underserved racial and ethnic groups**
- 3 Intense competition for students**



Minnesota Historic and Projected High School Graduates

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016*



3 Intense competition for students

Midwest Freshman In- and Out-Migration: Fall 2018

Total Out-Migration From Minnesota

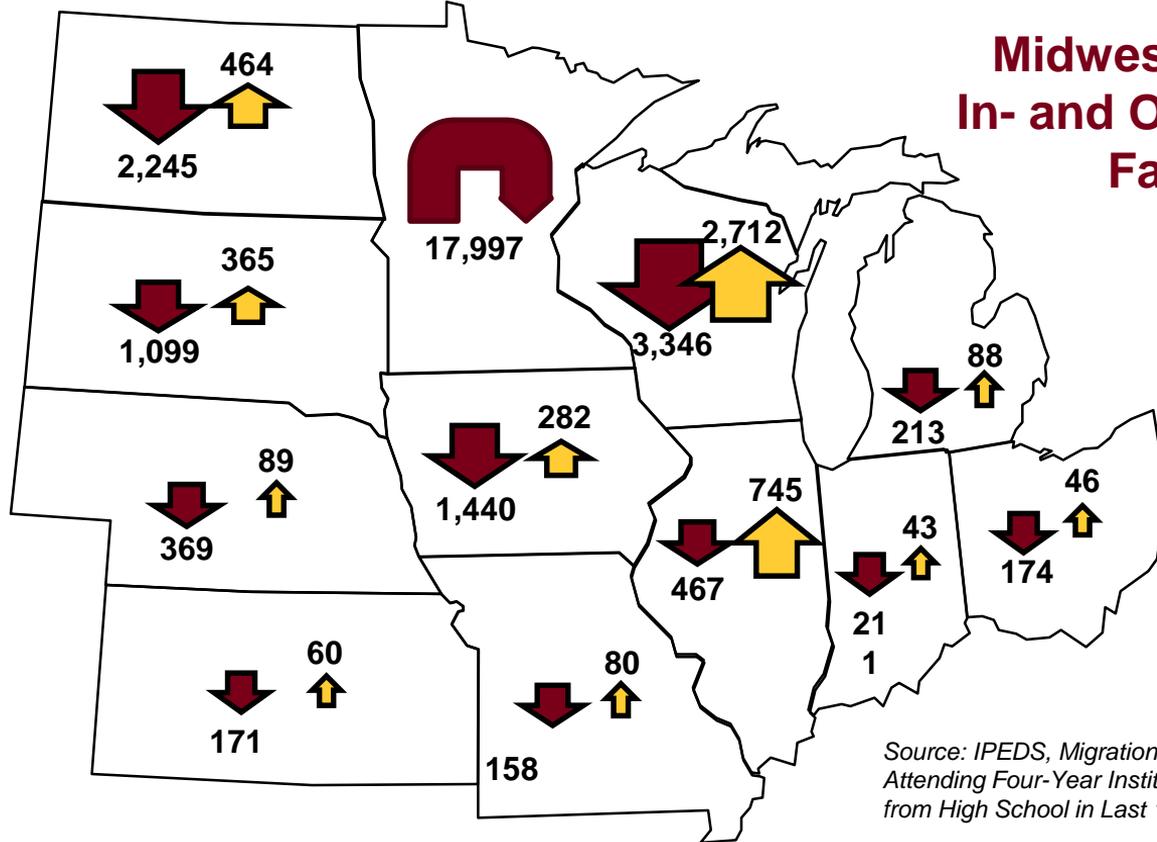
9,983

Total In-Migration Into Minnesota

4,974

Out/In Ratio

2:1



Source: IPEDS, Migration of New Freshmen Attending Four-Year Institutions and Graduating from High School in Last 12 Months



3 Intense competition for students

Top Destinations of Non-Enrolling Admitted Freshmen: 2015-2019

Crookston	Duluth	Morris	Rochester	Twin Cities
UM Twin Cities (17.6%)	UM Twin Cities (22.0%)	UM Twin Cities (17.9%)	UM Twin Cities (29.9%)	UW Madison (14.0%)
UM Duluth (7.3%)	St Thomas (6.0%)	UM Duluth (7.6%)	UM Duluth (6.2%)	Illinois (5.5%)
NDSU (3.4%)	UW Eau Claire (3.9%)	St Thomas (2.7%)	UW Madison (4.4%)	St Thomas (2.5%)
UW River Falls (2.6%)	NDSU (3.9%)	NDSU (2.7%)	St Kate's (2.6%)	Iowa State (2.2%)
MSU Mankato (2.3%)	MSU Mankato (3.7%)	Gustavus (2.0%)	UW La Crosse (2.3%)	Purdue (2.1%)
St Thomas (2.2%)	UW Madison (2.8%)	MSU Mankato (2.0%)	St Thomas (2.1%)	UM Duluth (1.9%)
UW Madison (2.1%)	Iowa State (2.8%)	UW Madison (1.8%)	UW Eau Claire (1.8%)	Ohio State (1.8%)
UND (1.9%)	UND (2.6%)	Hamline (1.8%)	Winona State (1.7%)	Iowa (1.8%)
UM Morris (1.8%)	UW La Crosse (2.5%)	St Cloud State (1.7%)	MSU Mankato (1.7%)	Michigan (1.4%)
St Cloud State (1.7%)	Winona State (2.0%)	Concordia (1.6%)	UND (1.6%)	Indiana (1.4%)

UM schools
 UW schools
 MN State
 MN privates
 ND schools
 Others





System Enrollment Council Work and Progress

1 Brand messaging and communications

2 Coordinated recruitment and cooperation

3 Supporting student financing



1 Brand messaging and communications

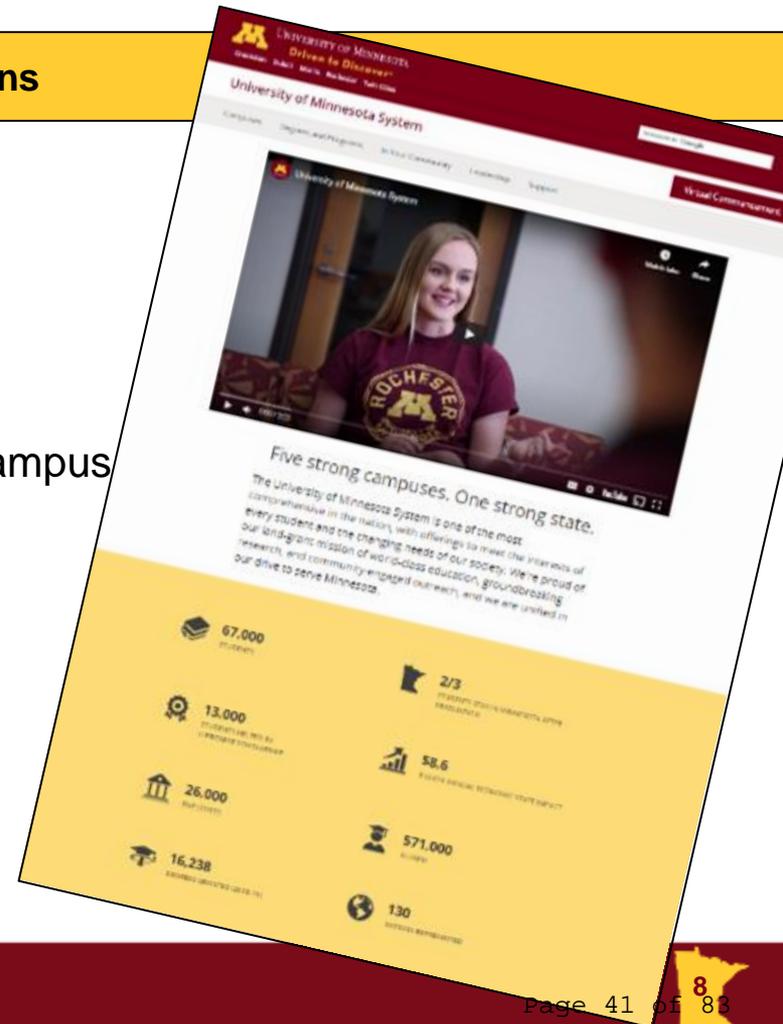
Market Research Study

Prospective students and parent/guardians

- University of Minnesota brand recognition
- Greater awareness of distinct features of each campus
- Enhance affordability message
- Highlight cross-system tools and information

System Website and Tools

- <https://system.umn.edu>

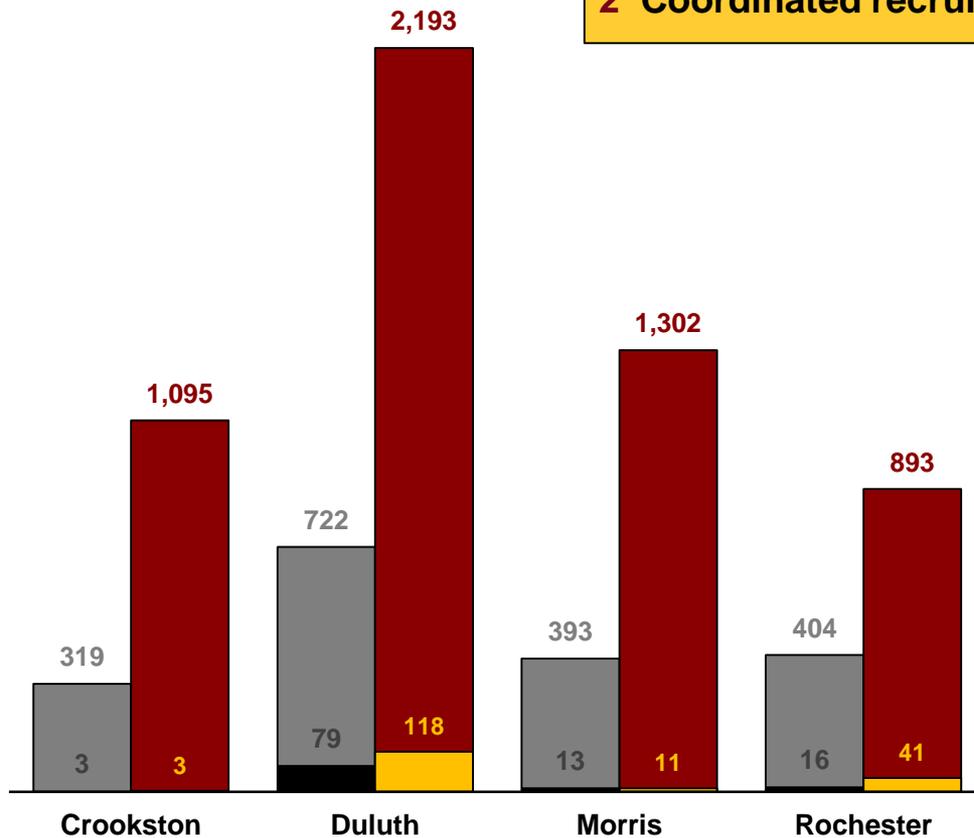


2 Coordinated recruitment and cooperation

- **Admission directors group**
- **K12 Pathways**
- **Campus partnership agreements**
- **Recruitment:**
 - Fall Counselor Meetings
 - Fall Student Recruitment Events
 - National College Fair
 - Minnesota School Counselors Annual Conference Sponsorship
 - Meet Minnesota Visit Week



2 Coordinated recruitment and cooperation



Share My App: Applications shared by campus

Students that shared an application with multiple campuses are counted multiple times

- Fall 2020 Applications (5/18/20)
- Fall 2020 Confirmations from Share My App (5/18/20)
- Fall 2019 Applications (5/18/19)
- Fall 2019 Confirmations from Share My App (5/18/19)



- **University Promise**
- **2020 student success**
- **Bentson Scholarship**
- **Messaging correct cost picture**



Promise Awards Systemwide (2019-20)

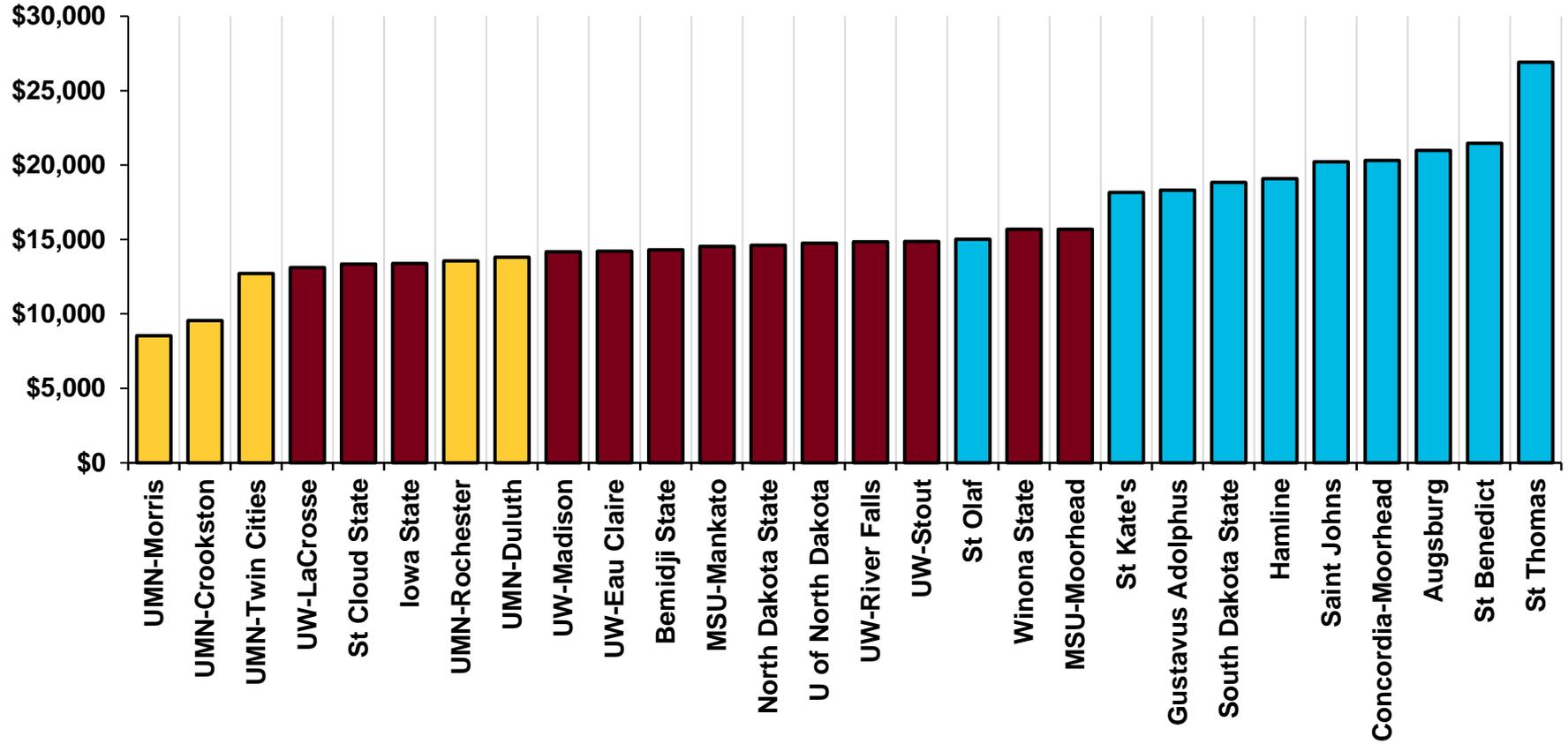
Campus	Number of Students	Total	Average
Crookston	544	\$973,413	\$1,789
Duluth	3,561	\$6,547,401	\$1,839
Morris	658	\$1,290,265	\$1,961
Rochester	306	\$696,537	\$2,276
Twin Cities	9,117	\$18,889,403	\$2,072
Total	14,186	\$28,397,019	\$2,002

(Data as of May 18, 2020)



Average Net Price for Fall 2017 New Freshmen From Families Earning \$110,000 or Less

(Students Receiving Title IV Aid and for Public Institutions Only Those Paying the Resident Rate)





Fall 2020 Enrollment Planning



Fall 2020 Enrollment Planning

Student Confirmations

6/8/2020

	2019	2020
Freshmen Systemwide	9,594	9,449
Crookston	186	152
Duluth	2,134	2,025
Morris	355	293
Rochester	186	253
Twin Cities	6,733	6,776
Transfer Students	2,307	2,213



Persistence and Success

Most recent rates	Crookston	Duluth	Morris	Rochester	Twin Cities
1st-year retention Students matriculating in 2018	73.6%	84.3%	80.2%	79.3%	93.4%
4-year graduation rate Students matriculating in 2015	44.1% (goal: 45%)	48.6% (goal: 45%)	48.1% (goal: 60%)	50.0% (goal: 60%)	71.7% (goal: 65%)
6-year graduation rate Students matriculating in 2013	53.2% (goal: 60%)	66.7% (goal: 68%)	62.8% (goal: 80%)	65.2% (goal: 60%)	83.2% (goal: 80%)



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 29 of each year

Current Academic Level	Percent Change in Registration from Fall 2019 and Fall 2020
Freshman (0-29cr)	- 0.7%
Sophomore (30-59cr)	0.8%
Junior (60-89cr)	1.0%
Senior (90+cr)	- 1.6%
Total	- 0.3%





UNIVERSITY OF MINNESOTA

Driven to Discover[®]

Crookston Duluth Morris Rochester Twin Cities

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 11, 2020

AGENDA ITEM: COVID-19 Pandemic: Framework for Delivering Academic Mission in Fall 2020

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

PURPOSE & KEY POINTS

The purpose of this item is review of the framework for delivery of the University of Minnesota academic mission in fall 2020 in the context of the COVID-19 pandemic, as follows:

1. Resumption of in-person instruction and residence halls/dining facilities in a manner consistent with public health guidance
 - a. Adjusted capacity levels
 - b. Multi-modal instruction available
2. In-person instruction ends by Thanksgiving break
 - a. Academic calendar adjustments or pivot to distanced, or both
 - b. Pivot sooner if public health conditions require
3. Safety
 - a. Health monitoring
 - b. Testing, contract tracing, isolation, quarantine

Primary elements of the framework include:

- Instructors retain autonomy for determining the modality of their course reflecting their preferences, expertise, and judgment related to content and learning outcomes. Faculty, staff, and students will have the flexibility to elect alternate modalities to teach, work, and take classes, conditional on physical distancing as recommended by public health guidance and the reduced capacities that it will entail.
- Each system campus will examine and adjust its academic calendar in order to enable the conclusion of in-person instruction by Thanksgiving, or earlier if public health guidance indicates.
- A system of testing, isolation, contact tracing and quarantine will be implemented on each campus.

The President’s recommendation acknowledges that the situation might change between June and the start of classes.

The item will include an overview of the Fall 2020 Scenarios Advisory Team's possible scenarios, ranging from fully in-person to fully distanced. The team included public health experts, academic leaders, and operational representatives across the system. The discussion will provide a summary of the team's recommendation, including conditions under which in-person and residential instruction could be offered throughout the University system.

Communication will begin now with incoming and continuing students, instructors, and staff about plans for fall instruction, with the caveats that 1) public health guidance may change; and 2) the framework is subject to Board approval.

The President's recommendation will return for Board action at a future meeting.

PRESIDENT'S RECOMMENDATION

The President recommends endorsement of the framework for delivery of the University of Minnesota academic mission in Fall 2020 in the context of the COVID-19 pandemic.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
June 11, 2020**

**COVID-19 Pandemic: Framework for
Delivering Academic Mission in Fall 2020**

Introduction

In mid-April 2020, President Joan Gabel constructed a Fall 2020 Scenarios Advisory Team to plan for delivery of the academic mission in Fall 2020 in the context of COVID-19. The team brought together public health experts, academic leaders, and operational representatives from across the system (Appendix A).

Although the University of Minnesota has provided high-quality online instruction for more than 20 years, a core part of our discussion involved the value of place-based learning at our comprehensive land-grant research university, especially for traditional-age learners. For some courses and some learning objectives, physical presence is pivotal, enabling active engagement, interpersonal and intercultural learning, hands-on demonstrations, lab experiences, studio learning (music, art, dance, theatre, etc.), group problem-solving, community-based learning, field work, internships, clinical experiences, and more. Beyond the classroom, evidence suggests that undergraduate students who reside on campus and achieve higher levels of success, including first-year retention and graduation rates.

The residential college experience builds community and provides a sense of belonging, vital to development in young adulthood. Colleges and universities also serve as social safety nets for many diverse and vulnerable students who consider student housing their only home. In-person learning further addresses equity issues regarding access to technology, mental health support, access to space conducive to studying, and peer support. That said, as we have learned this Spring, for some courses or components of courses and some learning objectives, distance education has significant and often unexplored or unexpected potential.

Process

Our work was informed by public health data and guidance (CDC, MDH, ACHA and others) as well as environmental scans planning by peer institutions. Representatives from this team served on state-level workgroups for higher education in housing (UMD, UMR, UMTC), classrooms (UMR, UMTC), surge (UMC, UMD, UMTC), and social-behavioral (UMD). We solicited feedback from our campus communities as described above, and received responses via a survey link. We also received emails directly or indirectly, which were considered alongside the survey responses. (Input is summarized in Appendix B.) In addition, we consulted with University faculty, staff and student governance, academic and administrative leaders, and other committees and work groups.

We relied heavily on the principles approved by the University of Minnesota Board of Regents, as applied to this context (Appendix C).

The team focused on four key spheres of UMN academic life:

- classrooms/study spaces/libraries;
- labs/studios;

- housing/dining/recreation centers/student unions/events;
- outreach/engagement

We agreed to explore four alternative scenarios across these spheres. Each scenario is defined by a different set of assumptions in terms of the underlying state of the science and public health recommendations.

The report describes each scenario in some depth; more detail on each scenario can be found in a summary posted [online](#). For purposes of this discussion, however, we seek to describe conditions under which we propose to resume in-person, residential instruction in Fall, 2020, and ask the Board to approve these conditions so that we can quickly communicate with incoming and continuing students, staff and faculty/instructors, subject to final action in July.

Need for Flexibility

Our discussions and consultation have highlighted to us the need for flexibility in our planning.

First, we recognize that individuals may be differentially vulnerable during this time, either based on their or their family's health status, their identity, access to technology, disability status, or for other reasons. One hallmark of these scenarios, and the way we intend them to be implemented, is that of flexibility at the individual level. If an instructor, teaching assistant or staff member doesn't feel comfortable coming to campus, they should be offered the opportunity to teach or work at a distance. Students who are concerned about exposure, are unable to come to campus in person (or alternatively are unable to return home), or who are concerned about access, should have alternative modality options if public health guidance allows.

Second, each scenario incorporates contingencies and accommodations for individuals who themselves fall sick or whose status otherwise changes over the course of the year. This includes, at a minimum, testing when clinically indicated, contact tracing and isolation for those with the disease, and quarantine for those exposed, all while respecting privacy and HIPAA. This type of flexibility also includes identifying a succession plan for individual instructors and staff; i.e. identifying who might take over a course if an instructor falls ill, or academic advising if a staff member is unavailable. The Provost's Office has undertaken a review of policies related to student absence and bereavement on the Twin Cities campus (Appendix D), has developed a COVID-specific FAQ, and will recommend that instructors and students are reminded of those policies at the start of the semester. Similar reviews are recommended for other campuses. The Disabilities Resource Center serves students, staff and faculty across the system, and will be called upon to help with this review and to communicate regarding the accommodations process.

Third, each scenario takes into account the possibility that future health conditions may require rolling back to more restricted operations or a continuation of opening up. Incorporating flexibility for changing conditions is a key consideration of our planning. Our implementations will need to align with guidance from the Minnesota Department of Health, the Center for Disease Control, and other public health officials regarding gathering size, congregate living, congregate dining, in-person instruction, and childcare, and we recognize that these are currently and continually evolving.

Finally, we recognize differences between the system campuses that may require variations in design and implementation of these recommendations. We encourage, and indeed require, creativity and flexibility in designing and implementing systems at different locations. As local conditions change,

individual system campuses may need to adjust their mission delivery to reflect the advice of health professionals.

Recommendations

We recommend the resumption of in-person instruction and opening of residence halls, dining facilities and other campus services in a manner consistent with public health guidance. This will include adjusting capacity levels for classroom occupancy, residence halls and dining capacity, and other in-person experiences.

While faculty retain the autonomy to determine the modality of their teaching, and how to best achieve their learning objectives, classroom capacity constraints will limit how many classes may be offered in-person and when. Faculty will be strongly encouraged to develop courses that are multi-modal, to accommodate the flexibility described above, and will be provided support to aid in this development. Labs and other experiential learning components of classes may be “front-loaded” in order to ensure they can be completed in-person in case of an outbreak or an early pivot. We have developed, and are committed to offering, a fully-distanced first-year curriculum for international students who might not be able to arrive on campus in the Fall, or for other incoming students who prefer to advance their education in that manner.

Similarly, residence hall occupancy, dining hall hours and modality (self-service, plated service, take-out), recreation centers, and student affairs activities will be determined by public health guidance.

We further recommend that at all system campuses in-person undergraduate instruction stop by Thanksgiving break, or sooner if public health guidance dictates. This can be accomplished by academic calendar adjustments (beginning the semester earlier), a planned pivot to distanced education at Thanksgiving for the remainder of the term, or a combination of both.

Finally, we recommend a series of actions to increase public health and safety on campus. This includes at a minimum self-monitoring for symptoms, testing and isolation for those with the virus, and contact tracing and quarantine for those exposed. As more global testing becomes logistically, scientifically and financially feasible, this will be an additional option to incorporate, in conjunction with the Medical School and Genomics Center.

We are approaching this recommendation and discussion with humility. We recognize that the situation is fluid; public health guidance changes as outbreaks occur or recede, and medical advances in testing and even potentially in vaccination are continually advancing. Our medical and public health resources are exceptional. We anticipate that changes to these plans will be adjusting continually to ensure that the environment we provide to our students, staff and faculty is as safe as anywhere.

Appendix A: Fall 2020 Scenarios Advisory Team

Michael Berthelsen, Vice President for University Services
Lendley Black, Chancellor, University of Minnesota Duluth
Katharine Bonneson, Assistant Vice President, University Health and Safety
Phil Buhlmann, 3M/Alumni Professor, Distinguished University Teaching Professor, and Director of Graduate Studies, Department of Chemistry; Vice Chair of Faculty Consultative Committee
Lori J. Carrell, Chancellor, University of Minnesota Rochester
Rachel T.A. Croson, Executive Vice President and Provost, *Advisory Team Leader*
Connie Delaney, Dean, School of Nursing, and Chair, Twin Cities Deans Council
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, University of Minnesota Duluth
Lisa Erwin, Vice Chancellor for Student Life and Dean of Students, University of Minnesota Duluth
Michael Goh, Vice President for Equity & Diversity; Professor of Organizational Leadership, Policy, & Development
John Hoffman, Vice Chancellor for Academic and Student Affairs, University of Minnesota Crookston
Laurie McLaughlin, Interim Associate Vice President, Auxiliary Services
Amy Pittenger, Associate Professor and Head, Pharmaceutical Care & Health-Systems; Chair, Faculty Consultative Committee
Janet Schrunk Ericksen, Interim Vice Chancellor for Academic Affairs and Dean; Associate Professor of English; University of Minnesota Morris
Maggie Towle, Interim Vice Provost for Student Affairs and Dean of Students
Susan Van Voorhis, Associate Vice President, Academic Support Resources

Technical Consultants:

Jill DeBoer, Director of UMN Health Emergency Response Office; Deputy Director, Center for Infectious Disease Research and Policy (CIDRAP)
Cynthia Kenyon, Senior Epidemiologist, Minnesota Department of Health (MDH liaison)

Senior Staff:

Paige Rohman, Chief of Staff, University Services
Deborah Cran, Senior Assistant to the Executive Vice President and Provost
Kate Tyler, Assistant to the Executive Vice President and Provost

Appendix B: University Community Input

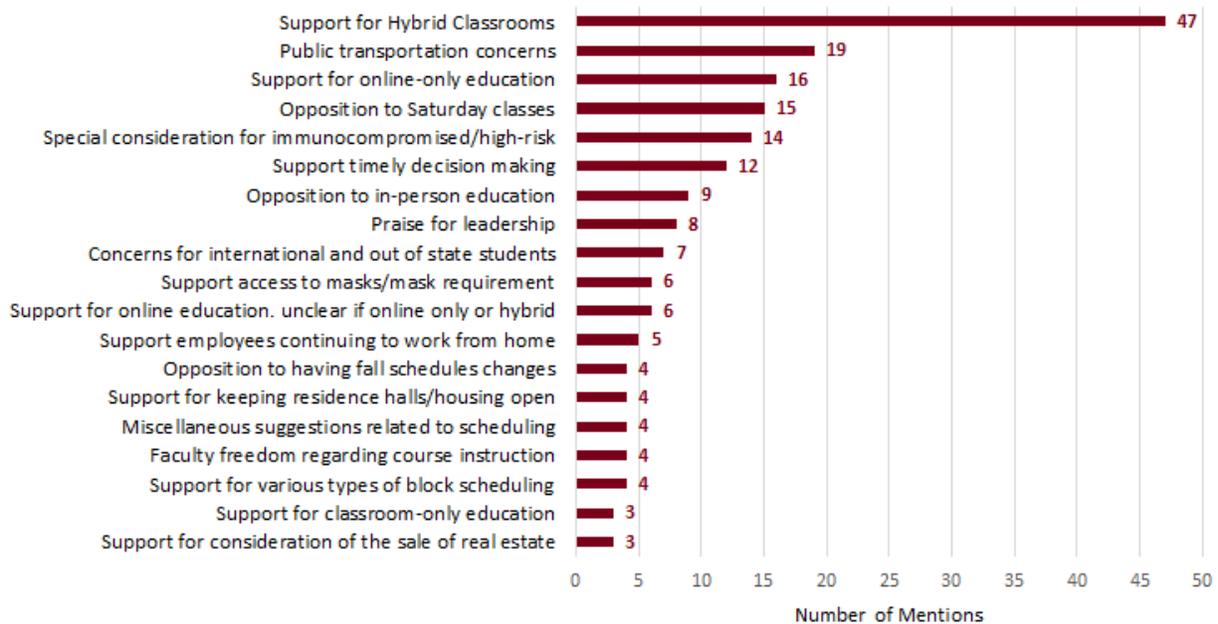
Systemwide Survey Responses

President Gabel’s message of May 14 was sent to all students, staff, and faculty systemwide. The message provided an abbreviated version of the executive summary of this report, and solicited feedback from the campus community via a direct link to a Qualtrics survey. In total, 145 responses were received. Of those, 86 (59%) were from students, 24 (17%) were from faculty and 35 (24%) were from staff.

Among primary themes identified through analysis by the Office of Measurement Services: 47 responses (32%) supported flexible instruction; 16 responses (11%) supported an online-only scenario; 9 responses (6%) opposed in-class instruction unless a vaccine were available; and 6 respondents (4%) supported online instruction (unclear if online-only or hybrid). Thus, in total, 25 (17%) supported distanced education. Three responses (2%) supported only in-person education.

Respondents also expressed other concerns: 19 comments (13%) expressed concern about the safety or feasibility of public transportation on which they relied to travel to and from campus; 15 (10%) expressed dissatisfaction with the prospect of Saturday classes; 14 (10%) supported the need for flexibility for vulnerable populations; and 7 comments (5%) specifically expressed concerns for out-of-state or international students.

Among other themes: 12 responses (8%) expressed concern about timely decision-making; 6 (4%) supported requiring facemasks; 5 asked for continued University support for employees working from home; 4 (3%) expressed opposition to having the days/times of their fall schedule altered; and 4 supported keeping residence halls open. Four comments (3%) expressed support for faculty freedom to determine course instruction.



Additional Input: Emails received

Additional input was provided through 13 emails received, directly or indirectly, that related to fall scenario planning. Of these, 6 (46%) were from parents of UMN students, 4 (3%) were from students, 2 (15%) were from faculty, and one sender was unknown.

Across the emails received: 5 commenters (38%) expressed support for in-person instruction only; 2 (15%) conveyed support for online only; and 2 (15%) expressed support for a flexible approach.

Summarizing additional topics or themes: 4 commenters expressed concerns about the quality of learning or the quality of the student experience in online approaches (as well as support for enhanced faculty training). 3 commenters expressed support for academic calendar adjustments (variously, online classes only during Thanksgiving week; fall-semester starting in mid-late summer and ending mid-October; and late start to school year/4-week modules).

Additionally, there were single comments across the 13 emails related to opposition to a shorter fall semester; opposition to Saturday classes; support for scenarios allowing on-campus living by freshman; support for cost reductions for online instruction; support for structural changes that would keep faculty and staff safe while avoiding fully online instruction; and concern about risks of in-person instruction and about potential logistical challenges for international students if models were in-person only.

Appendix C: Board of Regents Principles and their Applications

- Ensure the safety, health, and wellness of our students, faculty, and staff
While we recognize that no course of action (including shutting down all operations) will keep people perfectly safe, we will take steps to minimize the transmission of COVID-19 on our campus, to minimize the risks to those with heightened vulnerability, to rapidly respond to and contain any infection, and to protect the overall health and welfare of our students, faculty and staff.
- Ensure the continuity of the student academic experience and support research-related initiatives, including MNtersections
Our education and academic operations are pivotal for our students, the state, the nation and the world. Our goal is to continue to provide a world-class academic experience while protecting the health and welfare of our students, faculty and staff.
- Leverage the world-class excellence of our teaching, discovery, and engagement with an emphasis on research and discovery that directly addresses the challenges of the COVID-19 pandemic and serves the local, state and world communities
Our plan must preserve the academic enterprise that directly addresses the challenges of the COVID-19 pandemic, including coursework, research experiences for undergraduates, and public engagement.
- Examine the delivery of instruction and consider evolving learning models for the short- and long-term
Consider carefully when alternative modalities would and would not advance learning, safety, or both and implement those modalities thoughtfully.
- Make decisions with respect, transparency, and timeliness, and with the best interests of our students, faculty and staff in mind
Solicit input into the Fall decision, and communicate goals, constraints and expectations clearly. Incorporate flexibility and individual choice on the part of students, faculty and staff, into our planning.

Appendix D: Academic Policies to Review and Adjust if Needed

Students missing classes for bereavement or illnesses

[Makeup Work for Legitimate Absences: TC, Crookston, Morris, Rochester](#)

[Excused Absences: Duluth](#)

Students requesting an incomplete or withdrawal

[Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](#)

[Grading & Transcripts: Duluth](#)

Students needing a leave of absence

[Undergraduate: TC, Crookston, Morris & Rochester Leave of Absence and Reinstatement from a Leave: Graduate Students](#)

[Leave of Absence and Readmission for Undergraduates: Duluth](#)

Policies related to academic calendar

[Academic Calendars: Twin Cities, Crookston, Morris, Rochester](#)

Policies related to class scheduling

[Class Scheduling: Twin Cities, Crookston, Morris, Rochester](#)

[Class Scheduling Guidelines: Duluth](#)

Policies related to events

[Administrative Policy: Use and Lease of Real Estate](#)



COVID-19 Pandemic: Framework for Delivering Academic Mission in Fall 2020

Board of Regents | Mission Fulfillment Committee | June 11, 2020

Joan Gabel
President

Rachel Croson
Executive Vice President and Provost



F2020 Scenarios Advisory Team

- Public health experts, academic leaders, and operational representatives across the system (MDH)
- Four scenarios in four spheres of academic life (workgroups)
 - Classrooms/study spaces/libraries
 - Labs/studios
 - Housing/dining, rec centers, student unions, events
 - Outreach/engagement
- Informed by public health guidance, review of peers, University community input
- Conditions under which residential instruction might resume in Fall, 2020



Backbone: Flexibility

- Individuals differentially vulnerable / available
 - Multiple modalities offered for teaching, learning, and work
- Vulnerabilities / health status may change
 - Succession plan for instructors and staff
 - Accommodations for students who fall sick or must quarantine
 - Review of policies for student absence and bereavement
- Public health guidance may change
 - Surge may roll us back to more restricted scenarios
 - Medical progress may enable fuller in-person participation
- Differences among system campuses
 - Mission and modalities
 - Physical location and infrastructure
 - Calendars





Recommendation

- Resumption of in-person instruction and residence halls/dining facilities in a manner consistent with public health guidance
 - Adjusted capacity levels
 - Multi-modal instruction available
- In-person instruction ends by Thanksgiving break
 - Academic calendar adjustments or pivot to distanced or both
 - Pivot sooner if public health conditions require
- Safety
 - Health monitoring
 - Testing, contact tracing, isolation, quarantine

Endorsement today; communication with students, staff and faculty, subject to final approval in July



Community Input

- Systemwide input in response to May 14 message from the President
 - 59% students, 24% staff, 17% faculty responses
 - Free-form response, coded and themes
 - ◎ 32% supported a flexible scenario
 - ◎ 17% supported distanced instruction (distanced, online only, opposed in-class)
 - ◎ 2% supported only in-person education
 - Emails received directly
- Consultation with faculty, staff and student governance; academic and administrative leaders; and other committees and work groups



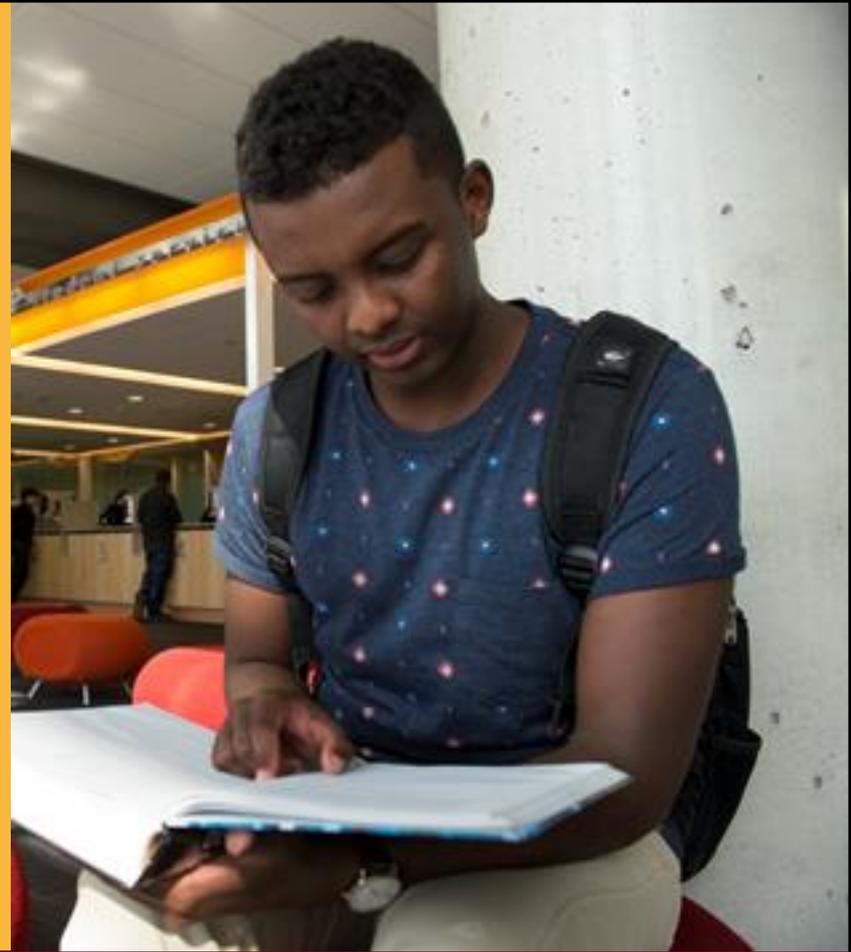


Still to be determined ...

- Exactly which classes are offered in which modalities
 - Faculty determine how to best achieve learning objectives
 - Constraints on physical space
 - Need for flexibility
- Academic calendar (University Senate and SCEP)
 - No in-person instruction post-Thanksgiving
 - ◎ Transition to distance
 - ◎ Earlier start
 - Front-loading labs and experiential learning
- Specifics will change as public health guidance changes, e.g.:
 - Extent of physical distancing, use of masks, ...
 - Residence halls occupancy, dining density, ...
 - Need to once again pivot



Discussion and Questions



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 11, 2020

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; and conferral of tenure for outside hires as outlined below..

I. Request for Approval of New Academic Programs

- Carlson School of Management (Twin Cities campus)— Create Masters of Marketing (M.Mtg.) degree
- Carlson School of Management (Twin Cities campus)—Create two post-baccalaureate certificates in medical business management
 1. Post-Baccalaureate Certificate in Medical Industry
 2. Post-Baccalaureate Certificate in Supply Chain Management for the Medical and Health Sector
- College of Design (Twin Cities campus)—Create undergraduate minor in User Experience
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Econometrics

II. Request for Approval of Changed Academic Programs

- Carlson School of Management (Twin Cities campus)—Create joint graduate degree option in the M.S. Business Analytics and M.S. Finance degree programs
- Carlson School of Management (Twin Cities campus)—Create integrated undergraduate/graduate option between the B.S.B. and M.H.R.I.R. degrees
- College of Education and Human Development (Twin Cities campus)—Create Counselor Education subplan in the Educational Psychology M.A. degree
- College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Create integrated undergraduate/graduate option between the Sustainable Systems Management B.S. degree and the Biosystems Science, Engineering and Management M.S. degree
- College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) and the College of Science and Engineering (Twin Cities campus)—Create integrated

undergraduate/graduate option between the B.S. in Bioproducts and Biosystems Engineering degree and M.S. in Biosystems Science, Engineering and Management degree

- College of Liberal Arts (Twin Cities campus)—Discontinue all subplans in the undergraduate Economics Minor
- College of Science and Engineering (Twin Cities campus) —Create Secondary Education subplan in the B.S.Astrop. degree
- School of Nursing (Twin Cities campus)—Discontinue the Minnesota Bridge Program subplan in the Master of Nursing degree
- School of Nursing (Twin Cities campus)—Change the name of Women’s Health Care Nurse Practitioner Postgraduate Certificate
- Crookston campus—Create an online subplan in the Criminal Justice B.S. degree

III. Request for Approval of Discontinued Academic Programs

- Academic Health Sciences (Twin Cities campus)—Discontinue the Master of Occupational Therapy degree
- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Manufacturing Operations Management B.A.Sc. degree
- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate Accounting Certificate

IV. Request for Conferral of Tenure for Outside Hires

- Robert Clarke, Professor with tenure, Biochemistry, Molecular Biology, and Biophysics, Medical School
- Leena Hilaviki-Clarke, Professor with tenure, Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences
- Harald Junge, Associate professor with tenure, Ophthalmology and Visual Neurosciences, Medical School
- Claire Kamp Dush, Professor with tenure, Sociology, College of Liberal Arts
- Leslie Morse, Professor with tenure, Rehabilitation Medicine, Medical School
- Dipali Mukhopadhyay, Associate professor with tenure, Hubert H. Humphrey School of Public Affairs
- Jennifer Yoos, Professor with tenure, School of Architecture, College of Design
- Martin Freeman, Professor with tenure, Medicine, Medical School

V. Request for Contract Faculty Promotion

- Joshua Bodie, Assistant professor to associate professor (Master Clinician Track), Urology, Medical School

Background Information

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

Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of

formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

Board of Regents Policy: *Reservation and Delegation of Authority*, calls for tenure and/or promotion Recommendations to be brought before the Mission Fulfillment Committee for action.

President's Recommendation

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
June 11, 2020**

**Consent Report: Academic Program Additions,
Changes, and Discontinuations**

I. Request for Approval of New Academic Programs

- **Carlson School of Management (Twin Cities campus)—Create Masters of Marketing (M.Mtg.) degree**

The Carlson School of Management on the Twin Cities campus requests approval to create a Masters of Marketing (M. Mktg.) degree, effective fall 2021. The program provides a strong foundation in marketing by combining coursework, an experiential project, an internship, industry connections, and job preparation. As marketing increasingly touches all parts of an organization, employers seek well-rounded talent. Program graduates will have substantial marketing capabilities including understanding interactions (e.g., social media, individual profiling, website traffic), as well as the depth of knowledge of consumers (e.g., customer experience, big data, website personalization) and will be able to successfully contribute to marketing functions in both small and large organizations. The program makes use of existing courses and resources.

- **Carlson School of Management (Twin Cities campus)—Create two post-baccalaureate certificates in medical related business management**

The Carlson School of Management on the Twin Cities campus requests approval to create the following health and medical related business management post-baccalaureate certificates, effective fall 2020:

1. Post-Baccalaureate Certificate in Medical Industry

The Medical Industry certificate provides a curriculum that uses an interdisciplinary approach to provide market analysis of promising medical technologies and services. Candidates will learn from industry experts on the healthcare marketplace, institutions, regulations, reimbursement, payment, and healthcare analytics.

2. Post-Baccalaureate Certificate in Supply Chain Management for the Medical and Health Sector

The Supply Chain Management for the Medical and Health Sector certificate offers a foundation for supply chain operations in the medical industry. Curriculum focuses on an understanding of inputs to outputs, analysis of industrial resources and management of complex logistics and supply chain found within the medical and healthcare sectors.

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 Design (Twin Cities campus)—Create undergraduate minor in User Experience**

The College of Design on the Twin Cities campus requests approval to create an undergraduate minor in User Experience (UX), effective spring 2021. The minor will prepare students for design careers in the rapidly evolving digital world. Designers can no longer rely solely on a skill set based largely in print-based methods. In this minor, conventional design and writing skills are refined to align with the specialized design processes involved in the prototyping of websites, interactive platforms – especially mobile apps, and software as well as analog, everyday objects. The minor is part of the existing curriculum in the Graphic Design, Design and Writing Studies programs and is an attractive offering for students already in these programs, other degree programs in the college, or across the university.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Econometrics**

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate minor in Econometrics, effective fall 2020. The Econometrics minor appeals to students who plan to pursue careers related to mathematics, statistics, and data science. The minor will give students the ability to work with economic data, use estimation techniques to prove or disprove their hypothesis, and draw conclusions. Data analysis is a highly marketable skill. Econometrics was previously offered as a subplan option of the economics minor and makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **Carlson School of Management (Twin Cities campus)—Create joint graduate degree option in the M.S. Business Analytics and M.S. Finance degree programs**

The Carlson School of Management on the Twin Cities campus requests approval to create a joint graduate degree option in the Master of Science in Business Analytics (M.S.B.A.) and Master of Science in Finance (M.S.F.) programs, effective fall 2020. The creation of the joint M.S.B.A./M.S.F. degree positions the program to capitalize on a market demand for graduate-level students who are trained in both business analytics and finance domain knowledge and will allow students with both degrees to leverage their skills to bring value to their organizations. The program makes use of existing courses and resources.

- **Carlson School of Management (Twin Cities campus)—Create integrated undergraduate/graduate option between the B.S.B. and M.H.R.I.R. degrees**

The Carlson School of Management on the Twin Cities campus requests approval to create an integrated degree option in the following undergraduate majors within the Bachelor of Science in Business (B.S.B.): Accounting, Entrepreneurship Management, Finance and Risk Management, Finance, Human Resources and Industrial Relations, Management Information Systems, Marketing, and Supply Chain and Operations Management, and the Masters in Human Resource and Industrial Relations (M.H.R.I.R.) degree. The program will provide a structured option to complete both degrees in a more efficient and timely manner while still maintaining the rigors of the curriculum. The integrated degree option makes use of existing courses and resources.

- **College of Education and Human Development (Twin Cities campus)—Create Counselor Education subplan in the Educational Psychology M.A. degree**

The College of Education and Human Development on the Twin Cities campus requests approval to create a subplan in Counselor Education in the Master of Arts in Educational Psychology degree, effective fall 2020. The counselor education (CE) subplan track emphasizes a scientist and

practitioner model. In addition to becoming skilled clinicians, students who take this track learn to be critical consumers and producers of both quantitative and qualitative research in the areas of clinical mental health, school counseling, or higher education. This subplan will replace the discontinued Counseling and Student Personnel Psychology (CSPP) subplan. The curriculum and subplan have been revised to meet accreditation requirements and make use of existing resources.

- **College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus)—Create integrated undergraduate/graduate option between the Sustainable Systems Management B.S. degree and the Biosystems Science, Engineering and Management M.S. degree**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create an integrated undergraduate/graduate program between the Bachelor of Science in Sustainable Systems Management (B.S. S.S.M.) and the Master of Science in Bioproducts and Biosystems Science, Engineering, and Management (M.S. B.B.S.E.M.) degrees, effective fall 2020. The proposed program will provide a structured option to complete both degrees in a more efficient and timely manner while still maintaining the rigors of the curriculum. The integrated degree option makes use of existing courses and resources.

- **College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) and the College of Science and Engineering (Twin Cities campus)—Create an integrated undergraduate/graduate option between the B.S. in Bioproducts and Biosystems Engineering degree and M.S. in Biosystems Science, Engineering and Management degree**

The College of Food, Agricultural and Natural Resource Sciences and the College of Science and Engineering request approval to create an integrated undergraduate/graduate program between the Bachelor of Science in Bioproducts and Biosystems Engineering (B.S. B.B.E.) and the Master of Science in Bioproducts and Biosystems Science, Engineering, and Management degrees (M.S. B.B.S.E.M.), effective fall 2020. The proposed program will provide a structured option to complete both degrees in a more efficient and timely manner while still maintaining the rigors of the curriculum. The integrated degree option makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Discontinue all subplans in the undergraduate Economics Minor**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue all subplans in the Economics Minor, effective fall 2020. The discontinued subplans include: Economic Theory, Econometrics (proposed as a new freestanding minor), International Trade and Development, Applied Microeconomics, and Monetary Theory. The discontinued subplans are part of a minor program reconfiguration to focus on general requirements and appeal to a wider group of students. The new configuration will support students pursuit of a wide variety of coursework in economics and aim to provide clearer requirements. The proposed changes reflect trends in the field.

- **College of Science and Engineering (Twin Cities campus) —Create a Secondary Education subplan in the B.S.Astrop. degree**

The College of Science and Engineering on the Twin Cities campus requests approval to create a subplan in Secondary Education in the Bachelor of Science in Astrophysics (B.S.Astrop.) degree in Astrophysics, effective fall 2020. This subplan is designed for students who are interested in teaching science at the secondary-school level. The program offers a versatile broad-based education. It is particularly useful to students who are planning on teaching in Minnesota, as it has been optimized to fit well with the state licensure procedures.

- **School of Nursing (Twin Cities campus)—Discontinue the Minnesota Bridge Program subplan in the Master of Nursing degree**

The School of Nursing on the Twin Cities campus requests approval to discontinue the Minnesota Bridge Program subplan, effective fall 2020. This subplan previously offered a bridge option to the Master of Nursing degree program for those who completed courses as part of a nursing certificate. This subplan option has not been utilized for several years and no formal transition plan is needed.

- **School of Nursing (Twin Cities campus)—Change the name of Women’s Health Care Nurse Practitioner Postgraduate Certificate**

The School of Nursing on the Twin Cities campus requests approval to change the name of the Women's Health Care Nurse Practitioner Postgraduate Certificate to the Women's Health/Gender Related Nurse Practitioner Postgraduate Certificate, effective fall 2020. The proposed name change reflects current curricular alignment and changes in the field.

- **Crookston campus—Create an online subplan in the Criminal Justice B.S. degree**

The Crookston campus requests approval to create an online subplan option in the Criminal Justice Bachelor of Science (B.S.) degree, effective fall 2020. Online delivery allows the college to provide broader alternatives to current and prospective students. The curriculum will closely align with the existing on-campus Criminal Justice B.S. curriculum and makes use of existing resources.

III. Request for Approval of Discontinued Academic Programs

- **Academic Health Sciences (Twin Cities campus)—Discontinue the Master of Occupational Therapy degree**

The Academic Health Sciences on the Twin Cities campus requests approval to discontinue the Master of Occupational Therapy (M.O.T.) degree, effective summer 2020. The program has developed a phase-out plan. The Occupational Therapy Doctorate (O.T.D.) program exists for students interested in pursuing graduate-level training in this field.

- **College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Manufacturing Operations Management B.A.Sc. degree**

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the Manufacturing Operations Management B.A.Sc. degree, effective fall 2020. The proposed discontinuation is due to low enrollment. The college has developed a phase-out plan for the program.

- **College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the undergraduate Accounting Certificate**

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to discontinue the undergraduate Accounting Certificate, effective summer 2020. The program has experienced a steady decline in enrollment. The accounting courses will continue to be offered by the Carlson School of Management (CSOM) and currently enrolled certificate students can continue to access the required courses and have until Summer 2024 to complete the credential.

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 11, 2020
Consent Report: Request to Grant Tenure to Outside Hires

The Executive Vice President and Provost recommends Robert Clarke, Leena Hilaviki-Clarke, Harald Junge, Claire Kamp Dush, Leslie Morse, Dipali Mukhopadhyay, Jennifer Yoos, Martin Freeman, Joshua Bodie for tenure and faculty rank as outline below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member's academic appointment at the University

- **Robert Clarke, Professor with tenure, Biochemistry, Molecular Biology, and Biophysics, Medical School**

Professor Clarke is an internationally recognized leader in breast cancer research, who uses molecular and systems biology approaches to understand the effects of hormones in breast cancer and therapies for breast cancer. He received a Ph.D. and D.Sc. in biochemistry from The Queen's University of Belfast. Dr. Clarke joins the University of Minnesota from Georgetown University Medical Center.

- **Leena Hilaviki-Clarke, Professor with tenure, Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences**

Professor Hilaviki-Clarke's research is in the area of diet and breast cancer, with particular focus on maternal health and dietary phytoestrogen exposure, and breast cancer risk. She earned a Ph.D. in experimental psychology and physiology from the University of Helsinki in 1987. Dr. Hilaviki-Clarke joins the University of Minnesota from Georgetown University Medical School where she has served as a professor with tenure since 2005.

- **Harald Junge, Associate professor with tenure, Ophthalmology and Visual Neurosciences, Medical School**

Professor Junge is an expert of blood-brain/blood retina barrier structure and function, and the development of normal and disease-associated neural tissue architecture. He earned a Ph.D. in Natural Sciences from the Max Planck Institute for Experimental Medicine in 2003. Prior to joining the University of Minnesota, Dr. Junge was an assistant professor at the University of Colorado at Boulder.

- **Claire Kamp Dush, Professor with tenure, Sociology, College of Liberal Arts**

Professor Kamp Dush has developed three main lines of research, including the study of intimate relationships and their intersection with health, couples' division of paid and unpaid labor over the transition to parenthood, and union formation and dissolution. She earned her Ph.D. from Pennsylvania State University in Human Development and Family Studies in 2005. Dr.

Kamp Dush joins the University of Minnesota from The Ohio State University where she has served as an associate professor with tenure since 2014.

- **Leslie Morse, Professor with tenure, Rehabilitation Medicine, Medical School**

Dr. Morse's area of expertise is in bone metabolism and in the secondary consequences of spinal cord injury. Her national and international reputation has led her to being a leading authority on osteoporosis associated with spinal cord injury. She received her Doctor of Osteopathic Medicine degree in 2001 from the University of New England. Previously, Dr. Morse served as a clinical associate professor at the University of Colorado at Denver.

- **Dipali Mukhopadhyay, Associate professor with tenure, Hubert H. Humphrey School of Public Affairs**

Professor Mukhopadhyay's research interests include the relationship between state formation and political violence. She studies the evolving interactions between weak state centers and their peripheries, as well as forms of governance that arise outside of the state. She earned her Ph.D. from The Fletcher School at Tufts University in 2011. Dr. Mukhopadhyay joins the University of Minnesota from Columbia University where she served as an associate professor since 2012.

- **Jennifer Yoos, Professor with tenure, School of Architecture, College of Design**

Professor Yoos received her graduate diploma in design from the Architectural Association in London and her professional degree in architecture from the University of Minnesota. An accomplished architect, she is a Fellow of the American Institute of Architects and in 2013 she was inducted into the prestigious American Institute of Architects College of Fellows. In addition to her position as CEO and principal of the award winning architectural firm VJAA, Yoos has taught architecture at University of Minnesota, Cooper Union, Washington University in St. Louis, and the University of Arkansas.

Tenured Internal Hire

- **Martin Freeman, Professor with tenure, Medicine, Medical School**

Professor Freeman's expertise is in the field of gastroenterology, specifically in pancreatic disease, biliary disease, and advanced interventional endoscopy. His reputation in the diagnosis and treatment of a variety of pancreatic disorders has been at the forefront of groundbreaking investigations of complicated acute, as well as chronic pancreatitis, for over 30 years. Dr. Freeman earned his M.D. in 1980 from Columbia University.

Contract Faculty Promotion

- **Joshua Bodie, Assistant professor to associate professor (Master Clinician Track), Urology. Medical School**

Professor Bodie is a urologic surgeon specializing in general urology, male infertility, male sexual dysfunction, Peyronie's Disease, and urological cancers. He earned his M.D. from the University of Minnesota Medical School and is board certified by the American Board of Urology.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 11, 2020

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

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

BACKGROUND INFORMATION

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

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**June 11, 2020
Mission Fulfillment Committee
Information Report**

University Highlights

Minnesota Masonic Charities gave \$35 million to the University of Minnesota to establish the Masonic Institute for the Developing Brain, which will focus on the prevention and treatment of neurodevelopmental disorders in early childhood and adolescence.

The College of Pharmacy partnered with M Health Fairview to supply 75 gallons of hand sanitizer each day to be distributed within the University hospital system.

A research team, led by physician Dr. Kumar Belani, was featured on Fox News to introduce their design for a patient isolation unit. The ventilator box will help protect healthcare workers treating patients with respiratory issues.

Secure Food Systems team, a team led by Drs. Carol Cardona, Cesar Corzo, Marie Culhane, and Tim Goldsmith, in the College of Veterinary Medicine, received a \$1 million award from the USDA NIFA Agriculture and Food Research Initiative.

Faculty and Staff Awards & Activities

Elizabeth Fogarty, Curriculum and Instruction Lecturer in the College of Education and Human Development, has been named the president-elect of the Minnesota Association of College for Teacher Education.

Ryan Bergstrom, Assistant Professor of Geography, is the principal investigator on the Climate and Governance Variability in the Great Lakes Project. The project has received a \$500,000 Research Coordination Network grant from the National Science Foundation.

Rachel Johnson, Assistant Professor of Biology, earned the 2020 University of Minnesota Morris Alumni Association Teaching Award.

Andrew Nordin, Assistant Professor of Studio Art, was featured on an episode of PBS Postcards.

Teresa Henderson-Vazquez, Senior Teaching Specialist at the University of Minnesota Rochester, and Emiko Walker, a Student Success Coach, received the Civic Engagement Leadership Award for their work at The Village Community Garden.

University of Minnesota Morris staff member, Kari Adams, received the Civic Engagement Leadership Award for her volunteer work in the ESL Tutoring, Reading and Empowering Children program.

Sandra Olson-Loy, Vice Chancellor for Student Affairs at Morris, has been named a 2020 Pillar of the Profession by the NASPA Foundation.

Richard Gran, Professor of Physics and Astronomy at the University of Minnesota Duluth, received the Chancellor's Distinguished Research/Creative Activity Award.

Martha Bigelow, Professor of Curriculum and Instruction in the College of Education and Human Development, has received the 2020 Charles A Ferguson Award for Outstanding Scholarship by the Center for Applied Linguistics.

Melissa Horning, Assistant Professor in the School of Nursing, received a High-Impact Award from the Journal of Nutrition Education and Behavior for writing one of the journal's most-cited articles of 2017.

Student Awards & Activities

Anna Plotnik, Kameron Stone, Kellen Bergs, Lane Vugteveen, and Matthew Schmitz, University of Minnesota Duluth students, won the ninth annual Midwest Undergraduate Data Analytics Competition. This is the second year in a row that a Labovitz School of Business and Economics team has won the data visualization category.

Amanda Hansmann, a University of Minnesota Morris student, received the Student Leadership Award for her volunteer work, including helping to create a program for families impacted by Alzheimer's disease.

Mason Schlieff, A University of Minnesota Rochester student, received the Student Leadership Award for her participation in helping with students' mental health.

Helene Zheng, a University of Minnesota Twin Cities student, received the Student Leadership Award for her assistance helping students find volunteer opportunities.

Amber Johnson, a University of Minnesota Crookston student, finished in the top 16 of the National Collegiate Discussion Meet, part of the American Farm Bureau Federation's Young Farmers and Ranchers program.

Anthony Osifuye, a fourth-year medical student, has been selected in the 2020-2021 ElevateMeD Scholars Program and will receive a \$10,000 scholarship each year remaining in his medical degree.

College of Biological Sciences teaching assistants Annastacia Bennett, Sravanai Buddhavarapu, Sarah Hammarlund, and Aman Imani have received the 2020 Teaching Assistant Award for their work in the classroom and lab.

Ifeoluwa "Ife" Ekunsanmi, a Carlson School of Management undergraduate, received the Tomato Can Loving Cup award. This is the most prestigious award given to an undergraduate student by the school.

Marcos Zachary and William Zunker, both College of Science and Engineering students, were named 2020 Astronaut Scholars, and were awarded \$10,000 scholarships for the 2020-2021 academic year.

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

Maren E. Iverson, a School of Dentistry senior, received the American Association of Women Dentists Eleanor J. Bushee Senior Dental Student Award.

Matthew P. Anderson, a School of Dentistry senior, received the American College of Dentists Outstanding Student Leader Award and the Academy of Operative Dentistry Award.

Chad L. Wagner, a School of Dentistry senior, received the American Student Dental Association Award of Excellence, the Minnesota Dental Association Board of Trustees Award, the Pierre Fauchard Senior Dental Student Certificate of Merit, the Dedolph Scholarship, and the Minnesota Dental Association Certificate of Appreciation.