



Mission Fulfillment

June 2021

June 10, 2021

9:15 a.m.

Videoconference & Boardroom, McNamara Alumni Center

MIS - JUN 2021

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 10, 2021

AGENDA ITEM: Board of Regents Policy: *Student Education Records*

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Rachel Croson, Executive Vice President and Provost
Stacey Tidball, Interim Associate Vice Provost of Academic Support
Resources and Director, Continuity & Compliance

PURPOSE & KEY POINTS

The purpose of this item is to seek Board approval of proposed amendments to Board of Regents Policy: *Student Education Records*. The committee reviewed the proposed amendments in May. No substantive changes have been made to the proposed amendments since that review.

If adopted, the amendments will become effective on August 1, 2021 to allow the University’s systems and procedures to be updated to accommodate the changes.

BACKGROUND INFORMATION

The proposed amendments stem from a comprehensive review of the policy by University leaders and extensive consultation with the University community. The amendments maintain the University’s obligations to the federal Family Education Rights and Privacy Act and the Minnesota Government Data Practices Act while providing narrower publicly available information.

Specifically, the proposed amendments include:

- The creation of a new definition and category of information called “Limited Directory Information.”
- The addition of policy definitions for “student” and “student group.”
- Clarifying language that identifies when and to whom student records are public.
- Other minor revisions for readability.

The amendments also address specific privacy concerns raised by students, including the Student Representatives to the Board of Regents and the Minnesota Student Association. Additional background information and rationale for the proposed amendments is included in the docket materials.

Board of Regents Policy: *Student Education Records* was adopted in 1991 and last amended in May 2011.

PRESIDENT'S RECOMMENDATION

The President recommends adoption of the proposed amendments to Board of Regents Policy:
Student Education Records.



BOARD OF REGENTS POLICY: *Student Education Records*

SECTION I. SCOPE.

This policy governs information maintained by the University of Minnesota (University) in the performance of its functions as an educational institution regarding enrolled or prospective students.

SECTION II. GUIDING PRINCIPLE.

The University shall maintain the privacy of student education records. Student education records shall be disclosed only to the student, to persons within the University with a legitimate educational interest, to persons authorized by the student to receive the student's education records, and to persons authorized to receive education records without the student's consent.

SECTION III. DEFINITIONS.

Subd. 1. Directory Information.

Directory information shall mean the student's name, ~~address, electronic (e-mail) address, telephone number,~~ dates of enrollment, enrollment status (full-time, part-time, not enrolled, fully withdrew/withdrawn, and date of withdrawn/withdrawal), ~~major/academic program, academic adviser/advisor,~~ college/school, class level (e.g. first-year, sophomore, and senior), academic awards and honors ~~received,~~ and, ~~upon graduation, the degree/degrees and credentials awarded.~~ For students appointed as fellows, assistants, graduate, or undergraduate hourly employees, directory information shall also include their title, appointing department or unit, appointment dates, duties, and percent time of the appointment.

Subd. 2. Legitimate Educational Interest.

Legitimate educational interest shall mean ~~an interest in reviewing a~~ need to review and use student education records for the purpose of performing an appropriate University research, educational, or administrative function.

Subd. 3. Limited Directory Information.

Limited directory information shall mean the student's physical addresses, University email address, telephone numbers, and University ID photos.

Subd. 4. School Official.

School official shall mean a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted to perform an institutional service or function in accordance with law; a person serving on the Board of Regents; or a student serving on a University committee or otherwise assisting another school official in performing institutional tasks.

Subd. 5. Student.

Student shall mean any person that is currently or has ever registered for and attended any University for-credit class. Attendance is determined as of the first day of the first term for which students have enrolled for classes and is not dependent on the modality of classes (e.g., in person, remote, and online).

Subd. 36. Student Education Records.

Student education records shall mean any record maintained by the University that contains personally identifiable information about a student, regardless of its format or method of storage. Student education records shall not include law enforcement records maintained separately from education records, University employment records, and medical or psychological counseling records, all of which are protected according to provisions of state and federal law and University policy.

Subd. 7. Student Group.

Student group shall mean any group of students that is or has been registered as a University student group under applicable University policies or procedures.

SECTION IV. ACCESS TO STUDENT RECORDS.

Subd. 1. Access to Student Directory Information.

Directory information shall be publicly available and may be disclosed to any person without the student's consent unless the student has suppressed or prohibited disclosure of the information. Students shall be given the opportunity to suppress their directory information ~~during the term of their enrollment~~ once they are enrolled. Access to directory information for newly enrolled students becomes publicly available for the first time on the first day of classes of their first term of enrollment.

Subd. 2. Access to Limited Directory Information.

Limited directory information shall be available to any student group, or a school official as defined by Section III, Subd. 4 of this policy unless the student has suppressed or prohibited disclosure of their information. Students shall be given the opportunity to suppress their limited directory information once they are enrolled. Access to limited directory information for newly enrolled students becomes available for the first time on the first day of classes of their first term of enrollment.

Subd. 23. Access to Private Student Education Records.

Access to private student education records shall be made available to the student that is the subject of the records, consistent with federal and state law, provided that the private information of others is not included or disclosed.

~~The University may disclose private student education records. Student education records other than publicly available directory information are private and shall not be disclosed except as appropriate and to the extent permissible under federal and state laws as follows:~~

~~(a) to the student;~~

~~(b)(a) to school officials with a legitimate educational interest in the information;~~

- ~~(e)(b)~~ to persons specifically authorized by the student in writing to receive the information;
- ~~(d)(c)~~ to other educational institutions in which the student seeks to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- ~~(e)(d)~~ to ~~other~~ organizations conducting ~~educational~~ research studies for or on behalf of educational agencies or institutions, provided the ~~studies are conducted in a manner that does not permit identification of students and the information will be destroyed when no longer needed for the specific purpose~~ study is conducted in a manner that does not permit personal identification of parents and students and there is a written agreement with the organization;
- ~~(f)(e)~~ to persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student where required prior to release;
- ~~(g)(f)~~ to appropriate members of the court system when legal actions against the University is initiated by the student and the disclosure is part of the University's defense;
- ~~(h)(g)~~ to appropriate persons in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- ~~(i)(h)~~ to accrediting organizations and state or federal education authorities using information for auditing, evaluating, or enforcing legal requirements of educational programs, provided the data is protected to prohibit the identification of students and all personally identifiable information is destroyed when no longer needed;
- ~~(j)(i)~~ to appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid and to enforce the terms and conditions of the aid;
- ~~(k)(j)~~ to parents of a dependent student as defined under the Internal Revenue Code;
- ~~(l)(k)~~ the final results of a disciplinary proceeding, regardless of outcome, to the victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense;
- ~~(m)(l)~~ ~~findings from the final results of~~ a disciplinary proceeding that a student has violated an institutional rule or policy in connection with a crime of violence or nonforcible sex offense; and
- ~~(n)(m)~~ disclosures concerning sex offenders and other persons required to register as offenders under federal law.

SECTION V. ADMINISTRATIVE PROCEDURES.

The University shall maintain administrative procedures that fulfill its legal obligations regarding student education records, including, but not limited to, notice of rights to students, access to education records, recordkeeping requirements, the right to request amendment of education records, and hearing rights.

REVISION HISTORY

Adopted: January 11, 1991
Amended: September 11, 1992; May 13, 2005; May 13, 2011
Supersedes: Student Organizations' Membership Lists Dated December 8, 1967; Student Records Other Than Organization Membership Lists Dated January 12, 1968; and Access To Student Records Dated March 10, 1978

**University of Minnesota Board of Regents
Mission Fulfillment Committee
June 10, 2021**

Board of Regents Policy: *Student Education Records*

Board of Regents Policy: *Student Education Records* (policy) sets forth the University's policy related to the Family Educational Rights and Privacy Act (FERPA). The policy's major provisions define what information on students is public, commonly called directory information; define terms under the law including "school official" and "legitimate educational interest;" and list how private student information may be shared, consistent with the University's obligations under FERPA and the Minnesota Government Data Practices Act.

Since the policy was last amended in 2011, student awareness and advocacy about information privacy has increased. As part of this, students have requested specific changes to the policy, culminating in a report by the Student Representatives to the Board of Regents in March 2018 (see [Board of Regents Docket Materials, March 2018, pages 121-126](#)) and a corresponding [Minnesota Student Association resolution in December 2018](#).

Based on this student advocacy and extensive consultation with the University community, comprehensive review identified several opportunities for policy improvements as detailed below.

Relationship with Minnesota Government Data Practices Act

The framework of FERPA is that the vast majority of student educational information is private but institutions may set certain items as directory information, making that data public. Institutions must then allow individual students to make their directory information private, a process known as suppression. The current policy provides that some basic information about students' relationship to the University (e.g., enrollment dates, college, and academic program) and students' contact information (physical addresses, telephone numbers and University email) are public by default.

As a public institution in Minnesota, any student education data that is not private under FERPA is subject to disclosure under the [Minnesota Government Data Practices Act](#) (DPA). This means that University of Minnesota student information is more subject to public disclosure than at neighboring private institutions. Requests for University public data have increased substantially since this policy was last amended in 2011. In fact, DPA requests of the University grew steadily from 2002 to 2019, according to the Office of General Counsel's DPA Practices Review Report of October 2019. In 2002, the University received approximately 100 formal requests all year, but now an average of 2.9 requests are received per day. In 2020, DPA requests totaled 1,095. The University also receives numerous media requests and FOIA requests.

Because the University of Minnesota is subject to the DPA, all public student information must be disclosed upon request provided that the requester pays a fee for the information. Regardless of a requester's intention, the University must provide that information. As a result, students receive numerous marketing emails at their University email as well as some physical mailings. These marketing campaigns range from coupons for neighboring businesses to advertisements of local housing developments, but also include a variety of predatory scams.

Directory & Limited Directory Information

In 2011, federal regulations were revised, allowing institutions to adopt a limited directory policy. The proposed amendments to this policy would move student contact information (physical addresses, University email address, telephone numbers) from directory information into a newly created limited directory category.

By removing student contact information from the fully public directory information and placing it into a limited directory category, the University can better protect student information and reduce security risks while maintaining the ability to easily use this information within the University community.

This is particularly helpful for certain student audiences. The University's Post-Secondary Enrollment Option and College in the Schools students are typically minors and are less aware of University processes. This makes them less likely to take advantage of the suppression process in MyU. Nevertheless, their information also defaults to public information under the current policy.

The broad availability of directory information under the current policy has information security risks. For example, individual phishing of student contact information can lead to significant compromises of University data and systems. When publicly available, large quantities of directory information are routinely scraped and used with malicious intent.

Utilizing a limited directory category for contact information strikes a balance between students' information privacy and the efficient conduct of University business. Students will have access for student organizations, faculty can reach out to students even if they are not presently in one of their classes, and staff can promote important University events and send newsletters.

The Minnesota State system has made a similar move to use the limited directory category of information for student contact information, as detailed in [this memo](#). Several example limited directory policies are available throughout the Minnesota State system including [Century College](#), [St. Paul College](#), and [St. Cloud State](#). The Big Ten institutions have variety in their FERPA and directory information policies. Several continue to include address and telephone numbers in their directory information but have substantially limited what information is available through their online search tools. Notably, Indiana University and the University of Nebraska have policies most similar to the proposed policy amendments.. Recent changes to the University's People Search tool to require authentication has been received positively overall, particularly from the student community.

Other Changes to Directory Information

Two additional pieces of data are being made available as part of the recommended changes. First, basic student employment information when they are employed by the University has been added to the directory information category to make students' job titles, appointing department, appointment dates, and percent time publicly available. This supports multiple business processes, including verifying employment for prospective outside employers of University students. Second, U Card photos have been added to the limited directory category. Historically, students' official photos from the U Card office have been private student data. The proposed amendments place those photos into the limited directory category, making it easier to share those photos within the institution. Uses for these photos today include identification of students at One Stop Student Services, sharing photos in the advising system APLUS, and providing class rosters with photos.

Additional proposed amendments to the directory information provision in Section III, subd. 1 are to clarify the existing terminology and are not intended to change the meaning. For example, the word “major” has been replaced by “academic program” to better reflect the full student body including graduate and professional students. “Class” has been replaced with the more accurate term “class level” to distinguish status such as sophomore from a particular course at the University.

Minor Change to “Legitimate Educational Interest” Definition

The proposed amendments revise the definition of “legitimate educational interest” slightly to reflect that school officials gain access to private student data when it is needed for their University responsibilities, and not merely when they are interested in the information.

Adding Definition of “Student”

The policy did not previously define “student” or “in attendance,” which caused some confusion about which records are subject to FERPA and when directory information may first be disclosed in response to public inquiries. The proposed definition is that “student” shall mean any person who is currently or has ever registered for and attended any University for credit class. Attendance is determined as of the first day of the first term for which students have enrolled for classes and is not dependent on the modality of classes (e.g., in person, remote, or online).

This language clarifies that someone who has attended a professional conference hosted at the University but never taken a for-credit class is not subject to FERPA. It also clarifies, consistent with FERPA, the exact point in time a newly admitted student’s information is subject to this policy.

The proposed definition of student mirrors that of several peer institutions including Michigan State, Northwestern, Penn State, Purdue, Rutgers, and Wisconsin.

Adding Definition of “Student Groups”

Because limited directory information will be available to student groups, a definition of “student groups” has been added to the policy. The definition is identical to the one used in Board of Regents Policy: *Student Conduct Code* for consistency and because it applies to all campuses.

Access to Private Student Education Records

Based on a review of the language in FERPA, guidance letters from the U.S. Department of Education, and issues raised during the comprehensive policy review, a few amendments are recommended to Section IV, Subd. 3 of the policy regarding access to private student education records.

The main amendment in this section is to clarify where the University is required to or permitted to share private student education records. The University must share records with the student who is the subject of the record, so this has been separated into a separate sentence. FERPA provides that universities may, but are not required to, disclose the items listed in subparts (a) through (m):

- Subpart (d): recommended changes were made to be parallel to the language in FERPA;
- Subpart (l): recommended changes were made to be parallel to the language in FERPA.

Technology Changes and Implementation Date

To create a clear start date for these policy changes and to give units time to make some related changes to technology, an implementation date of August 1, 2021 is recommended.

The University's online People Search already complies with the policy changes, as it has been placed behind authentication in order to prevent scammers from using information we were previously publishing publicly. However, there are other areas publishing public-facing directories that will need to be updated over the summer.

Additionally, all students have the option to suppress their directory information using their MyU portal, which is connected to PeopleSoft. The current suppression options may need review and adjustment to align with these policy changes.

Consultation Process

The policy was consulted widely across the University community, including with the following groups:

- Academic Support Resources staff
- Greek Life & Fraternity Council
- Institutional Analysis, including Office of Institutional Research and MyU Portal Support
- Office of Data Access and Privacy
- Office of the Executive Vice President & Provost
- Office of Information Technology, including University Information Security & App Dev & Identity Management
- Office of Measurement Services
- Offices of the Registrar for Crookston, Duluth, Morris, and Rochester
- Office of the Vice Provost & Dean of Graduate Education
- Registrars Advisory Committee
- University Senate Committee on Student Affairs
- Student Affairs including Office of Fraternity & Sorority Life
- Student government associations
- U Card office
- University of Minnesota Alumni Association
- University of Minnesota Foundation
- University Registrar
- University Relations
- Vice Chancellors at each campus



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 10, 2021

AGENDA ITEM: Engaged Scholarship

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Beverly Durgan, Dean, University Extension
Andrew Furco, Associate Vice President for Public Engagement
Michael Oakes, Interim Vice President for Research

PURPOSE & KEY POINTS

The purpose of this item is to define and discuss the University’s engaged scholarship activities, initiatives, and advancements across the system. The discussion will address the following questions:

- What is engaged scholarship and why is it important to the advancement of the University?
- What are examples of engaged scholarship?
- In what ways is engaged scholarship furthering the goals of MPact 2025?
- How is the University supporting the advancement of engaged scholarship?
- What are future plans for furthering engaged scholarship at the University?

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

**Engaged Scholarship
June 10, 2021**

What is engaged scholarship?

Scholarship refers to research and other creative activities that faculty, researchers, and other scholars conduct to deepen understanding of phenomena, to advance new ways of thinking, and to translate discoveries into action. One important measure of a university's success is the quantity, quality, and impact of the scholarship that is produced.

Scholarship takes many forms depending on academic discipline, topic studied, and methods used. Each discipline has an established set of scholarship norms, best practices, and standards for scholarship. Faculty members are expected to meet the standards of scholarship in their disciplines and fields of study.

Engaged scholarship (also known as community-engaged scholarship and public scholarship) is scholarship conducted in partnership with external entities. External entities may include community-based organizations, business and industry, governmental agencies, K-12 schools, residents, or particular populations or cultural groups. Engaged scholarship can be conducted through basic, applied, and translational research as well as through various creative artistic endeavors.

At the University of Minnesota, engaged scholarship is found across every college and campus and is conducted in local, regional, statewide, national, and international contexts.

Engaged scholarship plays an important role in advancing the University's mission to serve the public good through research, teaching, and outreach.

Translational research, community-based participatory research, citizen science, broader impact research, and extension activities are a few of the ways in which engaged scholarship is conducted.

Faculty and other scholars (i.e., graduate students, research associates) engage and partner with external communities to varying degrees. Engaged scholarship can be research *about* community or societal issues, can be conducted *for* community entities, can be based *in* communities, and/or can be conducted *with* community partners.

A core principle of engaged scholarship is that both the scholar(s) and external partners collaborate and work together on this initiative. This is different from some traditional approaches where researchers control every aspect of the research process and may even merely extract information/data from communities. For external partners, the engaged research and scholarship

produced can offer new insights into particular issues of community interest, offer recommendations that they can use to improve their practice, and provide them with solutions to challenges they face. For University investigators, engaged scholarship can help investigators ask better research questions, develop stronger research measures and instruments, strengthen the validity of their research, and demonstrate the direct impact of their research on communities and society.

What are examples of engaged scholarship?

Both historically and today, researchers across the University offer many examples of engaged scholarship. We highlight three current/recent engaged research projects that help illustrate the idea. These examples offer a few insights into how engaged scholarship can be conducted through multi-investigator collaborative research efforts, by graduate students, and by individual faculty members. We stress these are but of few examples among many from which we could select.

First, with special funding from the Office of Academic and Clinical Affairs, a multidisciplinary research team from the Duluth campus addressed known health disparities between urban and rural populations by developing rural learning healthcare network. Instead of creating it with preconceived ideas, researchers held listening sessions with many doctors and others working in clinics, big and small, around the state. The collaborative research revealed unanimous support for the network, unexpectedly strong interest in collaboration with the University, ideas for data sharing, and a plan for creating a collective voice to advocate for the special characteristics of rural health. Work continues with this project. Among other things, this work is consistent with President Gabel's MPact25 plan.

Second, a team led by graduate student Katherine Holzer in the College of Biological Sciences engaged with community members in order to understand how best to share results from genetic testing. While the science of producing genetic tests is increasingly well-established, it remains unclear how best to deliver the information, especially to persons from communities with less advantaged backgrounds, differing belief systems, or subtle genetic differences that affect pharmaceutical effectiveness. This appears especially true for Hmong persons here in Minnesota. This matters because inappropriate delivery can lead to great distress, distrust, or physical outcomes that increase known health disparities. Instead of assuming Hmong persons should receive genetic test information in some standard way, UMN researchers partnered with the Hmong community to figure out how best to share pharmacogenetic results. This research is one of just a few studies that has specifically assessed minority participants' reactions to receiving actual genomics results. The project, and associated studies from faculty, led to improved procedures for sharing important results, exemplifies our 'Research is Teaching' philosophy, and is consistent with President Gabel's MNtersections initiative.

Finally, CFANS Associate Professor Mary Rogers's research program focuses on ecological strategies to improve production of vegetables and fruit, and collaborating with local growers and community members to build a more sustainable food system. Funded by the Minnesota

Department of Agriculture, Rogers is partnering with hydroponic growers to guide research, disseminate findings, and create demonstrations and curriculum that can be integrated into their pre-existing programs and reach new audiences on integrated pest management in these systems. In addition, Rogers helped create Growing North Minneapolis, an urban agriculture and youth development summer program located in North Minneapolis. Through a partnership with faculty from the University and North Minneapolis partners, youth interns are placed with undergraduate student mentors from the University and North Minneapolis gardner mentors. One of the goals of the program is to develop leadership experience for undergraduate students and improve food and horticultural skills among urban youth through garden-based education. Youth learning and development outcomes are reported and results point to the benefits of the intergenerational mentorship structure.

Why is engaged scholarship important?

Rather than conducting research *on* communities, engaged scholarship focuses on engaging scholars in conducting research *in* communities and *with* members of the community. Engaged scholarship, therefore, offers scholars a mechanism to understand community-based issues more fully, which in turn enhances the overall quality and societal impact of the research.

Engaged scholarship advances a number of important strategic priorities of the University.

Strengthens the societal impact of the University's research and scholarship. The societal impact of the University's engaged scholarship is broad and significant. The *Public Engagement Impact Report: State of Minnesota* ([Part 1](#) and [Part 2](#)), which was published last winter right before the start of COVID-19, provides 100 examples of some of the impacts the University engaged scholarship activities and other public engagement have had across the state in areas such as the arts, agriculture, business, child well-being, criminal justice, economic development, energy, equity and justice, food security, health and health disparities, horticulture, invasive species, K-12 education, governmental policy, rural development, sustainability, transportation, urban development, water, youth development, and many others. The University's engaged scholarship activities also include many national and international partnerships. These partnerships provide opportunities for our University's engaged scholars to address important societal issues across the globe.

Helps produce better research. Through engagement with the community, researchers are able to develop culturally sensitive instrumentation that can provide more precise and valid data regarding particular communities or populations. For example, researchers have been able to discover high incidents of diabetes among minoritized communities by partnering with and engaging various cultural communities in revising standard survey instruments in order to capture better the eating habits and food choices found outside of dominant cultures. Engaged scholarship also provides opportunities for members of the community to provide important context to research findings,

often resulting in enhancements of the ways in which research findings are interpreted and conclusions are drawn.

Helps secure funding for sponsored research projects. Increasingly, federal agencies that support research (i.e., National Science Foundation, National Institutes of Health, etc.) are requiring university investigators to demonstrate the broader societal impact of research. A growing number of grant competitions require the inclusion of community-based collaborators and partners in order for grant proposals to be eligible for funding.

At the University of Minnesota, sponsored project funding for engaged scholarship has remained robust, with a modest decrease in funding in 2020 and a substantial decrease in funding in 2021. These decreases are likely due to the COVID-19 pandemic, during which community-engaged research activities were significantly curtailed.

As is shown in Table 1, during fiscal years 2017-2021, **2,355** funding proposals from the across the system were submitted that indicated a partnership with the community or external entity, with the requested amount totaling approximately **\$1.65** billion. Of the proposals submitted, approximately 44% were awarded funded in amounts totaling **\$631 million** (38.4% of total amount requested).

Table 1. University of Minnesota Sponsored Project Activity Involving Public Engagement: Proposals Submitted and Awarded Expected

Fiscal Year	Propo sTotal Count	Total Proposed	Award Count	Expected Award	% Amount Awarded
2017	470	\$ 314,566,761	209	\$ 119,164,842	37.9%
2018	425	\$ 270,730,975	201	\$ 127,386,066	47.1%
2019	482	\$ 348,821,216	226	\$ 180,022,761	36.2%
2020	535	\$ 403,854,861	196	\$ 147,176,319	36.4%
2021	469	\$ 358,785,236	96	\$ 20,889,441	5.8%
Grand Total	2,355	\$ 1,645,489,090	1,050	\$ 631,090,707	38.4%

Engaged scholarship is conducted in partnership with various types of partners including healthcare organizations, K-12 schools, non-profit organizations, governmental agencies, and for-profit businesses.

These data suggest that the University remains strong in its capacity to garner publicly-engaged research grants, and maintains a very promising research trajectory, including robust future competitiveness for funding from key federal agencies through its engaged scholarship activities.

Supports the advancement of a diverse faculty. To elevate the visibility of engaged scholarship and to build a community of scholars that seeks to conduct scholarship in and with communities, the Office for Public Engagement launched the [Community-Engaged Scholar Directory](#) in 2018. The directory presents a list of scholars who identify as community-engaged scholars and provides a means to search for scholars based on areas of interest and their college/campus. When first launched, the directory listed just under 300 scholars. Today, more than 400 scholars from across the system are featured. The scholars represent a broad range of disciplinary backgrounds, including tenure-line professors, non-tenure line faculty, extension professors, and research center directors. The most recent additions to the directory increasingly have been junior faculty (at the

rank of Assistant Professor), faculty of color, and scholars who identify as female. In addition, to those listed in the directory, other engaged scholars participate actively in various conferences, workshops, and initiatives hosted throughout the year by both the University and externally-based organizations. The Office for Public Engagement has a roster of 592 faculty members who have participated in these engaged scholarship-focused events over a recent 12-month period (March 2020- February 2021). Of these, 58.5% of participants identify as female and 24.2% are faculty of color (See Table 2). This compares to 42.3% of the University’s overall faculty who identify as female, and 25% of all faculty of color at the University,

Table 2. Demographics of Engaged Scholars at the University of Minnesota

Ethnicity	N	Percentage
American Indian/Alaska Native	12	2.0%
Asian/Pacific Islander	59	10.0%
Black, non-Hispanic	35	5.9%
Hispanic	23	3.9%
Nonresident Alien	14	2.4%
White, non-Hispanic/Unknown	449	75.8%
Total	592	100.0%

The growing interest in community-engaged research activities among junior faculty and faculty of color reflects national shifts in kinds of research and scholarship that emerging and future scholars seek to conduct. A goal of MPact 2025 is to recruit and retain diverse students, faculty, and staff (Commitment 4.1). Elevating and supporting opportunities for engaged scholarship may serve not only as a means to attract new and diverse faculty to the University, but also to help retain the growing number of faculty who seek to conduct community-embedded scholarship.

Advances the University’s status as an engaged institution. Commitment 2.3 of MPact 2025 calls securing the Carnegie Community Engagement Classification for all five campuses of the system by 2025. Campuses can earn this classification by establishing institutional plans focused on elevating the centrality of public engagement across their research, teaching, and outreach missions. Among the requirements to secure the classification are: the presence of a robust institutionalization public engagement action plan; institutional leadership and policies dedicated to the advancement

of public engagement; integration of public engagement into the curriculum; advancement of reciprocal, mutually beneficial partnerships; and integration of public engagement in the scholarly and academic work of faculty.

The presence of a robust cadre of engaged scholars and the various support mechanisms that are being put in place contribute to the University's standing as an engaged institution. For example, responding to the Twin Cities renewal application for the Carnegie Community Engagement Classification in 2015, the Carnegie review team cited the campus's intentional, steady, intentional, and significant advancement of engaged scholarship, as demonstrated by the University's recognition of public engagement in faculty and promotion and tenure (2007), the launch of the *Engaged Department Grant Program* (2008), and the establishment of the system-wide *Community-Engaged Scholar Awards* (2013). Carnegie also gave kudos to the Morris campus for its intentional efforts to further students' and faculty members' involvement in public engagement, and awarded the Morris campus with community engagement classification in 2015.

Most importantly, engaged scholarship serves as a critical element for ensuring that the University's research and scholarship addresses society's most pressing and challenge issues. Conducting this research and scholarship in partnership with communities opens the door for deeper engagement and relationship building between the University and external stakeholders.

What is the University doing to support engaged scholarship?

Today's support for engaged scholarship builds on several key policies and initiatives that have put in place over the years to strengthen faculty members' capacity and expertise to advance as engaged scholars.

Current support efforts are led and coordinated by the University's system-wide Office for Public Engagement and are facilitated in partnership with various central administration, campus, and collegiate units and offices.

Faculty Support in Promotion and Tenure: Several initiatives are designed to support engaged scholars in navigating the promotion and tenure process.

- ***System-wide Promotion and tenure guidelines have been revised*** to include support for public engagement and community-engaged scholarship and teaching. Every department has set expectations for assessing faculty members' publicly-engaged scholarly activities.
- ***Three-part promotion and tenure engaged scholar workshop series*** engages faculty in discussions regarding the challenges that community-engaged scholars face in the promotion and tenure process. The series presents several strategic and practical approaches to addressing these challenges. Seasoned engaged scholars present their experience in advancing as engaged scholars. Participants document the characteristics of

quality community-engaged scholarship within their own work and are given opportunities to receive expert and peer critique of their vitae, research statements, and other dossier documents. (*A collaboration between the Office for Public Engagement and the Vice Provost for Faculty and Academic Affairs*).

- [**Review Committee on Community-Engaged Scholarship**](#) offers guidance and voluntary feedback to community-engaged faculty during their promotion and tenure (P&T) process. The committee is composed of tenured professors from diverse disciplines and professional fields who have a distinguished record of scholarship produced through community-engaged research, teaching, and/or outreach. Committee members review the dossier of participating scholar/candidates and produce a letter offering an evaluation of the quality and impact of the candidate's community-engaged scholarship. Members also provide guidance and mentorship early career scholars interested in presenting his/her community-engaged scholarship within the promotion dossier.

[**Engaged Department Grant Program**](#): The program supports academic units in developing strategic plans for integrating public engagement into research, teaching, and outreach priorities. 33 academic units across the system have developed and instituted public engagement action plans designed to elevate the centrality of public engagement in their units.

[**Public Engagement Council**](#): The Council is a system-wide body that reviews standards of practice and addresses critical policy issues pertaining to public engagement at the University of Minnesota. Its members include several deans, vice provosts, vice presidents, faculty, public engagement professionals (i.e., center directors), and representatives from several senate committees. Since 2010, the Council has addressed more than 40 policy issues pertaining to public engagement, many of which have focused on eliminating institutional and administrative barriers to faculty members' involvement in engaged scholarship.

[**Campus-wide Public Engagement Action Plans**](#). These plans — to date, developed and launched on Morris, Rochester, and Twin Cities Campuses — provide a set of action steps to guide campuses in elevating the centrality of public engagement in preparation for the Carnegie Community Engagement Classification application (2024). These plans include strategies for building intentional and strategic support for faculty engaged scholarship (and student community-engaged learning).

[**President's Community-Engaged Scholarship Award**](#): Established in 2013, these awards recognize University faculty who conduct high quality scholarship that benefits society and advances the public good. Each year, a group of scholars is selected to receive the community-engaged scholar award. From this pool of awardees, one is selected to receive the President's Community-Engaged Scholar Award, which includes a cash award, a sculpture produced by a community artist, and the award recipient's name placed on the Scholars Walk (TC campus). Each awardee (through 2019) has a [video](#) that describes their work.

Directory of Community-Engaged Scholars: The directory presents a list of more than 400 scholars who identify as community-engaged scholars and provides a means to search for scholars based on areas of interest and their college/campus. The directory serves as a mechanism for internal and external stakeholders to identify scholars and peers who conduct community-engaged scholarship.

Community-Campus Liaison Directory: The Community-Campus Liaison Directory showcases individuals from across the University of Minnesota system who serve in connecting roles between various communities and the University. This directory's purpose is to present those listed as resources for connecting members of the University with prospective or existing community partners. These liaisons support engaged scholars in identifying community partnership opportunities and they support community partners in identifying engaged scholars at the University who might be a good match for particular community-based activities.

Engaged Scholar Critical Community Engagement Roundtables: Created for faculty and staff on the front lines of the University's community-engaged work, Critical Community Engagement Roundtables offer challenging discussion, peer support, and a safe place to test new ideas. The monthly roundtables are composed of community-engaged practitioners from across the University united by a desire to share their experiences and learn from others working in community-university

Customized Engaged Scholar Workshops: Designed to help University of Minnesota faculty take advantage of the benefits of publicly-engaged scholarship, the workshops combine discussions with presentations and hands-on exercises to explore ideas and best practices specific to community-engaged research and teaching. The Office for Public Engagement's faculty development staff create and customize workshops to address departments' specific needs. Topics include: Increasing the Impact of Research Through Public Engagement; Fundamentals of Community-Engaged Teaching and Learning; Developing and Applying Partnerships; Community-Engaged Scholarship in Promotion and Tenure Learning Community; and Securing Philanthropic Support.

In addition to these centralized efforts, there are diverse engaged scholarship support initiatives offered by individual campuses, academic units, and centers and institutes such as the Institute for Advanced Study, College of Liberal Arts, Robert J. Jones Urban Research and Outreach Engagement Center (UROC), Center for Community-Engaged Learning, Center for Urban and Regional Affairs, the Institute on the Environment, and several other units. In each case, the support focuses on deepening and advancing engaged scholarship within the context of a particular discipline, community, methodology, epistemology, or set of societal issues. For example, the Clinical and Translational Science Institute (CTSI)) offers a suite of support for engaged scholars in the health fields.

Clinical and Translational Science Institute: The NIH-funded Clinical and Translational Science Institute (CTSI) provides community-engagement references, research tools, references for specific health topics, tools for communication, and courses pertaining to engaged scholarship. CTSI created

a useful document, [Performance of Community-based Research](#), that addresses principles for community-engaged research in the medical and broader health-focused fields.

- [Community Engagement Studio](#) provides a set of structured guidance sessions that utilizes community experts to provide feedback on a particular research topic or study. Each Studio experience includes a tailored group of community experts that may include patients, community members, and other stakeholders. Studios include a brief presentation from the researcher and a discussion with community experts led by a trained facilitator.
- The *Community Research Van* is available to University of Minnesota research teams and community partners to conduct community-based health studies, or to disseminate community-based research. There is no charge, other than fuel, for intermittent use in the 7-county Twin Cities metro area. Mileage charges at the current federal rate will be charged for distances outside of the metro.

University of Minnesota Extension

As an integral part of the University of Minnesota, Extension maintains a strong statewide presence, bringing University research and education to all of Minnesota. Extension's network of education and research faculty and staff live and work across the state, listening and collaborating with individuals, organizations and communities to develop and deliver research-based education and information that is relevant, practical and valued.

Extension collaborates and/or provides funding to several interdisciplinary centers including the Water Resources Center; Healthy Foods, Healthy Lives Institute; Center for Farm Financial Management; the University of Minnesota Tourism Center; the Minnesota Institute for Sustainable Agriculture and many others. These collaborations provide opportunities for interdisciplinary research and Extension education.

Extension programs and faculty are closely integrated with colleagues in the College of Food, Agricultural and Natural Resource Sciences; College of Veterinary Medicine; College of Education and Human Development; College of Design; Humphrey School of Public Affairs and the University of Minnesota Crookston. Extension is a leader in collaborating with other land-grant universities and has 4 tenure-track faculty and 1 Extension educator who have joint appointments with North Dakota State University.

Extension's Strategic Plan articulates and reaffirms Extension's role and value to stakeholders and authorizers, both externally at the state, federal and county levels, as well as internally as part of the University of Minnesota. As Extension strives to deliver the public value that lies at the core of our land-grant mission, we recognize that we must balance the dynamics of innovative, relevant education and research with organizational efficiency and accountability.

Extension's Education Model (as described in our strategic plan) defines our strengths and comparative advantage: **Research, Education and Value**. Extension contributes to and draws upon

the research base of the University to develop and deliver effective research-based educational programming such that behavior is influenced to affect social, economic and environmental conditions while enriching the University research base.

Research is the comparative advantage that sets the University of Minnesota apart from other educational organizations. Extension personnel contribute to the University's research base through various forms of research -- empirical, basic, translational, applied, and exploratory, to name a few. Extension research involves people, products, practices and communities using interventional and engaged processes to primarily benefit the public good. In addition, Extension works collaboratively with University non-Extension faculty to draw from their results for use in educational curriculum.

Education is Extension's primary goal. Effective education brings about knowledge gain and positive behavior change that ultimately affect social indicators such as a safe and clean environment; economic sustainability; strong and vibrant communities; and/or a better quality of life. Extension education is unique in that it is based in University research/scholarship on complex issues. As such, the focus of Extension education is aligned with the research foci of the University. As an active, two-way process, Extension education/learning requires strong relational networks of engaged audiences. While Extension uses a relational and engaged process in many of its educational programs, it is the actual education that creates Extension's comparative advantage.

Value is provided through education that results in positive societal changes. This value, while ideally experienced by audiences, must be realized by Extension's authorizers and result in financial benefit to the organization. Extension focuses on outputs, outcomes and impacts as indicators that measure areas of societal value. The value of the Extension organization and its work is measured in the investment of support and funding by key authorizers. Extension education also creates value for the University by enriching the research base.

Cooperative Extension systems across the nation were developed by authorization and funding of federal, state and county governments more than a century ago to "extend" scientific knowledge and expertise to the public in food and agriculture, communities, environment, youth and families. The State of Minnesota established University of Minnesota Extension in 1909, five years ahead of the federal Smith-Lever Act that created Extension nationwide.

Cooperative Extension's priorities have always reflected those of the state, nation and counties it serves. In its first decades, University of Minnesota Extension programs focused largely on agricultural and domestic issues. Over time, as populations have shifted and society evolved, Extension also has changed. Along with traditional agricultural programs, today's Extension helps urban youth succeed, sustains rural communities' vitality and builds new Americans' leadership skills. Extension is closely integrated into local communities; 65 percent of its faculty and staff live and work in Greater Minnesota.

Extension's federal, state and county funding is distributed among four areas: 4-H youth development; agriculture, food and natural resources; family development; and community vitality.

Federal and state funding is allocated for state and regional programs, while counties' funding is allocated for local extension programs.

Extension's faculty, scholarship and research

Extension's faculty and Extension educators are distributed throughout Minnesota in 15 regional offices as well as on the Twin Cities and other system campuses, and in county offices. Four of Extension's regional offices are co-located with Research and Outreach Centers and two-thirds of ROC faculty have Extension appointments. Extension has memorandums of agreement with all 87 Minnesota counties, which fund local Extension educators in youth development (4-H) and agriculture, horticulture and natural resources.

The quality of University of Minnesota Extension is sustained through the dedicated, excellent, and creative work of its campus and academic professionals. Therefore, objective, systematic, and thorough appraisal of each Extension campus and academic professional for initial appointment, reappointment, and promotion in Extension academic rank is extremely important. Criteria for these Extension processes are linked to and consistent with University and Extension benchmarks for employee performance and advancement. The system encourages faculty and educators to actively engage in scholarship and peer-review support that enhances the quality and impact of our educational programs.

In FY20, Extension faculty and P&A Extension educators published over 200 peer-reviewed publications, and Extension was awarded \$13.4M in sponsored grants that support statewide research and Extension programs. The Extension model represents an integration of research, teaching and creating impact. As such, scholarship is paramount for Extension faculty and educators. For those parented to Extension, scholarship is a key part of annual performance reviews and the major criteria for promotion in academic rank.

Extension's promotion process for regional Extension educators with academic rank has been in place since 2008, and the promotion process for local (county) Extension educators without rank has been in place since 2011. It is mandatory for every Extension educator to enter into the promotion process per the conditions of their appointment and position description. The process involves a thorough peer-review process as well as external reviews.

Extension regional educators do not hold tenure; however, they hold academic rank with the titles of Assistant Extension Professor, Associate Extension Professor and Extension Professor. This promotion process is modeled on the promotion process for tenure-track faculty. For example, educators who are hired with the rank of Assistant Extension Professor are expected to apply for and receive promotion to the rank of Associate Extension Professor within six years of joining Extension. If promotion is not granted, the educator's appointment will be discontinued.

Extension local educators do not hold tenure or academic rank and use the titles of Assistant Extension Educator, Associate Extension Educator and Extension Educator. Assistant Extension Educators are expected to apply for and receive promotion to the rank of Associate Extension

Educator within six years of joining Extension. If promotion is not granted, the educator's appointment will be discontinued.

Promotion is awarded to recognize the level of the educator's contributions to the missions of Extension and the University as well as to their professional field. Although tenure is not granted in Extension, there are clear expectations that educators will move forward in rank and will be recognized for attaining a higher academic rank. Responsibility for the Extension promotion decision rests with the Dean of Extension, based on recommendations from a promotion review committee, center Associate Dean, and the Associate Dean for organizational innovation and research.

Extension educational programs use scholarly research to address community needs, as defined by the communities themselves, and to help communities develop solutions to their challenges through an iterative, co-creation process that is rooted in University research.

Current examples of Extension research projects that use this collaborative approach include:

A Community Capacity-Building Approach to Addressing the Opioid Crisis in Rural Counties:

The project engages community partners from northeastern Minnesota counties and tribal nations in an effort to build "recovery capital" -- five different types of support that can help with recovery from substance use disorder. The research starts from the premise that each community is best equipped to understand its unique needs, and that University engagement should not be about what is "done *to* a community," but what is "done *with* residents of the community." This approach has allowed people in the project's partner communities to develop and expand their own culturally appropriate pathways to preventing addiction and supporting those in recovery. The multi-year project includes Extension and the UMD College of Pharmacy as well as the community partners.

Deep Winter Greenhouses:

Deep Winter Greenhouses (DWG) enable small-scale farmers to grow food crops year-round. DWGs use solar energy to dramatically limit the amount of fossil fuel that would otherwise be required for growing food in Minnesota's cold climate. Extension's Regional Sustainable Development Partnerships collaborated with the College of Design and Extension educators to develop DWG building plans that were successfully piloted with five community partners across the state. The initial pilots included elements of both research and education, testing the design's performance and hosting outreach events that have attracted hundreds of participants. The project leaders continue to test and evaluate the initial DWGs and recently have developed an updated farm-scale greenhouse design. Building plans for the original DWG have been downloaded about 4,300 times across multiple continents from Extension's website, and the newer farm-scale plans have been downloaded more than 1,300 times in 39 countries.

Food Safety for Producers: While the consumption of fruits and vegetables is universally viewed as a trend toward healthier living, improper handling of produce can result in foodborne illness outbreaks. The Food Safety Modernization Act Produce Safety Rule, in effect since 2015, focuses on

prevention, especially targeting significant on-farm risk factors. Extension educators help farmers navigate the nuances and determine which parts of the rule apply to their farms. In response to Minnesota's changing demographics and the needs of new farmers, Extension educators have offered this programming in multiple languages including Spanish and Hmong.

Leadership in Greater Minnesota: Extension educators' research has found that one of every 34 adults in rural Minnesota will need to take on leadership roles in order to have full participation in local elected offices, nonprofit boards and committees. In particular, rural communities need women and people from underrepresented groups to take on leadership roles. Extension has developed educational programs to address this need, including:

- A Humphrey School graduate student working for Extension's Regional Sustainable Development Partnerships conducted surveys and training in collaboration with the nonprofit 100 Rural Women. More than 200 women participated and the project will continue with a series of networking and development activities in the coming months.
- Extension's Center for Community Vitality partnered with local leaders to create "Growing Local: 2020 Northfield Emerging Leaders Program." The program attracted 15 emerging leaders from across gender, age, race and ethnic groups for a series of workshops and mentoring. Since completing the program, one participant has been elected to the local school board and two others are serving on local advisory boards.
- The Minnesota Agriculture and Rural Leadership (MARL) program, a collaboration with Southwest Minnesota State University, uses Extension educational programming to develop the skills of Minnesota's agricultural and rural leaders to maximize their impact and effectiveness in local, state, national and international arenas. The two-year program has existed since 1998 and has more than 330 alumni from across Minnesota.

Youth Development and Out-of-School Time: Extension youth development educators bridge research and practice. Recent research published by an Extension educator highlights the importance of ensuring that youth programs are culturally responsive -- meaning that youths' cultural experiences and perspectives are represented and included in program structure and staffing. In addition, research shows that young people who spend out-of-school time doing real-world, hands-on training that helps them develop career plans are more likely to be successful in their careers. Youth programming that nurtures interest in career learning ultimately creates a more nimble and responsive labor force for modern economies. When COVID-19 ended in-person educational programs for Minnesota 4-H, Extension educators responded by developing weekly online content to engage 4-H'ers and help them explore STEM careers. More than 9,100 young people participated in 400 virtual programs in 2020, including a Science of Agriculture problem-solving challenge and another series that featured opportunities for young people to meet online with engineers at NASA's Jet Propulsion Laboratory. Participants said they gained a greater understanding of science and engineering and the majority expressed interest in pursuing STEM careers.

Applied Research to Benefit Communities: Extension education and applied research for communities helps local decision-makers make more sound decisions, which benefits all local residents and helps towns retain jobs, grow local wealth, and improve quality of life. Examples of

sectors and groups assisted by community economics research include the tourism industry, retail businesses, Main Street businesses and economic development groups. Extension educators use applied research to help Minnesota communities understand and manage local assets and opportunities. Economic impact analysis, for example, defines how local economies and sectors interact. Business retention programs and retail analysis programs help economic developers know and grow their local businesses. Extension educators couple their applied research with facilitated conversations that help communities plan together, using research-based information to guide planning. In 2020, Extension delivered 130 applied research reports to communities.

All of these Extension programs, and others like them, share a common theme of academically sound, interdisciplinary research that is driven by the needs of communities and community partners, rather than research for the sake of research. These projects extend over multiple years and often result in ongoing peer-reviewed publications.

Extension's Alignment with the Systemwide Strategic Plan

The University's MPact 2025 strategic plan, and the Extension strategic plan, outline a future where Extension engages in meaningful ways with individuals, families, communities and stakeholders to lead and advocate for positive change across Minnesota, the nation and the world. Specifically, MPact 2025 calls for Extension to expand its partnerships by 20% by 2025.

Extension currently is undertaking several initiatives toward this goal, including measuring its current levels of engagement with partner communities and organizations. A survey of all Extension faculty this year will provide data that will be used to foster rigorous scholarship, new programs, new tools, and acquisition of new methods that reflect our partnerships and collaborations. Moreover, this data will assist in building new and supporting ongoing statewide networks that foster and support the work within diverse communities across the state.

In addition, Extension is reviewing and updating our regional office system and evaluating how that network can better assist cities and towns address complex issues and opportunities, from inadequate broadband and housing shortages to welcoming newcomers and fostering the migration of talent toward rural centers. Extension has an opportunity to re-evaluate, re-envision and re-create its regional centers by working together with University and community partners to envision and create a stronger Minnesota.



Engaged Scholarship

Board of Regents | Mission Fulfillment Committee | June 10, 2021

Rachel Croson

Executive Vice President and Provost

Beverly Durgan

Dean, University Extension

Andrew Furco

Associate Vice President for Public Engagement

Michael Oakes

Interim Vice President for Research





Commitment 2: Discovery, Innovation and Impact

2.3.2 Enhance Carnegie Community Engagement designation across system, and develop a database and map of engagement, outreach and service.

Commitment 3: MNtersections

3.3.3 Enhance Extension's impact and reach

Commitment 4: Community and Belonging

4.3.3 Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education and safe campus environments.

What Is Engaged Scholarship?

	Less Engaged  More Engaged
Research/Scholarship	
Teaching/Education	
Outreach/Service	

Engagement is...

- ...reciprocal
- ...participatory
- ...mutually beneficial
- ...co-constructed
- ...involves shared responsibility



Engaged Scholarship

- Can produce better and more impactful scholarship
- Supports faculty and student diversity
- Advances University's status as an engaged institution



Engaged Scholarship in Practice

- Building a rural healthcare network
- Sharing results of genetic tests
- Building sustainable food systems



OPE Supports Scholarly Engagement

- Workshops, roundtables, professional development
- Directory of Community-Engaged Scholars
- President's Community-Engaged Scholar Award
- Engaged Department Program
- Promotion and Tenure



University of Minnesota Extension



- 15 regional offices
- 87 county offices with local educators
- Collaborations with system campuses, Minnesota State, and border-state universities



Engaged Scholarship



- 200+ peer-reviewed publications
- \$13.4M sponsored grant funding
- 6 UMN systemwide collegiate partnerships



Preventing Addiction in Rural Areas

- Counties and tribal nation partners, collaboration with UMD College of Pharmacy
- Culturally appropriate “recovery capital”
- Federally funded and 5 in-progress or submitted journal publications



Good Agricultural Practices



- Research found farmers learn from each other
- Vegetable farmers co-create food safety training with educators
- Funded by state and federal agencies



Questions

What else could we be doing to advance and support engaged scholarship?

What could we be doing to better communicate about the engaged scholarship that we are already doing?





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 10, 2021

AGENDA ITEM: System Undergraduate Enrollment Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert McMaster, Vice Provost and 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. The item will include:

- The System Enrollment Council’s charge.
- Geodemographic trends.
- System campus and enrollment trends.
- System cooperation in admissions, marketing, financial aid, and curriculum.
- System Strategic Enrollment Plan.

The item also will include an overview of systemwide enrollment for students entering in fall 2021.

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

**System Undergraduate Enrollment Management Update
June 10, 2021**

Overview and Framing:

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.”*

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.

The work of the SEC also ties to several elements of **MPACT 2025**: [Systemwide Strategic Plan](#).

Commitment 1: Student Success

- Establish comprehensive systemwide strategic enrollment management strategy
 - Develop Systemwide enrollment plan by Fall 2021
 - Meet undergraduate enrollment goals for each campus by Fall 2025
 - Achieve goal ACT interquartile range by 2025
 - Increase percentage of MN H.S. graduated who attend U of M campuses as freshmen by 10% by 2025.
- Improve retention and graduation rates while closing gaps
 - Increase 4-year grad rate by 2025
 - Reduce gap between 4-year and 6-year grad rates of Pell-eligible and non-Pell-eligible students by 50% by 2025.
 - Increase freshman to sophomore retention rate for each campus by 2025.
- Expand Scholarship opportunities
 - Increase institutional gift aid for all students by 10% by 2025.

Commitment 4: Community & Belonging

- Recruit diverse students
 - Increase percentage of underrepresented undergraduate students in the freshman class.
 - Increase retention of all underrepresented students year over year.
- Reduce disparities among underrepresented groups
 - Decrease 4-year and 6-year graduation gaps between white and BIPOC students.

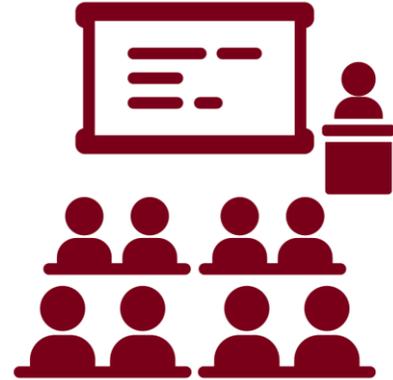
Commitment 5: Fiscal Stewardship

- Student debt
- Targeted student aid

The System Strategic Enrollment Council, who report to the Executive Vice President and Provost, was created to promote cooperation around strategic enrollment management among the five campuses. The Council will be responsible for creating the System Strategic Enrollment Plan during summer and fall 2021.

System Strategic Enrollment Council

- To promote cooperation around strategic enrollment management and admissions
- Recruit and retrain diverse students and reduce disparities
- Improve retention and graduation rates and reduce gaps
- Expand scholarship opportunities



The charge to the Council is broad, ranging from coordinating the sharing of applications to the preparation of Board of Regents presentations.

System Enrollment Council Charge

1. To design, implement, evaluate, and continuously improve a comprehensive strategic enrollment plan for the UMN system.
2. To provide consultation on system-level decisions regarding budget, human resources, marketing/communications, international programs, fundraising, etc. that may affect enrollment at UMN campuses.
3. To leverage enrollment expertise across the system.
4. To coordinate Share My App and waitlist activity.
5. To prepare BOR SEM presentations/reports.
6. To integrate systems such as SLATE.
7. To promote integrated marketing for admissions' offices.
8. To work on increasing financial aid resources and enhancing financial aid packages.
9. To monitor national, regional, and enrollment and geodemographic trends and projections.
10. To monitor resident and non-resident tuition rates and the relationship to enrollment.
11. To share best practices on student success.
12. To determine places where curricula can be shared across the system.

The System Strategic Enrollment Council was created to enhance cooperation among the campuses in all areas of enrollment management. The Council has membership from all campuses and has recently established an Executive Committee with the four Vice Chancellors and Vice Provost and

Dean from the UMTC. The Council has a Chair and Vice Chair and now meets each month to strategize on a variety of enrollment issues including joint marketing, admissions, best practices for timely retention and graduation, and numerous other topics.

System Enrollment Council Membership

Executive Committee

- **Fernando Delgado**, Exec Vice Chancellor for Academic Affairs, UMD
- **John Hoffman**, Vice Chancellor, Vice Chancellor for Academic and Student Affairs (vice chair)
- **Robert B. McMaster**, Vice Provost and Dean, UMTC, (chair)
- **Jeffrey Ratliff-Crain**, Vice Chancellor for Academic Affairs and Innovation, UMR
- **Janet Schrunk Ericksen**, Vice Chancellor for Academic Affairs and Dean, UMM

Members

- **Melissa Bert**, Interim Vice Chancellor for Enrollment Management, UMM
- **Beth Lingren Clark**, Associate Vice Provost for Strategic Enrollment Initiatives, UMTC
- **Jessica Hanson**, Interim Director of Admissions, UMC
- **Brett Hartnagel**, Director of Admissions, UMR
- **Mary Keenan**, Assoc Vice Chancellor for Enrollment Management, UMD
- **Bri Keeney**, Assistant to the President, Office of the President
- **Sandra Olson Loy**, Vice Chancellor for Student Affairs, UMM
- **Keri Ristic**, Executive Director of Admissions, UMTC
- **Jennifer Reckner**, Director, Office of Undergraduate Ed, UMTC (staff to cmte)

There are three tenets of our systemwide enrollment strategy: tuition, financial aid, and admissions. Obtaining balance between these three areas is critical to the success of the overall plan which includes student success and achieving the outlined metrics and goals in the MPACT 2025 plan. The bulleted items under each area are specific considerations for that strategy and it is important to note that when you pull one lever, it can impact another area.

Strategic Enrollment Management

Tuition

- tuition models
- 13-credit band
- resident rate
- non-resident rate
- incentives/ disincentives
- fees



Admissions Strategy

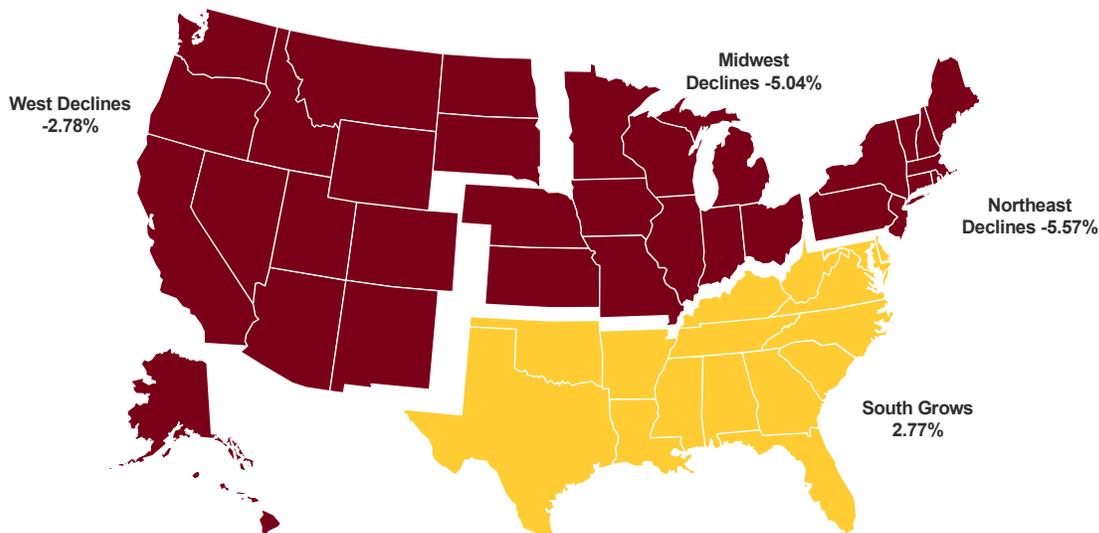
- focus ethnic, special, and economic diversity
- size of undergraduate student body
- size of freshman class
- size of transfer class
- undergrad priorities
- balance of MN reciprocity, other U.S, International

Financial Aid

- need-based aid to maintain access
- merit-based aid to attract high-achieving students
- attentive to MN middle income
- leverage federal and state aid
- attentiveness to student debt

New Western Interstate Commission for Higher Education (WICHE) has released its Knocking on the College Door 2020 data. This depicts regional changes in high school graduates 2020-2021 to 2030-31. Given the projected decline in all regions with exception of the south, it demonstrates the challenges our campuses face with recruiting these students with increased competition.

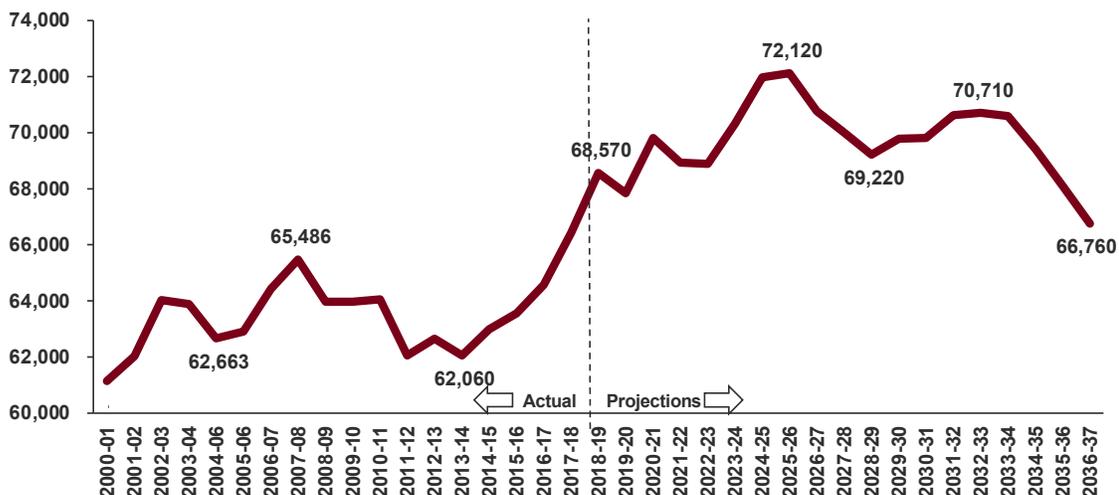
Regional Changes in High School Graduates 2020-2021 to 2030-31



Source: Western Interstate Commission for Higher Education, Knocking on the College Door 2020

While WICHE data depicts the national landscape, we are also monitoring the projection of Minnesota high school graduates. We are in the middle of an incline with the highest point reaching 72,120. There will be a slight cliff in 2028-29 declining to 69,220 (close to where we are today), with the larger drop off expected in 2036-37 declining to 66,760.

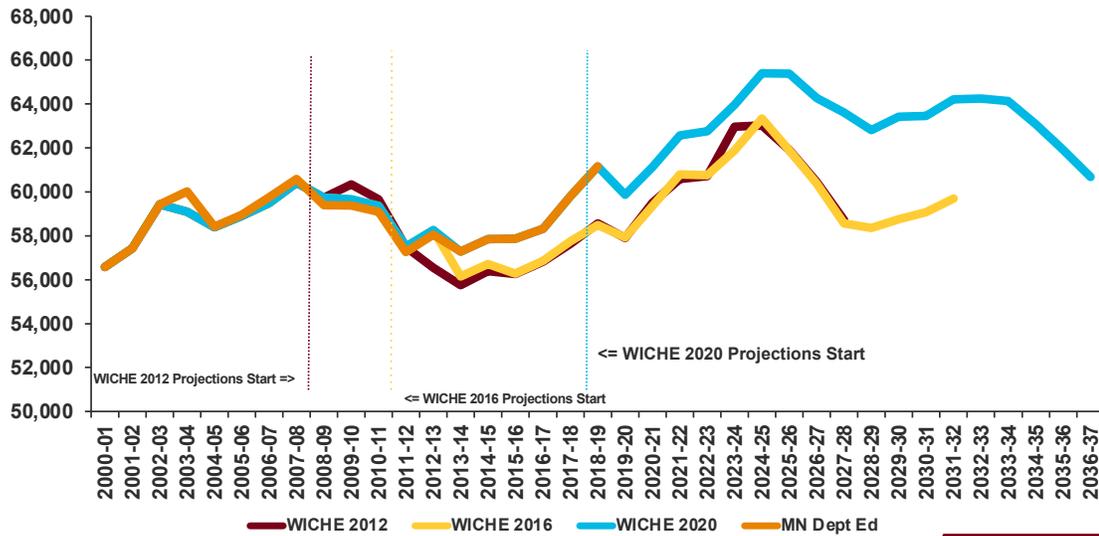
Minnesota Historic and Projected High School Graduates



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2020

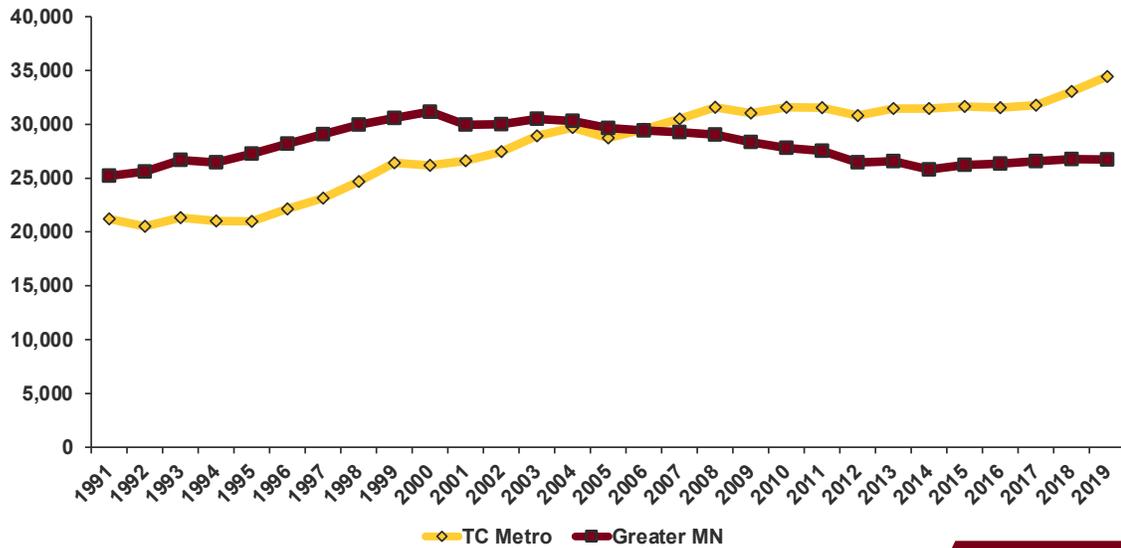
Combining WICHE data with the projections of Minnesota public high school graduates and the MN Department of Education reports, demonstrates how the projections are an effective tool to inform campus enrollment strategies and making data-informed decisions. Each year, these projections are updated and watched carefully as part of the comprehensive enrollment planning.

Comparison of WICHE 2012, 2016 and 2020 History and Projections of MN Public High School Graduates with MN Department of Education Reports



Given the MPACT 2025 goal to increase percentage of MN H.S. graduated who attend U of M campuses as freshmen by 10% by 2025, the system campuses pay attention to the pipelines for recruitment while working to balance students from the Twin Cities metro area and greater Minnesota. This line graph demonstrates the steady incline of MN H.S. grads from the TC Metro and the slight decline of grads from greater MN. Interestingly, there has been a slight uptick in Greater Minnesota graduates over the past few years.

Minnesota High School Graduates by Region



The following graph illustrates the various demographics of Minnesota High School graduates for the fall 2019 class **and UMTC enrollments**. The columns include (both number and percent) the UMTC Freshmen (New High School students=NHS) enrollments, Total undergraduate enrollment, Minnesota high school graduates, and Total population **for each racial/ethnic category**.

University of Minnesota Twin Cities Student Headcount, Minnesota High School Graduates, and Minnesota Population by Federal Race/Ethnicity Categories: Fall 2019

Race/Ethnicity	UMTC MN NHS Fall 2019		UMTC MN UG Fall 2019		MN HS Grads AY 2018-19		MN Population July 2019	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	12	0.3%	51	0.2%	718	1.2%	60,251	1.1%
Asian	613	14.8%	2,713	13.0%	4,233	6.9%	288,583	5.1%
Black	236	5.7%	1,488	7.1%	6,042	9.9%	382,621	6.8%
Hawaiian	3	0.1%	18	0.1%	39	0.1%	2,941	0.1%
Hispanic	201	4.9%	1,102	5.3%	4,674	7.6%	315,130	5.6%
White	2,757	66.8%	14,201	67.9%	43,718	71.5%	4,460,149	79.1%
Two or More	211	5.1%	1,003	4.8%	1,736	2.8%	129,957	2.3%
Unknown	97	2.3%	346	1.7%	0	0.0%	0	0.0%
Total	4,130	100.0%	20,922	100.0%	61,160	100.0%	5,639,632	100.0%

Sources: University of Minnesota Official Registration Statistics, Minnesota Department of Education, US Census Bureau

The following graph illustrates the various demographics of Minnesota High School graduates for the fall 2019 class **and System-wide enrollments**. The columns include (both number and percent) the system Freshmen (New High School students=NHS) enrollments, Total

undergraduate enrollment, Minnesota high school graduates, and Total population for each racial/ethnic category.

University of Minnesota System Student Headcount, Minnesota High School Graduates, and Minnesota Population by Federal Race/Ethnicity Categories: Fall 2019

Race/Ethnicity	System MN NHS Fall 2019		System MN UG Fall 2019		MN HS Grads AY 2018-19		MN Population July 2019	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	36	0.6%	177	0.6%	718	1.2%	60,251	1.1%
Asian	730	11.5%	3,183	10.2%	4,233	6.9%	288,583	5.1%
Black	303	4.8%	1,798	5.8%	6,042	9.9%	382,621	6.8%
Hawaiian	4	0.1%	23	0.1%	39	0.1%	2,941	0.1%
Hispanic	292	4.6%	1,508	4.8%	4,674	7.6%	315,130	5.6%
White	4,508	70.9%	22,532	72.2%	43,718	71.5%	4,460,149	79.1%
Two or More	338	5.3%	1,488	4.8%	1,736	2.8%	129,957	2.3%
Unknown	145	2.3%	505	1.6%	0	0.0%	0	0.0%
Total	6,356	100.0%	31,214	100.0%	61,160	100.0%	5,639,632	100.0%

Sources: University of Minnesota Official Registration Statistics, Minnesota Department of Education, US Census Bureau

The current enrollment trends and current status (for fall 2021) are provided on the next few slides.

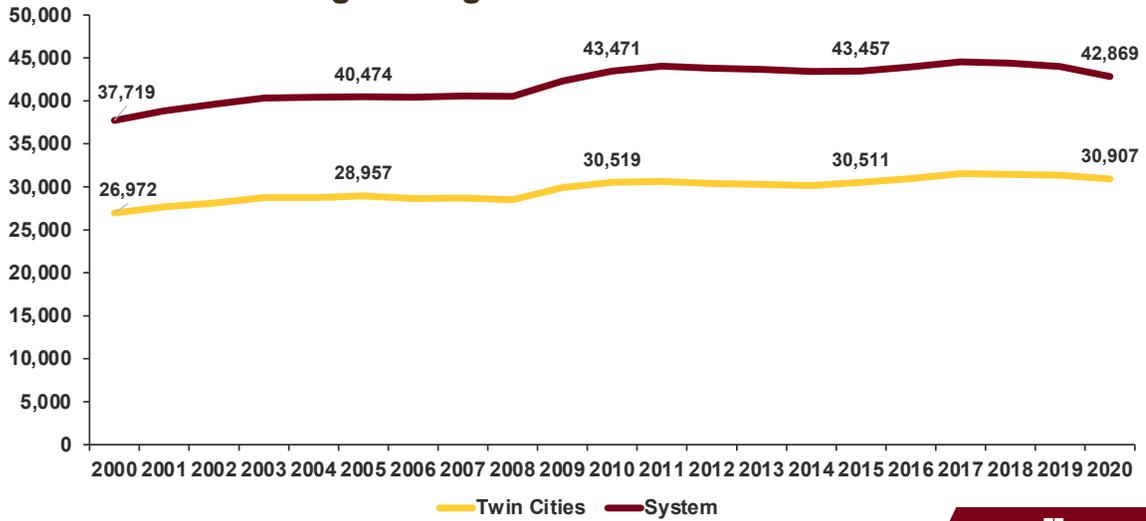
Current Enrollment Status

- Enrollment trends
- Fall 2021 projections
- Status of Greater Minnesota enrollments



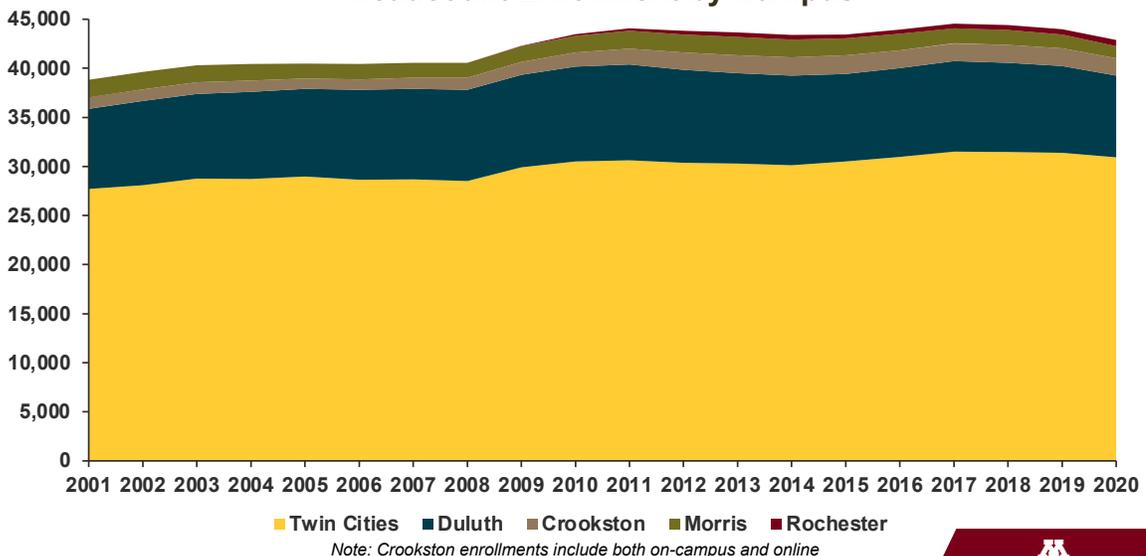
This figure depicts the Twin Cities and system Total enrollment for the past twenty years, from 2000 to 2020. In the last decade, we have seen steady increases in systemwide undergraduate headcounts. Due to the pandemic, there was a slight dip fall 2020. Based on the BOR-approved enrollment plan, the UMTC will increase to approximately 32,000-33,000 undergraduates by 2025.

Twin Cities Campus and Systemwide Fall Semester Degree-Seeking Undergraduate Headcount Enrollment



The following figure represents the same data, but includes all five campuses. One can note the emergence of U of M Rochester in 2009.

University of Minnesota System Fall Semester Undergraduate Headcount Enrollment by Campus



The following figures depict the Freshmen enrollment status on all five campuses for Fall 2021. For fall of 2020, there were over 54,000 NHS applicants systemwide, just under the 5-year average of 57,436. As of May 17, 2021, there were just over 49,000, depicting a decline in applicants on all campuses with the exception of Duluth. Morris was down in applicants for fall 2021 applications at the point in time when these data were gathered. This is due to a change in recruitment marketing vendor and is part of a larger strategy to target applications from students that are a better fit for the Morris campus. Four out of the 5 campuses exceeded their 5-year averages in applications at least once out of the last two years (Duluth exceeded both years).

Freshman (NHS) Applicants by Campus

Students that applied to multiple campuses are counted multiple times

	Fall 2020 as of 5/18/20	Fall 2021 as of 5/17/21	Difference	% Difference	Five Year Average
Crookston	1,526	1,087	-439	-29%	1,251
Duluth	9,056	9,443	387	4%	8,610
Morris	4,130	2,533	-1,597	-39%	3,384
Rochester	1,428	1,107	-321	-22%	1,236
Twin Cities	38,147	35,793	-2,354	-6%	42,906
System Total	54,287	49,963	-4,324	-8%	57,436

The following figure depicts the Fall 2021 admit pattern for the five campuses. Since the number of applications was down for Fall 2021, the number of admits were also down. There were also changes with Share-My-App practices to focus more on targeted students more likely to enroll. Duluth admitted 387 more students for fall 2021. Twin Cities admitted 152 fewer than fall 2020 and other campuses admitted 15% to 48% fewer. Three out of the five campuses admitted above their 5-year average for Fall 2021.

Freshman (NHS) Admits by Campus

Students admitted to multiple campuses are counted multiple times

	Fall 2020 as of 5/18/20	Fall 2021 as of 5/17/21	Difference	% Difference	Five Year Average
Crookston	1,008	525	-483	-48%	841
Duluth	7,127	7,514	387	5%	6,595
Morris	2,595	1,939	-656	-25%	2,055
Rochester	1,043	887	-156	-15%	756
Twin Cities	26,398	26,246	-152	-1%	23,048
System Total	38,171	37,111	-1,060	-3%	33,313

The next figure depicts the confirm pattern for 2021 as of May 17th for NHS only. Several campuses were taking confirms up to June 1st. At this time, confirmations for fall 2021 are at an all-time high for UMTC, with UMD and UMM seeing increases, and UMR again exceeding the 5-year average. UMCR and UMR have seen slight decreases as of Mid-May confirms compared with F20. Overall, the system total enrollment is up 12% over Fall 2020. It should be noted that these data do not include transfers or adult students and will likely change over the summer due to summer melt. During summer 2020, the UMTC experiences 11% melt, and given the current status of the pandemic, melt could be above average once again this year.

Freshman (NHS) Confirmations by Campus

Students confirmed to multiple campuses are counted multiple times

	Fall 2020 as of 5/18/20	Fall 2021 as of 5/17/21	% Difference	Five Year Average
System Total	9,067	10,124	12%	9,424
Crookston	134	118	-12%	186
Duluth	1,921	2,070	8%	2,183
Morris	249	289	16%	357
Rochester	240	217	-10%	192
Twin Cities	6,523	7,430	14%	6,456

The campuses are attentive to the recruitment and enrollment of students from Greater Minnesota (admit rate by geography). This table depicts the admit rates for all Minnesota residents, as well as the separate rates from the Twin Cities Metro area and from Greater Minnesota. These rates are very similar for each institution, and the Greater Minnesota rate often exceeds the metro rate. For example, the University of Minnesota, Rochester has a 78% admit rate for Greater Minnesota students and 74% for TC Metro students. It should be noted that these admit rates can also vary significantly year-to-year.

Fall 2020 Freshman (NHS) Admit Rate by Geography

	MN Total	TC Metro	Greater MN
System Total	78.3%	77.7%	79.8%
Crookston	82.9%	83.2%	82.5%
Duluth	80.4%	80.1%	81.2%
Morris	66.4%	67.3%	65.2%
Rochester	75.4%	74.4%	78.2%
Twin Cities	79.3%	78.0%	84.0%

Note: Twin Cities admit rate= # Admits/ # Complete Apps
 Other campus admit rate= # Admits/ # Total Apps

As discussed with the Board of Regents previously, the national trend of declining transfer students continues in 2021. In large part, this is due to lower enrollments in Minnesota State Community Colleges. As of mid-May, transfer confirms were down Systemwide by 10%. It should be noted that both UMD (up 10%) and UMR (up 3%) saw increases. Since campuses continue to accept transfer confirms through the summer it is likely these numbers will improve.

Transfer (NAS) confirmations by campus

Students confirmed to multiple campuses are counted multiple times

	Fall 2020 as of 5/18/20	Fall 2021 as of 5/17/21	% Difference	Five Year Average
System Total	1,919	1,792	-7%	2,228
Crookston	62	55 (2)	-11%	80
Duluth	230	253 (11)	+10%	250
Morris	29	25 (0)	-14%	62
Rochester	31	32 (3)	+3%	38
Twin Cities	1,567	1,427 (140)	-9%	1,797

*Numbers in parenthesis are Intra-University Transfers

OFFICE OF UNDERGRADUATE EDUCATION



The System Strategic Enrollment Council focuses cooperation in several areas, including admissions and marketing, financial aid, and the curriculum.

Cooperation and Coordination

- Admissions and Marketing
- Financial Aid
- Curriculum



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OFFICE OF UNDERGRADUATE EDUCATION



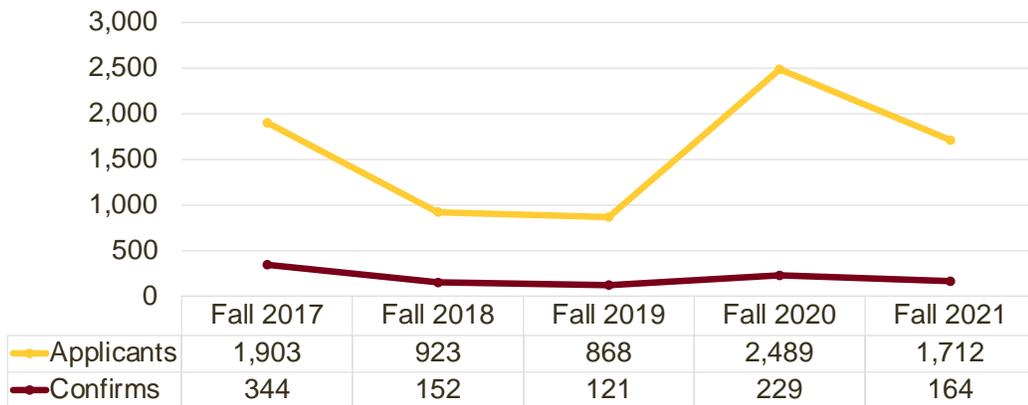
There are many examples of synergy and cooperation within system Admissions offices. This topic is a primary focus of the SEC meetings. The Directors meet on a regular basis to discuss application trends, results of the sharing of applications (including wait list names from the UMTC), newest application technologies, and cooperation in recruitment (recruitment fairs).

Cooperation on System Admissions

- System directors meet monthly to share ideas, concerns, and shared recruitment
- System campuses have done joint recruitment events across Minnesota for over 5 years
- Admissions directors discuss for application sharing
- The Twin Cities campus shares “shared applications” as well as the names of denied and waitlisted students.
- Provide consultation and/or support in areas of data processing, international credentials, policies and other items
- Technology support as it relates to PeopleSoft admission tables

One of the primary areas of cooperation is around the sharing of applications. Share-My-App was created in 2007 to enable the UMTC to share TC applications with the Greater Minnesota campuses. Students who apply to the UMTC are given the opportunity to share their application with one of more of the campuses. Despite the fluctuation in the Share My App numbers, the number of confirmations remain relatively stable over time. Additionally, in 2021 the System Enrollment Council changed its strategy with these Share-My-Apps to be more targeted to students who are more likely to confirm.

Students that Used Share My App : Any Campus



Another major area of cooperation is in the area of system recruitment. Over the past year, University Relations, in cooperation with the System Council, developed a pilot strategy for joint system recruitment.

Cooperation on System Recruitment

- 2020-21 Pilot from University Relations



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UNIVERSITY OF MINNESOTA
Driven to Discover™

The pilot project, which was entirely a digital approach, both refocused marketing efforts from reputation-building to systemwide recruitment and on centering the messaging about the uniqueness of each of the five campuses. Initial results were encouraging, including an uptick in applications from Minnesota residents and an increase in “stealth” applications, or those students not being tracked in the admissions’ databases. Admission’s page traffic increased by 10%.

The U for U

- Refocused marketing efforts from reputation-building to systemwide recruitment.
- Focus on unique offerings of each campus so students find their best fit.
- Exclusively digital campaign.

Results

- Application completes were up: Crookston (18%), Duluth (8%), Rochester (6%) and Twin Cities (11%).
- Stealth applicants were up: 82% for Duluth, 85% for Twin Cities, 6% for Crookston.
- Campus application and admission page traffic up 10%.
- 90% of seniors are aware that we have five campuses.



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UNIVERSITY OF MINNESOTA
Driven to Discover™

The U Relations pilot developed a set of initial outcomes, including the effectiveness of a digital approach, the interest in applying to more campuses (having learned more about the distinctive qualities of each campus), and the importance of the paid search and direct marketing. The pilot is continuing into the 2022 recruitment season.

What We Learned.

- Digital is the most cost efficient and effective approach for reaching students.
- Paid search is most efficient way to drive qualified traffic to your website.
- Prospective students indicated an interest in applying to more UMN campuses after the campaign ran.
- Opportunity remains to increase understanding of the differences between each campus.



Of great importance to the recruitment of students is the enhancement of our undergraduate financial aid resources. One of these initiatives is the newly-established “Promise Plus” Free Tuition program that will provide free tuition (not fees) to any student (system-wide) with a family income less than \$50,000. This program is similar to those free tuition programs established in other states.

Cooperation on Financial Aid

- Fall 2021 System-wide Promise Plus free tuition program
- Bentson Scholarship match
- System-wide Scholarships



Another System-wide scholarship effort, the Fall 2020 recruitment scholarship, was piloted for the Fall 2020 class, where new dollars were identified to assist with recruitment efforts given the uncertainty related to the pandemic. Retention from fall 2020 to spring 2021 was strong on all campuses, but saw a slight dip thus far for fall 2021 enrollments. There are current efforts to retain these students for fall 2021.

Fall 2020 Scholarship Recipients

	Crookston	Duluth	Morris	Rochester	Twin Cities	System Total
NHS Enrolled	24	298	54	26	571	973
# Retained Spring 2021	23	276	51	26	553	937
% Retained Spring 2021	96%	93%	94%	100%	97%	96%
# Enrolled Fall 2021 (to date)	21	228	46	24	478	807
% Enrolled Fall 2021 (to date)	88%	77%	85%	92%	84%	83%

The University of Minnesota Foundation also has secured a major gift from the Bentson Foundation, the Bentson Scholarship Match, for the support of our Pell eligible low-income students. Twenty-four gifts, totaling more than 6 million dollars with gift and match, have been

established already. This program will have a significant and lasting impact on the success of our Pell students.

Bentson Scholarship Challenge

	# of Gifts*	Gift amount*	Match amount*
Carlson School	8	\$922,000	\$276,600
UMN-Twin Cities	6	760,000	228,000
Systemwide	2	2,060,000	1,018,000
CLA	2	295,000	88,500
CBS	2	100,000	30,000
Design	1	100,000	30,000
Crookston	1	50,000	15,000
CSE	1	50,000	15,000
Morris	1	50,000	15,000
TOTALS	24	\$4,387,000	\$1,716,100

*As of 5/4/21

There are several areas where the campuses cooperate around the curriculum, including with the Minnesota Transfer Curriculum (MNTC) that facilitates transfers among all of Minnesota’s public universities, the internal U of M transfer process (system) that enables efficient transfer credit among our campuses, and the Multi-I program where students may take courses on any campus.

Cooperation on Curriculum

- MN Transfer Curriculum
- System Transfer Process (TES)
- The Multi-I Courses



Multi-institutional enrollment opportunities highlight cooperation in the curriculum space. For fall 2019, spring 2020 and summer 2020, students take on average 4-6 credits while enrolled as multi-I. About half of those total students enrolled in courses at their home institution and the host institution in the same term. (Note: Students at UMR and UMTC campuses can register for classes at either campus without submitting a Multi-Institution permission form and are not reflected in this slide.)

Multi-Institution Enrollment Students 2019-2020

Home Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	2	0	0	9	11
Duluth	76	0	3	0	79	158
Morris	5	13	0	0	68	86
Rochester	35	0	0	0	0	35
Twin Cities	10	22	1	0	0	33
Total	126	37	4	0	156	323

Note: Students who change campuses more than once during a year are only counted once

The University of Minnesota tracks two separate graduation rates. The formal IPEDS rate counts students who enroll and graduate from the same campus. Transfer students are not included in the IPEDS rate. A second graduation rate is the Board of Regents rate that counts students who starts at any campus and complete their degree at any campus. The majority of freshman graduate from the institution in which they began. Relatively few students graduate from other system campuses. For instance, 81 students who initially enrolled on the Twin Cities campus graduated, within six years, from the Duluth campus.

Freshman Graduation in Six Years by Entry and Degree Campus 2010 to 2014 Entering Cohorts

Entry Campus	Crookston	Duluth	Morris	Rochester	Twin Cities
Crookston	586	9	1		19
Duluth	10	6,331	5	2	608
Morris	2	14	1,327		91
Rochester	2	3	1	353	37
Twin Cities	3	81	3	4	22,091

As we look forward to 2025, we will continue to focus in the areas of admissions (application sharing), financial aid, marketing, and the curriculum. MPACT 2025 calls for the creation of a System-wide Strategic Plan that the Council be completing. We will continue to evolve the conversation moving beyond admissions and recruitment and into student success and retention efforts. By the end of 2021, the system strategic enrollment plan will be finalized and put in motion.

MPACT 2025: System Strategic Enrollment Plan

Content Areas

- Marketing
- Coordinated recruitment
- Curricular initiatives
- Data management and use
- Financial aid
- Geographic priorities
- International recruitment
- Student retention and success

Timeline

- June: present the plan framework to the Board for comment
- September: preliminary draft
- December: present the final report to the Board



System Enrollment Council Update

Board of Regents | Mission Fulfillment Committee | June 10, 2021

Robert B. McMaster

Vice Provost and Dean, Office of Undergraduate Education

Jeffrey Ratliff-Crain

Vice-Chancellor for Academic, Affairs & Innovation



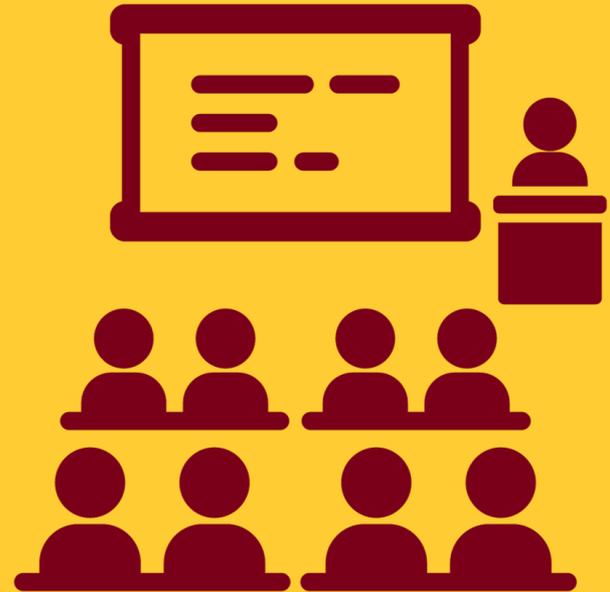


- Commitment 1.1: Establish comprehensive systemwide strategic enrollment management strategy
- Commitment 1.1: Improve retention and graduation rates while closing gaps
- Commitment 1.1: Expand scholarship opportunities
- Commitment 5.1: Reduce student debt
- Commitment 5.1: Increase aid targeted to students with demonstrated need

System Strategic Enrollment Council

Promotes cooperation around strategic enrollment management and admissions

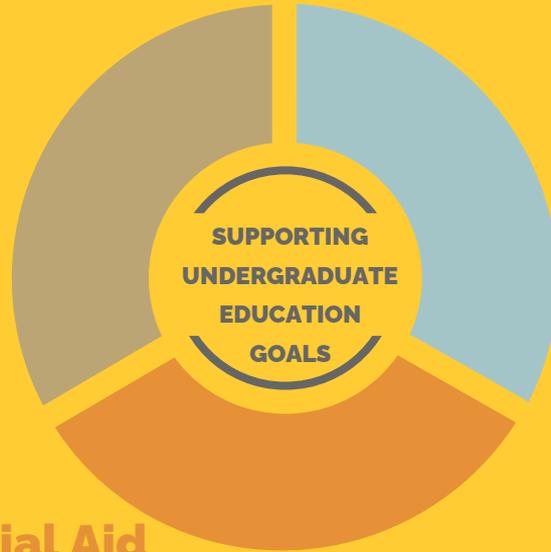
- Activities
- Membership



Strategic Enrollment Management

Tuition

- **tuition models**
- 13-credit band
- resident rate
- non-resident rate
- incentives/
disincentives
- fees



Admissions Strategy

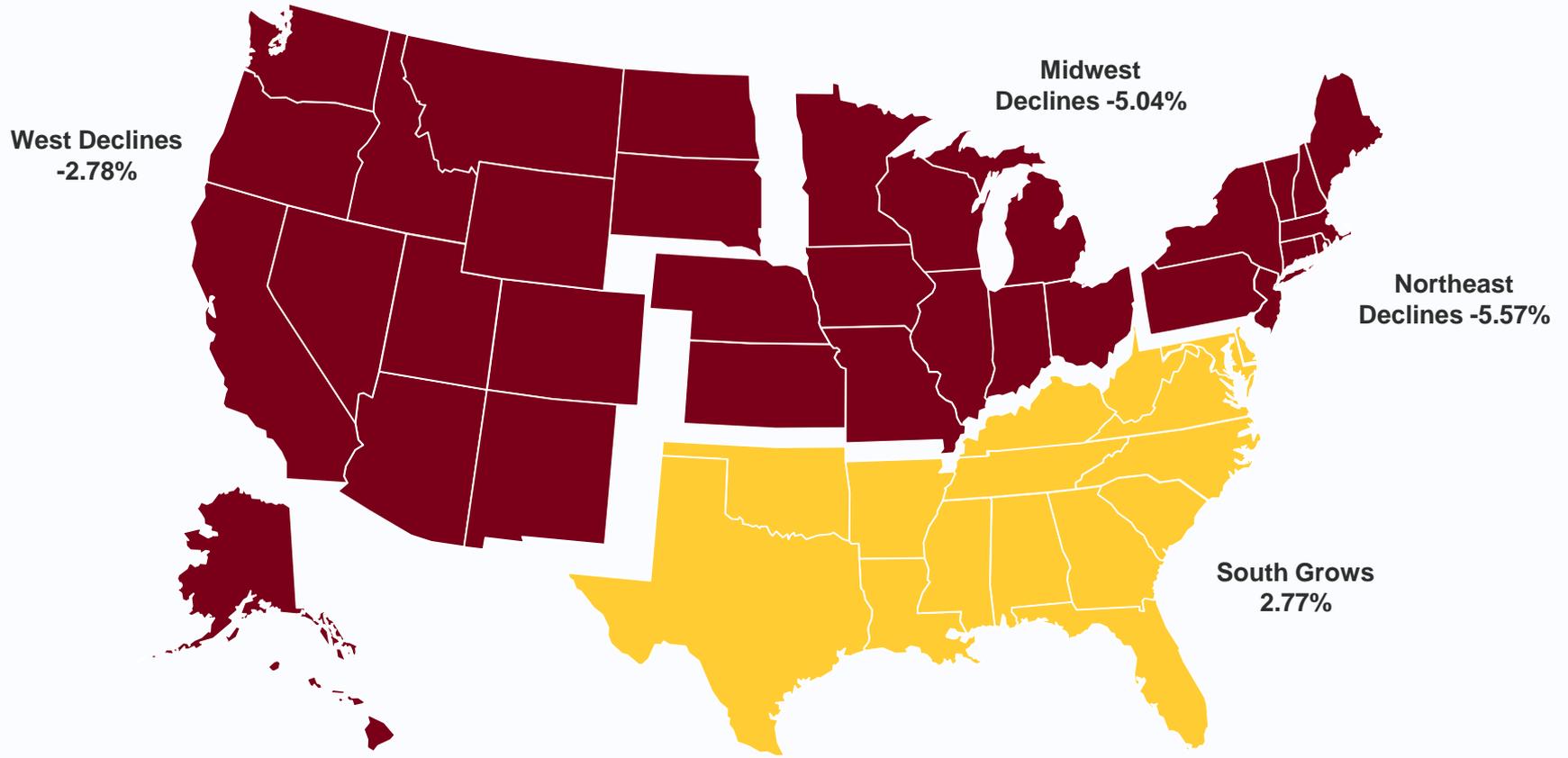
- **focus ethnic, special, and economic diversity**
- size of undergraduate student body
- size of freshman class
- size of transfer class
- balance of MN reciprocity, other U.S, International

Financial Aid

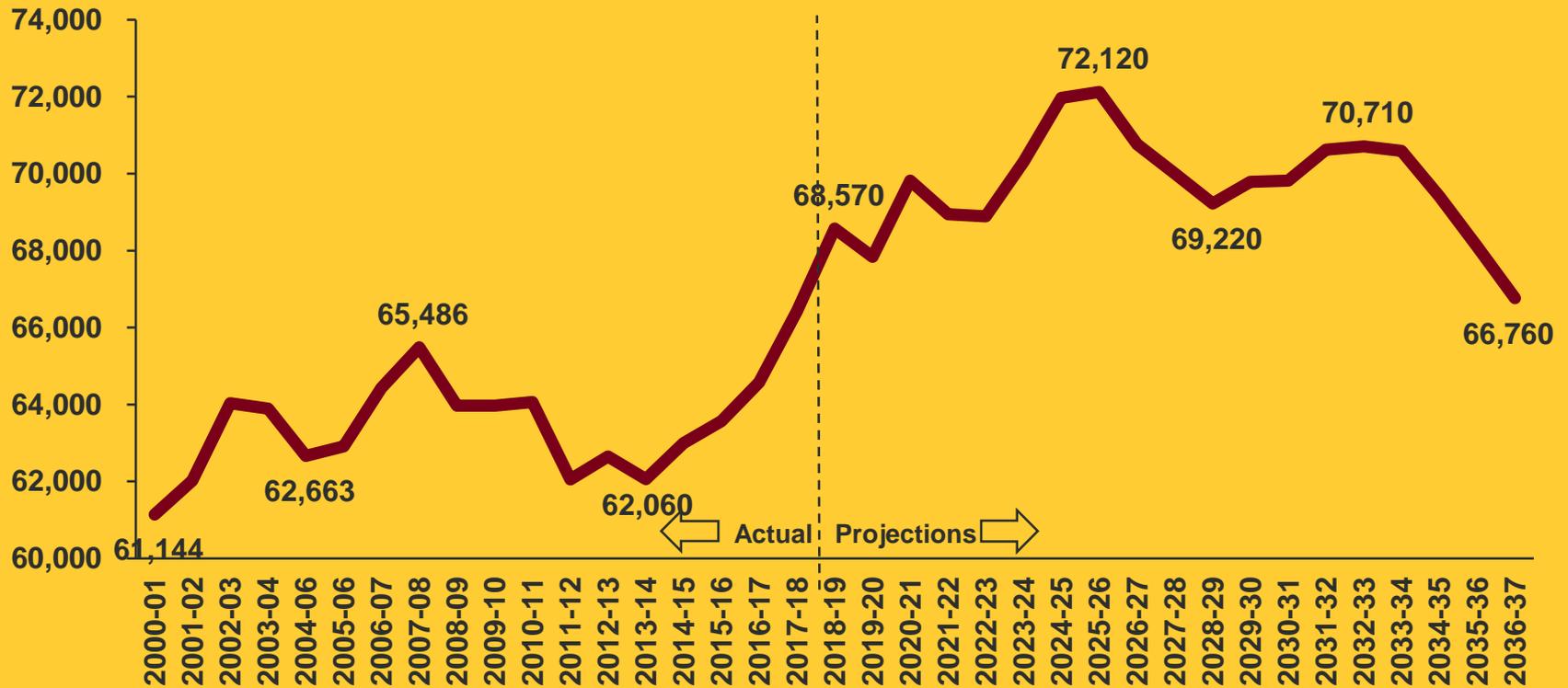
- **need-based aid to maintain access**
- merit-based aid to attract high-achieving students
- attentive to MN middle income
- leverage federal and state aid
- attentiveness to student debt



Regional Changes in High School Graduates 2020-2021 to 2030-31



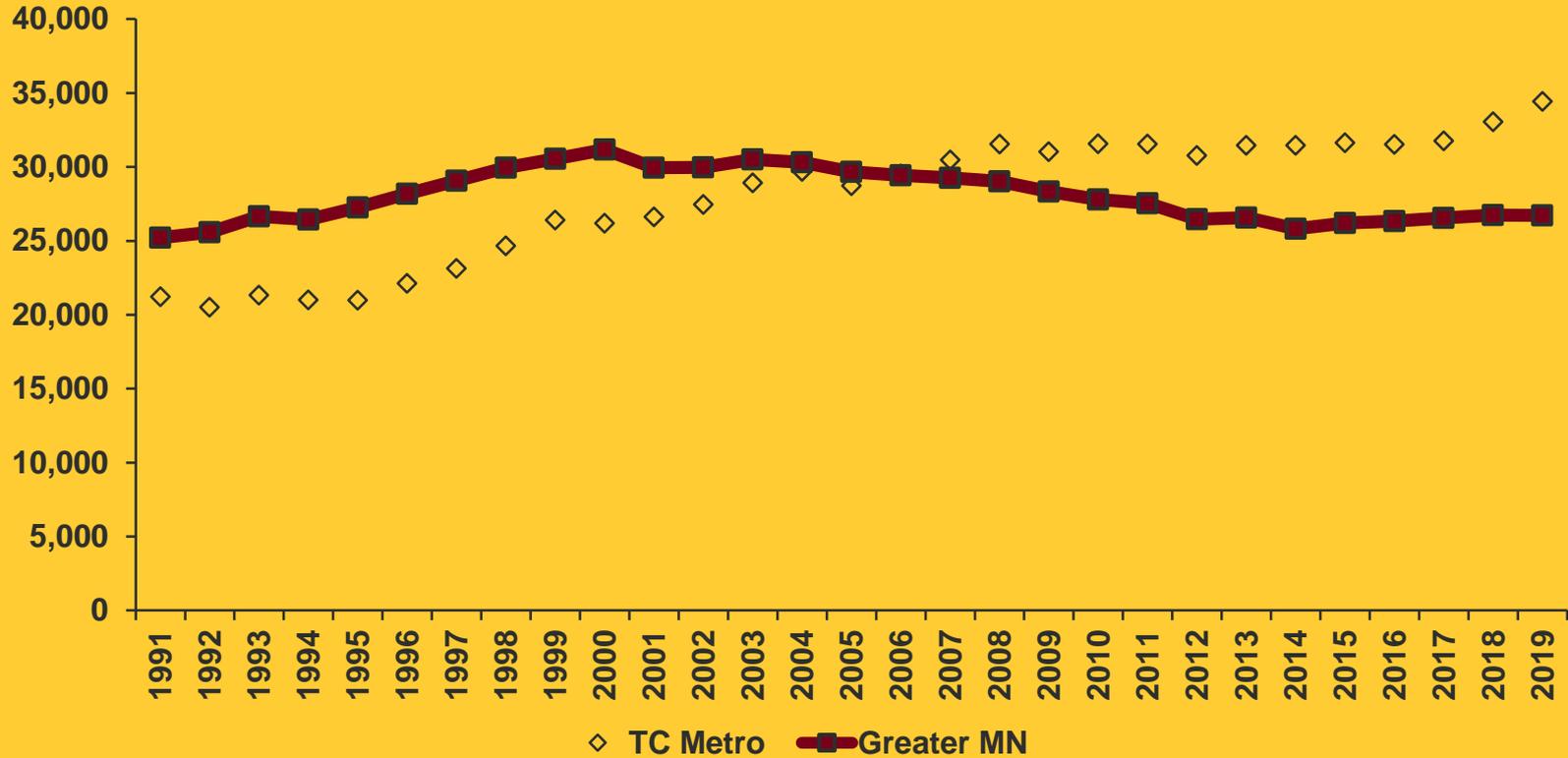
Minnesota Historic and Projected High School Graduates



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2020



Minnesota High School Graduates by Region

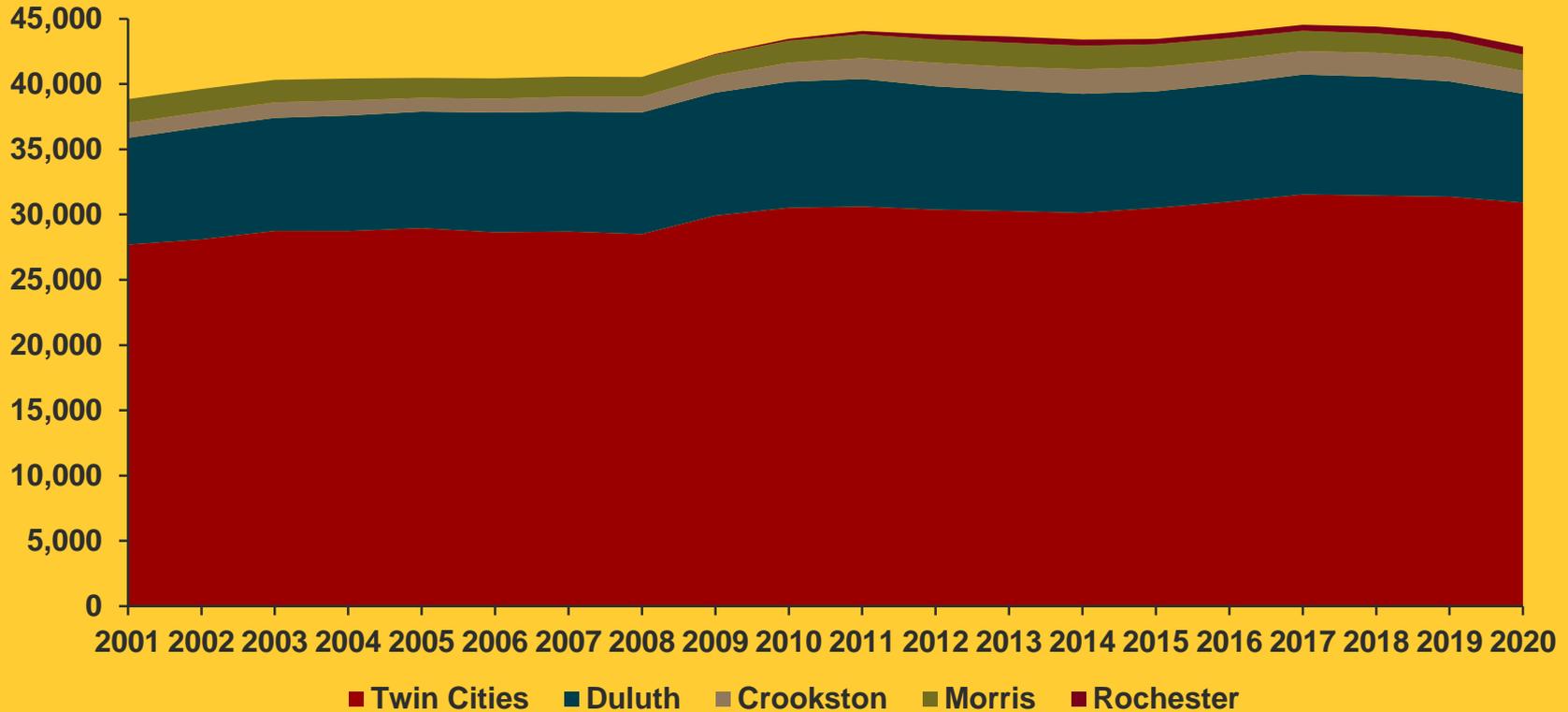


Current Enrollment Status

- Enrollment trends
- Fall 2021 projections
- Admit rates within Minnesota



University of Minnesota System Fall Semester Undergraduate Headcount Enrollment by Campus



Note: Crookston enrollments include both on-campus and online



Freshman (NHS) Confirmations by Campus

Students confirmed to multiple campuses are counted multiple times

	Fall 2020 as of 5/18/20	Fall 2021 as of 5/17/21	% Difference	Five Year Average
System Total	9,067	10,124	12%	9,424
Crookston	134	118	-12%	186
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Rochester	240	217	-10%	192
Twin Cities	6,523	7,430	14%	6,456



Fall 2020 Freshman (NHS) Admit Rate by Geography

	MN Total	TC Metro	Greater MN
System Total	78.3%	77.7%	79.8%
Crookston	82.9%	83.2%	82.5%
Duluth	80.4%	80.1%	81.2%
Morris	66.4%	67.3%	65.2%
Rochester	75.4%	74.4%	78.2%
Twin Cities	79.3%	78.0%	84.0%

Note: Twin Cities admit rate= # Admits/ # Complete Apps
 Other campus admit rate= # Admits/ # Total Apps



Transfer (NAS) Confirmations by Campus

Students confirmed to multiple campuses are counted multiple times

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Duluth	230	253 (11)	+10%	250
Morris	29	25 (0)	-14%	62
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Twin Cities	1,567	1,427 (140)	-9%	1,797

**Numbers in parenthesis are Intra-University Transfers*



Cooperation and Coordination

- Admissions
- Marketing
- Financial Aid
- Curriculum

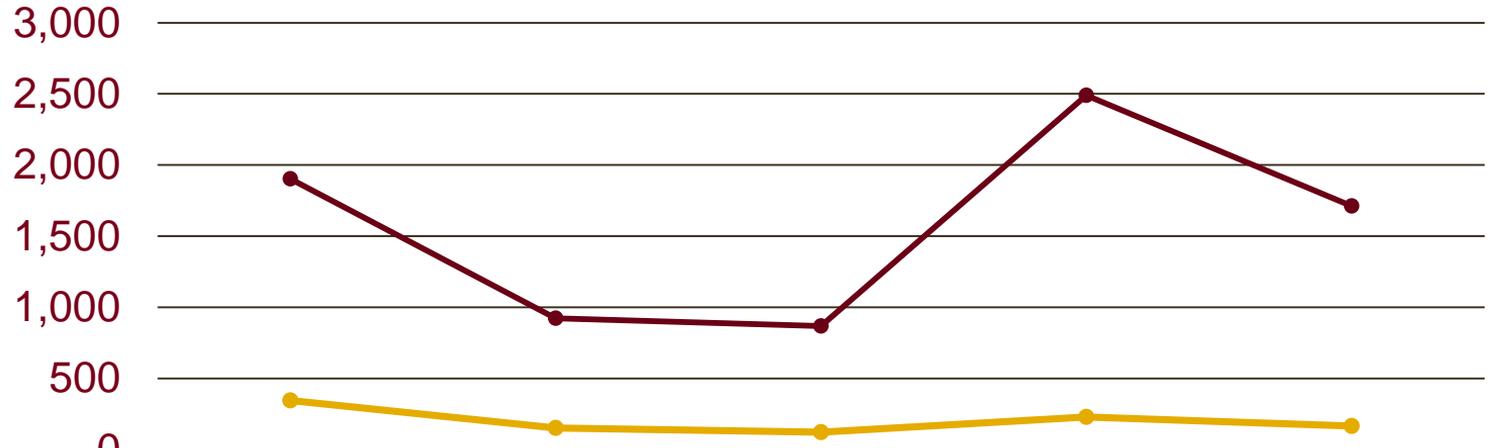


Admissions

- Directors meet monthly
- Joint recruitment events
- Share My App and UTMC shares denied and waitlisted students
- Consultation and support in data processing, international credentials and policies
- Technology support (PeopleSoft admission tables)



Students that Used Share My App: Any Campus



	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Applicants	1,903	923	868	2,489	1,712
Confirms	344	152	121	229	164



Marketing: The U for U

- Focus on unique offerings of each campus so students find their best fit
- Exclusively digital campaign

Results

- Application completes were up: Crookston (18%), Duluth (8%), Rochester (6%) and Twin Cities (11%)
- “Stealth” applicants were up: 82% for Duluth, 85% for Twin Cities, 6% for Crookston
- Campus application and admission page traffic up 10%
- 90% of seniors are aware that we have five campuses



What We Learned

- Digital is the most cost efficient and effective approach for reaching students
- Paid search is most efficient way to drive qualified traffic to your website
- Prospective students indicated an interest in applying to more UMN campuses after the campaign ran
- Opportunity remains to increase understanding of the differences between each campus
- Intend to continue in future years



Financial Aid

- Fall 2021 System-wide Promise Plus free tuition program
- Bentson Scholarship match
- System-wide scholarships



Fall 2020 MN Recruitment Scholarships

	System Total	Crookston	Duluth	Morris	Rochester	Twin Cities
NHS Enrolled	973	24	298	54	26	571
% Retained Spring 2021	96%	96%	93%	94%	100%	97%
% Enrolled Fall 2021 (to date)	83%	88%	77%	85%	92%	84%



Curriculum

- MN Transfer Curriculum
- System Transfer Process (TES)

System Total	Crookston	Duluth	Morris	Rochester	Twin Cities
323	126	37	4	0	156

- The Multi-I Courses



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Entry/ Graduation	Crookston	Duluth	Morris	Rochester	Twin Cities
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PACT 2025: System Strategic Enrollment Plan

Content Areas

- Marketing
- Coordinated recruitment
- Curricular initiatives
- Data management and use
- Financial aid
- Geographic priorities
- International recruitment
- Student retention and success

Timeline

- June: present the plan framework to the Board for comment
- September: preliminary draft
- December: present the final report to the Board





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 10, 2021

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

The purpose of this item is to seek Board approval of the following items.

I. Request for Approval of New Academic Programs

- School of Public Health (Twin Cities campus)—Create an M.P.H. degree in Public Health Data Science
- School of Public Health (Twin Cities campus)—Create a graduate minor in Climate Change and Health
- College of Education and Human Development (Twin Cities campus)—Create a post-baccalaureate certificate in Learning Sciences
- College of Continuing and Professional Studies (Twin Cities campus)—create an undergraduate certificate in Long Term Care Management

II. Request for Approval of Changed Academic Programs

- Medical School (Twin Cities campus)—Change name of the Plastic Surgery Residency to the Plastic and Reconstructive Surgery Residency
- College of Liberal Arts (Twin Cities campus)—Change the name of the Ph.D., M.A., and graduate minor in Asian Literatures, Culture, and Media to Asian and Middle Eastern Cultures and Media.
- College of Liberal Arts (Twin Cities campus)—Change the name of the M.A. in Asian Studies to Asian and Middle Eastern Studies.
- College of Liberal Arts (Twin Cities campus)—Create a Master’s-level subplan option within the existing American Indian and Indigenous Studies doctoral minor.

III. Request for Approval of College Name Change on the Duluth Campus

- College of Liberal Arts (Duluth campus)—Change the name of the College of Liberal Arts to the College of Arts, Humanities, and Social Sciences

IV. Request for Approval of Faculty Appointments with Tenure

- Kristen Mark, professor with tenure, Department of Family Medicine and Community Health, Medical School
- Melissa Green, associate professor with tenure, Department of Aerospace Engineering and Mechanics, College of Science and Engineering

BACKGROUND INFORMATION

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

Board of Regents Policy: *Reservation and Delegation of Authority* calls for tenure and/or promotion recommendations 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
May 13, 2021**

Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

School of Public Health (Twin Cities campus)—Create an M.P.H. degree in Public Health Data Science

The School of Public Health on the Twin Cities campus requests approval to create a master of public health degree in Public Health Data Science, effective fall 2022. The M.P.H. in Public Health Data Science will prepare graduates with the data management, manipulation, analysis, and communication skills that will allow them to contribute to designing, understanding, and implementing public health efforts in the future. Led by the Division of Biostatistics, this M.P.H. will balance education in applied and theoretical biostatistics, mathematical statistics, and computing, all within the context of public health, medicine, and clinical translational research. Coursework will emphasize organizing, visualizing, and analyzing data and the program will be accessible to students from a wide range of backgrounds, even if they do not have extensive previous coursework in programming, mathematics, or statistics. The proposed program makes use of existing courses and resources. Current and prospective students have expressed a desire for this proposed program offering and interest in data science has grown exponentially in recent years, with particular interest in the field of public health in the last year due to the pandemic.

School of Public Health (Twin Cities campus)—Create a graduate minor in Climate Change and Health

The School of Public Health on the Twin Cities campus requests approval to create a graduate minor in Climate Change and Health, effective fall 2021. The minor will provide education in the science of climate change and the development and application of mitigation and adaptation strategies with which public health professionals can respond. The minor will provide students with a foundational understanding of the science of climate change, population social and health vulnerabilities, and practical skills in climate change modeling, surveillance, and programmatic and policy interventions at various levels (i.e., local, regional, state, national, global). The creation of this minor is in response to a need within the public health workforce as well as current student interest. The minor will be offered in a fully online or hybrid format and provide opportunities to not only train SPH students but to provide resources to students in several other graduate programs. The proposed minor makes use of existing courses and resources.

College of Education and Human Development (Twin Cities campus)—Create a post-baccalaureate certificate in Learning Sciences

The College of Education and Human Development on the Twin Cities campus requests approval to create a post-baccalaureate certificate in Learning Sciences, effective fall 2021. This certificate provides a strong foundation in learning theory and methodology across diverse educational environments to promote effective design, implementation, and assessment of human learning. The Learning Sciences (LS) is an interdisciplinary area that investigates learning and technical design in real-world settings. The certificate would strengthen current academic offerings and attract both prospective and current students from other units who are drawn to the LS and keep pace with similar offerings at peer institutions. In partnership with the newly established CEHD Learning Informatics Lab, which is dedicated to improving learning through interdisciplinary research and student training across the University, the certificate would make use of existing learning and cognition courses in the Education Psychology department, as well as design and methods courses offered by the Curriculum and Instruction and Computer Science departments.

College of Continuing and Professional Studies (Twin Cities campus)—create an undergraduate certificate in Long Term Care Management

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create an undergraduate certificate in Long Term Care Management, effective fall 2021. The proposed certificate utilizes existing state-accredited long term care courses from the Health Services Management program to prepare students to lead in the burgeoning field of long-term services and supports. Graduates are prepared to manage a nursing home, assisted living facility, independent senior housing, home care, hospice, or other nonprofit that serves older adults and their families. Through this certificate, students will be eligible to obtain Licensed Nursing Home Administrator and Assisted Living Director credentials in Minnesota. The certificate is intended for non-degree-seeking undergraduate level professional students and will be offered in a fully-online instructional modality.

II. Request for Approval of Changed Academic Programs

Medical School (Twin Cities campus)—Change name of the Plastic Surgery Residency to the Plastic and Reconstructive Surgery Residency

The Medical School on the Twin Cities campus requests approval to change the name of the Plastic Surgery Residency to the Plastic and Reconstructive Surgery Residency, effective summer 2021. This name change is being requested to accurately reflect the education and training of the residents and align with the program division's name.

College of Liberal Arts (Twin Cities campus)—Change the name of the Ph.D., M.A., and graduate minor in Asian Literatures, Culture, and Media to Asian and Middle Eastern Cultures and Media.

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Ph.D., M.A., and graduate minor in Asian Literatures, Culture, and Media to Asian and Middle Eastern Cultures and Media, effective fall 2021. The proposed name change reflects current curricular alignment and a departmental name change.

College of Liberal Arts (Twin Cities campus)—Change the name of the M.A. in Asian Studies to Asian and Middle Eastern Studies.

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the M.A. in Asian Studies to Asian and Middle Eastern Studies, effective fall 2021. The proposed name change reflects current curricular alignment and a departmental name change.

College of Liberal Arts (Twin Cities campus)—Create a Master’s-level subplan option within the existing American Indian and Indigenous Studies doctoral minor.

The College of Liberal Arts on the Twin Cities campus requests approval to create a Master’s-level subplan option within the existing American Indian and Indigenous Studies doctoral minor. This minor strengthens students' work in their major field of study, as they will learn how to best integrate American Indian and Indigenous Studies into their existing work as well as how to complement their research to include indigenous methodologies. The master’s level minor makes use of existing courses.

III. Request for Approval of College Name Change on the Duluth Campus

College of Liberal Arts (Duluth campus)—Change the name of the College of Liberal Arts to the College of Arts, Humanities, and Social Sciences

The College of Liberal Arts on the Duluth campus requests approval to change its name to the College of Arts, Humanities, and Social Sciences, effective July 1, 2021. In July of 2020, the School of Fine Arts and the College of Liberal Arts on the Duluth Campus officially merged and adopted the College of Liberal Arts name as a placeholder until the 10 departments and other associated centers, institutes, and museums contained within the colleges could select a new name as a combined academic unit.

The proposed name, the College of Arts, Humanities, and Social Sciences, was developed through a consultative process involving faculty, staff, and students within the newly combined college. The new name reflects the College’s identity as a combined unit; reflects the range of intellectual interests, departments, and programs in the college; distinguishes it from the College of Liberal Arts on the Twin Cities campus; and avoids naming duplication and infringement with the other three collegiate units on the Duluth campus.

**University of Minnesota
Board of Regents Meeting
June 10, 2021**

Consent Report: Request to Grant Tenure to External Hires

The Executive Vice President and Provost recommends Peter Kang, Jenna Marquard, and Kate Peterson for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Kristen Mark, professor with tenure, Department of Family Medicine and Community Health, Medical School

Dr. Mark is nationally and internationally recognized for her expertise in the area of sexual health. She has a well-developed research program that aims to improve sexual health for individuals, couples, and society at large. Dr. Mark earned her Ph.D. in 2012 from Indiana University. She joins the University of Minnesota from the University of Kentucky.

Melissa Green, associate professor with tenure, Department of Aerospace Engineering and Mechanics, College of Science and Engineering

Dr. Green's research is in the area of experimental fluid dynamics. Much of her research to date has involved developing experimental and numerical methods to track fluid flow using the so-called Lagrangian point of view. She earned her Ph.D. in 2009 from Princeton University. Currently, Dr. Green is an associate professor at Syracuse University.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 10, 2021

AGENDA ITEM: Information Items

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

University, Student, Faculty, and Staff Activities and Awards

This report highlights 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.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
May 13, 2021**

**Information Item: Report of University Student, Faculty,
and Staff Activities and Awards**

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

University Highlights

The Carlson School of Management on the Twin Cities campus has created a \$50 million endowed scholarship, The Carlson Centennial Scholars Program, funded by 15 donors to attract, retain, and train top scholars.

The University has received a \$4.3 million grant from the National Aeronautics and Space Administration to explore the origins of life through a new Interdisciplinary Consortium for Astrobiology Research program. The collaborative research team will include scientists from five institutions.

The Natural Resources Research Institute is this year's recipient of the P&A Senate's Outstanding Unit Award for their support of P&A employees while also supporting the University's mission.

The Department of Integrative Biology and Physiology within the Medical School was awarded a \$150,000 grant from the American Heart Association. The award provides funding toward the department's advancement of diversity, equity, and scholarship.

The University's School of Public Health received a 5-year, \$10 million award to lead the Midwest Consortium for Hazardous Waste Worker Training. Previously led by the University of Cincinnati, School of Public Health professor, Peter Raynor, will serve as the Principle Investigator. The Consortium is one of 18 centers in the U.S. funded by the national Institute of Environmental Health Sciences' Worker Training Program.

Faculty and Staff Activities and Awards

Rachel Hardeman, associate professor in the School of Public Health, received the Bush Fellowship, a \$100,000 award for education and experiences toward becoming a more effective and equitable leader. This award recognizes accomplishments, commitment to inclusivity, and potential for contributions to their communities.

Ryan Caverly, assistant professor in the College of Science and Engineering on the Twin Cities campus, received a Department of Defense Award for established defense programs to stimulate

competitive research. His project, “On-the-Fly Flight Test Maneuver Optimization and Nonlinear Modeling of Hypersonic Systems” will receive \$600,000 over three years.

Law School professor, Joan Howland, is a recipient of the 2021 prestigious Robert J. Kutak Award, given by the American Bar Association’s Section of Legal Education and Admissions to the Bar to those who have made contributions to the collaboration of the academy, the bench, and the Bar.

Soumya Sen, associate professor in the Carlson School of Management, was named a 2021 Best 40-Under-40 Professor by *Poets & Quants*.

President Joan Gabel was named the new university vice chair for the national Council on Competitiveness. This council is a nonprofit organization committed to increasing the economic competitiveness of the United States.

Brenda Child, American Indian Studies professor in the College of Liberal Arts is the 2021 recipient of the University’s President’s Community-Engaged Scholar Award which recognizes Child’s community-engaged research and scholarship on the social history of American Indians.

Carolyn Bramante, assistant professor in the Medical School, received the 2021 Outstanding Trainee: Early Career Development Award from the Association for Clinical and Translational Science for her research and potential to change health policy.

Tanisha Fazal, professor in the College of Liberal Arts, was named one of 26 Andrew Carnegie 2021 Fellows. She will receive a \$200,000 stipend to support her research in the humanities and social sciences and publication of a book.

Michael Goh, Vice President for Equity and Diversity, was appointed by Governor Tim Walz as a commissioner for the Midwestern Higher Education Compact (MHEC). MHEC brings together midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities.

Ann Master, professor in the Institute of Child Development on the Twin Cities campus, was elected into the 2021 class of the American Academy of Arts and Sciences.

Bharat Jalan, associate professor in the College of Science and Engineering on the Twin Cities campus, received the prestigious international Peter Mark Memorial Award from the American Vacuum Society. The Award is given to honor outstanding theoretical or experimental work to one young scientist a year.

Medical School professor, Jerica Berge, along with a team of co-investigators, including Dianne Neumark-Sztainer (School of Public Health), Katie Loth (Medical School), Tai Mendenhall (College of Education and Human Development), Michael Miner (Medical School), Angela Fertig (Humphrey School of Public Policy), and Allan Tate (University of Georgia) was awarded a five million dollar

NIH clinical trial that will use ecological momentary intervention tools to intervene with parental stress to improve home food environments.

Brian Muthyala, assistant professor in the Medical School, University of Minnesota physician, Lily Rubenstein, and their MN CovidSitters team were selected as champions of humanistic care by the Arnold P. Gold Foundation.

Students Activities and Awards

Maggie Baldwin, University of Minnesota Morris and College of Veterinary Medicine alumna, was named the 2020 Veterinarian of the Year by the Colorado Veterinary Medical Association.

Isaiah Nielsen, University of Minnesota Morris undergraduate student, received the Critical Language Scholarship awarded by the U.S. State Department to expand the number of Americans studying foreign languages.