



Mission Fulfillment Committee

September 2021

September 9, 2021

9:15 a.m.

Videoconference & Boardroom, McNamara Alumni Center

MIS - SEP 2021

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 2021

AGENDA ITEM: 2021-22 Committee Work Plan

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Regent Mary Davenport
Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss the committee's 2021-22 work plan.

Background Information

Board of Regents Policy: *Board Operations and Agenda Guidelines* describes the role of the Mission Fulfillment Committee as follows:

The Mission Fulfillment Committee oversees and makes recommendations to the Board related to the University's mission, as articulated in Board of Regents Policy: Mission Statement and carried out on five campuses and across the state, the nation, and the world. The committee oversees and advises the administration on academic priorities, activities, programs, and initiatives central to the threefold mission of research and discovery, teaching and learning, and outreach and public service.

**Mission Fulfillment Committee
2021-22 Work Plan**

Date	Topics
2021	
September 9-10	<ul style="list-style-type: none"> • 2021-22 Committee Work Plan The committee will discuss the work plan agenda items for the 2020-21 meetings. • Report on Academic Program Changes The committee will hear an update on academic program changes approved by the Board in 2020-21, including an explanation of faculty and administrative review and approval process with examples of academic programs. • Educational Collaborations The committee will learn about academic partnerships the University has with other institutions, demonstrating statewide engagement and impact by leveraging existing relationships and developing new ones.
October 7-8	<ul style="list-style-type: none"> • Strategic Systemwide Enrollment Plan This item will include a first look at the proposed systemwide enrollment plan, including a discussion of campus-specific undergraduate enrollment goals. • Update on Lessons Learned The committee will discuss the lessons learned during the past academic year around instruction, and how these lessons are informing academic planning for the future.
December 16-17	<ul style="list-style-type: none"> • Annual Report on the Status of University Research & Commercialization of Technology As required by Board Policy, the committee will receive an update on the status of the University’s research and technology commercialization enterprise. • Encouraging Interdisciplinarity: Teaching, Research & Outreach The committee will hear an overview of institutional factors that can enhance or inhibit interdisciplinary work and discuss current and potential policy and administrative efforts the University can use to ensure successful interdisciplinary opportunities across the University’s mission.

2022	
February 10-11	<ul style="list-style-type: none"> • Twin Cities Campus Colleges' Strategic Plan Alignment with MPact 2025 This item will include an overview of how the campus is working to align existing collegiate activities—including enrollment and budget planning—with MPACT 2025 commitments, goals, and actions. The discussion will focus especially on which collegiate activities drive dashboard and progress card metrics. • Academic and Research Foundations of the Innovation Corridor The committee will learn more about planned efforts for the Innovation Corridor, which will advance the University's teaching, research, and outreach missions by connecting the private sector and other partners with University talent, research, and students.
May 12-13	<ul style="list-style-type: none"> • Promotion and Tenure, and Annual Continuous Appointments The committee will review and take action on recommendations for promotion and tenure and annual continuous appointments. • Term Faculty Contributions and Supports The University of Minnesota has several different types of faculty who all serve important functions to advance our mission. This discussion focuses on the contributions of term faculty and the support the University offers them to support their professional development and scholarly contributions.
June 9-10	<ul style="list-style-type: none"> • Distributed Learning Strategy The committee will hear an overview of what the University has learned about distributed learning during the pandemic and discuss efforts to develop a long-term strategy that leads to the innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs. • System Undergraduate Enrollment Management Update The item will include an update on the System Enrollment Council's work, progress, and future initiatives on systemwide recruitment, as well as current and potential PK-12 and collegiate pathways.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 2021

AGENDA ITEM: Report on Academic Program Changes

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Jeffrey Ratliff-Crain, Vice Chancellor for Academic Affairs and Innovation,
Rochester campus
Michael M. Schutz, Animal Science Department Head, College of Food,
Agricultural and Natural Resource Sciences, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss 2020–21 academic program changes, the components of degree programs, and the ways in which courses are utilized. The item will include:

- A report of 2020–21 approvals.
- Discussion of the approval process.
- Examples from two academic programs.

The committee will be asked to consider whether the process for new, changed, and discontinued academic programs ensures that academic proposals come before the committee having undergone a rigorous, thorough review at appropriate levels.

BACKGROUND INFORMATION

Academic program proposal review and approval is governed by University of Minnesota Administrative Policy: *Adding, Changing, or Discontinuing Academic Plans*. 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.

This report is submitted annually in conformance with Board of Regents Policy: *Board Operations and Agenda Guidelines*.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
September 9, 2021**

Annual Report on Academic Program Approval

Introduction

As part of its ongoing agenda, the Mission Fulfillment Committee reviews the new academic program approval and academic program changes recommended by the Executive Vice President and Provost. These recommendations are presented to the Committee on the consent agenda at each meeting. This report provides: (1) a summary of the process for approving new or changed academic programs, (2) an account of the changes approved by the Board in 2020–2021, and (3) a listing of five-year academic degree program trends by major, degree type, level, and campus.

Part I. The Academic Program Approval Process

The University of Minnesota’s set of academic programs is among the most comprehensive of any institution in the world. The University offers over 300 undergraduate majors on its five campuses; more than 200 master’s degree programs; over 100 doctoral degree programs; and professional programs including those in law, dentistry, medicine, pharmacy, nursing, and veterinary medicine. The University is one of only four campuses in the U.S. with agricultural programs as well as all academic health sciences including a major medical school. Given this breadth of programs and depth of faculty expertise, it is crucial for the University to engage in a comprehensive process of academic program review focused on the strength of our faculty expertise and responsive to emerging societal needs.

This section describes the program proposal approval process, the principles that guide approval, the criteria used to assess proposals for new and changed programs, and the process’s intersection with delegation of authority policies.

Program Approval Process

The process for establishing new academic programs, or making changes to current programs offered by any college or campus of the University of Minnesota, involves a series of steps designed to provide careful review and oversight. These processes originate at the programmatic and departmental level, progress through the colleges, to the Office of the Executive Vice President and Provost (EVPP) and, if necessary, the Board of Regents.



The stages of development and approval are additive, with various points of emphasis at each stage in the process. Early consultation within the college, among other colleges, with institutional units, and across campus is a key component of the process, as each unit focuses on different aspects of the proposal. For example, the Office of Undergraduate Education and the Graduate School focus their review on admission and degree requirements, University policy compliance, other factors specifically related to the

academic success of students. Review by the EVPP focuses on need and demand, efficiency and effectiveness, support and resources, mission, collaboration, and program duplication. New degree undergraduate program proposals on the Twin Cities campus are also reviewed by the Campus Curriculum Committee.

The public review period, which occurs in the weeks leading up to the Board of Regents meeting, encourages open communication across colleges and campuses concerning the creation, discontinuation, and change of academic programs; fosters collaboration and productive exchanges across and between departments and disciplines; and prevents inadvertent encroachment upon and duplication of academic programs.

Principles

The principles that guide academic plan review and approval include the following:

- **Alignment**
Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University's broad institutional goals and strategic directions.
- **Common Criteria**
Proposals for academic programs should reflect consideration of common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See "Criteria for New Program Proposals" section below.)
- **Communication and Consultation**
Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.
- **Timely Review**
The process ensures thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, Executive Vice President and Provost, system campus Vice Chancellor, or collegiate dean.

Approval of academic program proposals are carried out by the Board of Regents as guided by [University Policy](#) or by an appropriate-level administrator with the delegated authority from the Board. Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

Approval-Level Requirements

The type of requested action determines the required approval level. Changes requiring Board of Regents and Executive Vice President and Provost review and approval include the following:

- Adding a new degree plan (major), minor, or subplan (track, emphasis, concentration)
- Changing an existing degree or minor, including: adding a subplan, changing a plan or subplan name, changing a degree designation (e.g., B.S. to B.A., M.S. to M.A.), changing the academic home of a plan, merging two or more degrees or minors
- Adding a new integrated degree program (e.g., 4+1 Bachelor to Master's program)
- Discontinuing a degree, plan, or subplan
- Permanently changing the delivery modality of an existing plan (e.g., changing from offering in-person to partially or fully online)

Criteria for New Program Proposals

The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria parallel ones used in the University's periodic review of collegiate and departmental academic and administrative units.

Mission, Priorities, and Interrelatedness

- In what ways is the proposed program consistent with the University's and the unit's mission?
- How does the program support the unit's strategic direction and compact?
- How will the program contribute to the priorities of the University (SWSP), the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications for other units, colleges, or campuses, including the impact on other units of prerequisites and related courses?

Demand, Development, and Leveraging of Resources

- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. The following type of evidence is provided, as appropriate:
 - Evidence that the program meets societal needs and expectations
 - Evidence of consultation with employers or professional organizations, if appropriate
 - Employment data, if appropriate (e.g., current and projected availability of jobs for graduates)
 - Enrollment data for similar programs
 - Data indicating student interest or demand, both short- and long-term
 - Projected number of applicants for the program
 - Projected number of degrees to be conferred per year at full operation
- What is the intended geographic service area and what is the prospective student market?
- How will students benefit from the program?

Uniqueness and Comparative Advantage

- What are the characteristics of the program that make it particularly appropriate for the University of Minnesota?
- Are there comparable academic programs in Minnesota or elsewhere?
- What planning and development expertise shaped the proposal?

Efficiency and Effectiveness

- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
- What steps will be taken to ensure the program is operated economically and effectively?

Quality, Productivity, and Impact

- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.

Part II. Summary of 2020–21 New and Changed Programs

NEW PROGRAMS 2020–2021

TWIN CITIES CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Carlson School of Management</i>	M.B.A degree in Management Science	May 2021
	Post-baccalaureate Certificate in Entrepreneurship and Innovation	May 2020
<i>College of Continuing and Professional Studies</i>	Undergraduate minor in Long Term Care Management	Sept 2020
	Undergraduate certificate in Environmental Health and Safety	Feb 2021
	Undergraduate certificate in Long Term Care Management	June 2021
<i>College of Education and Human Development</i>	B.S. degree in Physical Activity and Health Promotion	Dec 2020
	Undergraduate minor in Educational Psychology Research	Feb 2021
	Undergraduate certificate in Sales	May 2021
	Post-Baccalaureate Certificate in Learning Sciences	June 2021
<i>College of Food, Agricultural and Natural Resource Sciences</i>	Post-Baccalaureate Certificate in Poultry Health (joint program with the College of Veterinary Medicine)	Feb 2021
<i>College of Liberal Arts</i>	Undergraduate minor in Museum and Curatorial Studies	Sept 2020
	Undergraduate certificate in Creative Writing	May 2021
<i>School of Public Health</i>	M.P.H. degree in Public Health Data Science	June 2021
	Graduate minor in Climate Change and Health	June 2021
<i>College of Veterinary Medicine</i>	Post-Baccalaureate Certificate in Poultry Health (joint program with the College of Food, Agricultural and Natural Resource Sciences)	May 2021

DULUTH CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>College of Education and Human Services Professions</i>	Undergraduate minor in Developmental/Adapted Physical Education	Sept 2020
	Undergraduate minor Health and Wellness Coaching	Feb 2021
<i>Swenson College of Science and Engineering</i>	Undergraduate minor in Quality Science	Feb 2021

CROOKSTON CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Crookston Campus</i>	Undergraduate minor in Sustainability	Dec 2020
	B.S. degree in Applied Agricultural Communication Studies	May 2021
	Undergraduate minor in Graphic Design	May 2021
	Undergraduate minor in Leadership	May 2021
	Undergraduate minor in Programming	May 2021

PROGRAM CHANGES 2020–2021

TWIN CITIES CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Carlson School of Management</i>	Create a Global Medical Industry subplan in the M.B.A. degree	Dec 2020
	Create an Integrated Degree Program option the B.S. degree in Agriculture and Food Business Management and M.S. degree in Applied Economics degree	Dec 2020
<i>College of Continuing and Professional Studies</i>	Deliver the Bachelor of Applied Science (B.A.Sc.) in Construction Management degree partially online	Sept 2020
	Discontinue the University Honors Program subplan option in the Inter-College Program B.S. degree	Sept 2020
	Deliver the M.P.S. in Applied Sciences Leadership completely online	Dec 2020
	Deliver the undergraduate minor in construction management partially online	Feb 2021
	Create and Environmental Health and Safety subplan in the undergraduate minor in Construction Management	Feb 2021
<i>College of Design</i>	Discontinue the Housing Studies subplan in the M.A., M.S., and Ph.D. degrees in Design	Dec 2020
	Create an Architecture subplan in the Ph.D. degrees in Design	Dec 2020
<i>College of Education and Human Development</i>	Deliver the undergraduate and Post-Baccalaureate Certificate in Autism Spectrum Disorder completely online	Feb 2021
	Create an early and elementary education subplan in the Early Childhood B.S. degree	May 2021
	Change the name of the undergraduate minor in Health and Wellness Promotion to Physical Activity and Health Promotion	May 2021
<i>College of Food, Agricultural and Natural Resource Sciences</i>	Discontinue the Rochester subplan in the Master of Science in Nutrition degree	Sept 2020
	Create an Integrated Degree Program option in the B.S. and M.S. degrees in Applied Economics	Dec 2020
	Create an Integrated Degree Program option the B.S. degree in Agriculture and Food Business Management and M.S. degree in Applied Economics degree	Dec 2020
	Change the name of the B.S. degree and undergraduate minor in Food Systems to Sustainable Agriculture and Food Systems	May 2021

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>College of Liberal Arts</i>	Change the name of the Hindi, Urdu and Arabic subplans in the Asian and Middle Eastern Studies B.A. degree and undergraduate minor	Sept 2020
	Create a dual M.H.R./M.P.H. degree	Dec 2020
	Discontinue the B.A. in Journalism/M.A. in Health Communications Integrated Degree Program option	May 2021
	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	June 2021
	Change the name of the M.A. in Asian Studies to Asian and Middle Eastern Studies	June 2021
	Create a Master's level subplan option within the existing American Indian and Indigenous Studies doctoral minor	June 2021
<i>College of Science and Engineering</i>	Create three new subplans in the Bachelor of Computer Engineering (B.Comp.E.) degree.	Sept 2020
	Create three new subplans in the Bachelor of Electrical Engineering (B.E.E.) degree.	Sept 2020
	Move the academic home of the Bioinformatics and Computational Biology Ph.D. and M.S. degrees and graduate minor from the Graduate School to the CSE.	Dec 2020
<i>College of Veterinary Medicine</i>	Deliver the Integrated Food Systems Leadership Post-Baccalaureate Certificate fully online	Dec 2020
<i>Humphrey School of Public Affairs</i>	Create a dual M.H.R./M.P.H. degree	Dec 2020
<i>Medical School</i>	Change the name of the Renal Transplant Fellowship to the Transplant Nephrology Fellowship	Dec 2020
	Change the name of the Vascular Interventional Radiology-Independent Residency to the Interventional Radiology-Radiology Independent Residency	May 2021
	Change the name of the Family Medicine St. Joseph's Hospital Residency to the Family Medicine Woodwinds Hospital Residency	May 2021
	Change the name of the Plastic Surgery Residency to the Plastic and Reconstructive Surgery Residency	June 2021
<i>School of Nursing</i>	Create a partially online option in the Nursing PhD degree	Sept 2020
<i>School of Public Health</i>	Create a dual M.H.R./M.P.H. degree	Dec 2020
	Change the name of the Management Fundamentals Post-Baccalaureate Certificate to the Healthcare Management Post-Baccalaureate Certificate	Dec 2020
	Deliver the graduate minor in American Indian and Public Health and Wellness Minor partially online	May 2021
	Create an Integrated Degree Program Option in the B.S. degree in Health Scns & the M.P.H. in Envi Health (joint with UMR)	May 2021

DULUTH CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>College of Liberal Arts</i>	Deliver the M.T.A.G. degree fully online	Dec 2020
	Deliver the M.T.R.E.S. degree fully online	Dec 2020
	Change the name of the College of Liberal Arts to the College of Arts, Humanities, and Social Sciences	June 2021

CROOKSTON CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Crookston Campus</i>	Discontinue the Biofuels and Renewable Energy Technology, and Power and Machinery subplans in the B.S. degree in Agriculture and Systems Management	Feb 2021
	Discontinue the Aviation subplan in the B.S. degree in Natural Resources	Feb 2021

MORRIS CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Morris Campus</i>	Create a Green Sustainable subplan in the Chemistry B.A. degree	Dec 2020
	Change the name of the B.A. degree and undergraduate minor in Medieval Studies to Medieval and Ancient Studies	Feb 2021
	Discontinue the French K–12 subplan in the B.A. degree in Secondary Education	Feb 2021

ROCHESTER CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
	Create an Integrated Degree Program Option in the B.S. degree in Health Sciences and the M.P.H. degree in Environmental Health (jointly with the School of Public Health Twin Cities campus)	May 2021

PROGRAM DISCONTINUATIONS 2020–2021

TWIN CITIES CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>College of Biological Sciences</i>	Discontinue the graduate minor in Microbial Ecology	Dec 2020
<i>College of Continuing and Professional Studies</i>	Discontinue the undergraduate Interpreting Certificate	Sept 2020
	Discontinue the undergraduate minor in Translation	Sept 2020
	Discontinue the graduate minor in Biological Sciences	Dec 2020
	Discontinue the undergraduate Certificate in Nanotechnology Practice	May 2021
<i>College of Design</i>	Discontinue the Post-Baccalaureate Certificate in Housing Studies	Dec 2020
<i>College of Science and Engineering</i>	Discontinue the graduate minor Biophysical Sciences and Medical Physics (with the Graduate School and Medical School)	May 2021
<i>Medical School</i>	Discontinue the graduate minor Biophysical Sciences and Medical Physics (with the Graduate School and College of Science and Engineering)	May 2021
	Discontinue the Fairview/MOSMI Sports Medicine Fellowship	May 2021

DULUTH CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Labovitz School of Business and Economics</i>	Discontinue the Bachelor of Business Analytics (B.B.A.) degree and undergraduate minor in Marketing Analytics	Sept 2020

CROOKSTON CAMPUS

<i>College/Unit</i>	<i>Degree/Program</i>	<i>Approval</i>
<i>Crookston Campus</i>	Discontinue the B.S. degree in Aviation	Feb 2021

Part III. Academic Degree Program Trends

Five-Year Comparison

Listed below are the number of degree programs by general degree type. The numbers in parenthesis represent the number of degree programs in September 2017 and the numbers to the left of the parenthesis represent the current count as of September 2021.

	<i>Undergraduate</i>	<i>Master's</i>	<i>Doctoral/Professional</i>	<i>Post-Bac Cert</i>
<i>Twin Cities</i>	155 (150)	188 (183)	106 (108)	94 (77)
<i>Duluth</i>	96 (90)	25 (25)	2	3 (5)
<i>Morris</i>	34 (34)			
<i>Crookston</i>	36 (34)			
<i>Rochester</i>	2 (2)	1* (1)	1* (1)	

* Graduate degrees granted by the Twin Cities campus, with the administrative home of the program on the Rochester campus.

Undergraduate, Graduate, and Professional Degrees Conferred

Listed below are the largest degree programs by degree type and campus.

TWIN CITIES UNDERGRADUATE

<u>MAJOR</u>	2016	2017	2018	2019	2020	TOTAL
PSYCHOLOGY B.A.	307	286	270	283	263	1409
COMPUTER SCIENCE B.S.	231	227	254	295	329	1336
JOURNALISM B.A.	277	267	238	289	246	1317
COMMUNICATION STUDIES B.A.	251	240	197	192	192	1072
FINANCE B.S.B.	174	168	215	248	236	1041
MECHANICAL ENGR B.M.E.	190	194	209	203	198	994
POLITICAL SCIENCE B.A.	229	171	176	194	215	985
ECONOMICS B.A.	225	191	184	171	178	949
PSYCHOLOGY B.S.	165	179	185	194	218	941
BIOLOGY B.S.	158	187	204	176	188	913
<u>ALL OTHER DEGREES</u>	5480	5697	5679	5785	5793	28434
GRAND TOTAL	7687	7807	7811	8030	8056	39391

TWIN CITIES MASTER'S DEGREES

<u>MAJOR</u>	2016	2017	2018	2019	2020	TOTAL
BUSINESS ADMIN M.B.A.	515	479	454	469	370	2287
TEACHING M.ED.	282	276	263	254	231	1306
SOCIAL WORK M.S.W.	123	131	137	126	124	641
ELECTRICAL ENGINEERING M.S.E.E.	118	139	133	106	37	533
BUSINESS ANALYTICS M.S.	40	80	99	101	137	457
PUBLIC POLICY M.P.P.	76	83	78	88	81	406
HLTH CARE ADMINISTRATION M.H.A.	61	76	87	60	68	352
COMPUTER SCIENCE M.S.	76	79	50	77	67	349
MASTER OF NURSING	64	63	63	63	62	315
HUMAN RSRC/INDUS REL M.A.	69	61	83	73	11	297
<u>ALL OTHER DEGREES</u>	1754	2018	1904	1971	1948	9595
GRAND TOTAL	3178	3485	3351	3388	3136	16538

**TWIN CITIES
PROFESSIONAL & DOCTORAL**

<u>MAJOR</u>	2016	2017	2018	2019	2020	TOTAL
MEDICINE M.D.	232	220	216	229	199	1096
LAW J.D.	248	208	194	159	198	1007
PHARMACY PHARM. D.	153	160	173	160	164	810
DENTISTRY D.D.S	109	107	114	122	127	579
DOCTOR OF NURSING PRACTICE	96	121	109	102	105	533
VETERINARY MEDICINE D.V.M.	97	98	102	99	93	489
PHYSICAL THERAPY D.P.T.	51	47	43	55	53	249
CHEMISTRY PH.D.	33	33	34	37	31	168
ELECTRICAL ENGINEERING PH.D.	31	29	34	36	26	156
ORG LEAD POL AND DEV PH.D.	37	22	25	34	30	148
<u>ALL OTHER DEGREES</u>	735	641	622	715	593	3306
GRAND TOTAL	1822	1686	1666	1748	1619	8541

DULUTH UNDERGRADUATE

MAJOR	2016	2017	2018	2019	2020	TOTAL
PSYCHOLOGY B.A.SC.	123	121	134	142	126	646
MARKETING B.B.A.	89	123	109	118	123	562
MECHANICAL ENGINEERING B.S.M.E.	92	89	123	122	125	551
BIOLOGY B.S.	91	90	72	91	106	450
ACCOUNTING B.ACC.	91	79	94	74	78	416
COMMUNICATION B.A.	74	86	95	82	77	414
FINANCE B.B.A.	63	60	79	99	86	387
MANAGEMENT B.B.A.	73	70	75	63	52	333
CRIMINOLOGY B.A.	47	64	61	56	54	282
CIVIL ENGINEERING B.S.C.E.	58	48	58	54	48	266
<u>ALL OTHER DEGREES</u>	1074	1072	1196	1125	1177	5644
GRAND TOTAL	1875	1902	2096	2026	2052	9951

DULUTH MASTER'S

MAJOR	2016	2017	2018	2019	2020	TOTAL
SOCIAL WORK M.S.W.	27	31	24	43	43	168
EDUCATION M.ED.	20	16	19	25	20	100
COMMUNICATION SCI/DISORD M.A.	16	19	18	17	19	89
ENVMTNL HLTH/SAFETY M.ENVHLTSAF	7	16	27	18	11	79
TRIB ADMIN & GOVERN M.T.A.G.	14	11	15	9	7	56
COMPUTER SCIENCE M.S.	10	13	9	16	7	55
BUSINESS ADMIN M.B.A.	9	14	10	4	17	54
APPLIED/COMPUTATIONAL MATH M.S.	9	12	15	8	9	53
CHEMISTRY M.S.	14	12	7	6	14	53
PSYCHOLOGICAL SCIENCE M.A.	6	8	9	15	14	52
<u>ALL OTHER DEGREES</u>	51	44	57	69	78	299
GRAND TOTAL	183	196	210	230	239	1058

DULUTH DOCTORAL

MAJOR	2016	2017	2018	2019	2020	TOTAL
TEACHING AND LEARNING ED.D.	1	5	9	0	1	16
GRAND TOTAL	1	5	9	0	1	16

MORRIS UNDERGRADUATE

MAJOR	2016	2017	2018	2019	2020	TOTAL
BIOLOGY B.A.	50	32	51	47	53	233
PSYCHOLOGY B.A.	36	49	36	33	24	178
MANAGEMENT B.A.	27	29	22	27	22	127
COMPUTER SCIENCE B.A.	28	20	20	23	21	112
ENGLISH B.A.	16	35	16	6	20	93
ELEMENTARY EDUCATION B.A.	15	21	16	21	17	90
CHEMISTRY B.A.	21	21	21	17	8	88
ECONOMICS B.A.	33	13	5	10	12	73
SPORT MANAGEMENT B.A.	8	16	11	12	8	55
POLITICAL SCIENCE B.A.	12	9	12	10	10	53
<u>ALL OTHER DEGREES</u>	107	122	128	119	127	603
GRAND TOTAL	353	367	338	325	322	1705

CROOKSTON UNDERGRADUATE

MAJOR	2016	2017	2018	2019	2020	TOTAL
ACCOUNTING B.S.	46	46	46	45	54	237
MANAGEMENT B.S.	59	51	43	42	35	230
HEALTH MANAGEMENT B.S.	31	42	28	31	33	165
NATURAL RESOURCES B.S.	35	31	31	18	26	141
APPLIED STUDIES B.S.	27	20	19	29	34	129
COMMUNICATION B.S.	18	18	26	23	22	107
MANUFACTURING MANAGEMENT B.M.M.	19	24	20	20	17	100
ANIMAL SCIENCE B.S.	24	19	17	15	18	93
AGRONOMY B.S.	25	17	18	16	14	90
FINANCE B.S.	9	16	14	16	25	80
<u>ALL OTHER DEGREES</u>	133	136	144	152	165	730
GRAND TOTAL	426	420	406	407	443	2102

ROCHESTER UNDERGRADUATE

MAJOR	2016	2017	2018	2019	2020	TOTAL
HEALTH SCIENCES B.S.	68	88	58	56	87	357
HEALTH PROFESSIONS B.S.	37	29	27	28	30	151
GRAND TOTAL	105	117	85	84	117	508

Report on Academic Program Changes

Board of Regents | Mission Fulfillment Committee | September 9, 2021

Rachel Croson

Executive Vice President and Provost

Jeffrey Ratliff-Crain

Vice Chancellor for Academic Affairs
and Innovation, UMN Rochester

Michael M. Schutz

Head, Department of Animal Science,
College of Food, Agricultural and Natural Resource Sciences



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

MPact 2025

Commitment 1: Student Success

Goal 3: Increase innovative and high-quality educational offerings across modes of delivery to reach students where they are.

Action 3: Enhance the quality and support for educational offerings.



University Policy

Adding, Changing, or Discontinuing Academic Plans

Departments, colleges, and campuses have the authority to establish, change, and discontinue academic programs that may appear on official University transcripts, subject to appropriate consultation with other units and **subject to the final authority of the Board of Regents.**

Undergraduate, graduate, and professional credit-bearing degrees, majors, minors, and certificates.



Board of Regents Approval



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

Sept 10, 2020

AGENDA ITEM: Consent Report

 Review Review + Action Action Discussion This is a report required by Board policy.

PRESENTERS: Rachel Crosor, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Create an undergraduate minor in Long Term Care Management
- College of Liberal Arts (Twin Cities campus)—create an undergraduate minor in Museum and Curatorial Studies
- The College of Education and Human Service Professions (Duluth Campus)—Create an undergraduate minor in Developmental/Adapted Physical Education

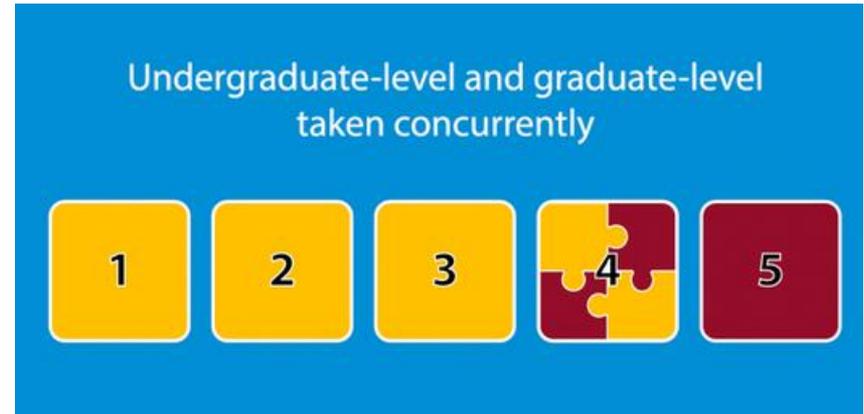
II. Request for Approval of Changed Academic Programs



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Scope

- Adding a new or changing an existing degree plan (major), minor, or subplan (e.g., track, emphasis, concentration)
- Discontinuing a degree plan or subplan
- New Integrated Degree Program



Principles

- **Mission, Priorities, and Interrelatedness**—How does the program support the unit's strategic direction and compact?
- **Demand, Development, and Leveraging of Resources**—What evidence shows student or industry demand?
- **Uniqueness and Comparative Advantage**—What are the characteristics of the program that make it particularly appropriate for the University
- **Efficiency and Effectiveness**—Is the program within the capacity of the unit's resources?
- **Quality, Productivity, and Impact**—How will program quality be measured?



Approval Levels and Process Overview

- Additive, with special points of emphasis at each stage.
- Consultation
 - within the unit
 - among colleges
 - posting for public review

Faculty, Depts & Programs

Colleges and
Campuses

EVPP

Board of Regents



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

2020–2021 Program Additions and Discontinuations

Level	Type	Added	Discontinued
Baccalaureate	Undergraduate Degrees (Majors)	2	2
	Minors	10	1
	Certificates	4	2
Post-baccalaureate	Graduate/Professional Degrees	2	0
	Certificates	3	1
	Minors	1	4
	Medical School Fellowships	0	1



Examples of Collaborations

- **Across colleges**

Post-Baccalaureate Certificate in Poultry Health (College of Veterinary Medicine and the College of Food, Agricultural and Natural Resource Sciences; approved Feb 2021)

- **Across the system**

Integrated Degree Program Option in the B.S. in Health Sciences (Rochester) and the M.P.H. in Environmental Health (School of Public Health Twin Cities; approved May 2021)



Graduate Poultry Health Certificate

- Developed in response to needs of Minnesota's poultry industry
- Provides training for new workforce and supports retention and advancement for current employees
- Career opportunities for new, current, and non-traditional students

Graduate certificate is the initial phase in vision of development of **Stackable Poultry Programs**



Graduate Poultry Health Certificate

- **Ideal student:** Undergraduate education (or advanced status) with a desire for higher-level training in poultry health and disease. UMN registered students and non-registered poultry professionals.
- **Timeline:**
 - Individual courses: 14 weeks (1-3 credits)
 - Full Certificate program: 2-4 semesters (12 credits)
- **Method of delivery:** Most courses available completely online, designed to accommodate working professionals with weekly deadlines.



Flexibility

- Students take courses that meet their needs
- Full Certificate: 12 credits
 - 3 required courses
 - 3 elective courses (of 6 planned)
- All courses apply toward the 20 required credits of research-based M.S. Degree in Applied Poultry Science



Truly Collaborative

College of Veterinary
Medicine Faculty

Tim Johnson, Director for Graduate
Poultry Health Certificate

Carol Cardona

Dawn Foster-Harnett

Deb Freedman

Saad Gharaibeh

Rob Porter

Kent Reed

Randy Singer

College of Food, Agricultural and
Natural Resource Sciences Faculty

Anup Kollanoor Johny, Director for M.S.
Degree in Applied Poultry Science

Erin Cortus

Kahina Ghanem

Sally Noll

Abby Schuft



Examples of Collaborations

- Across colleges

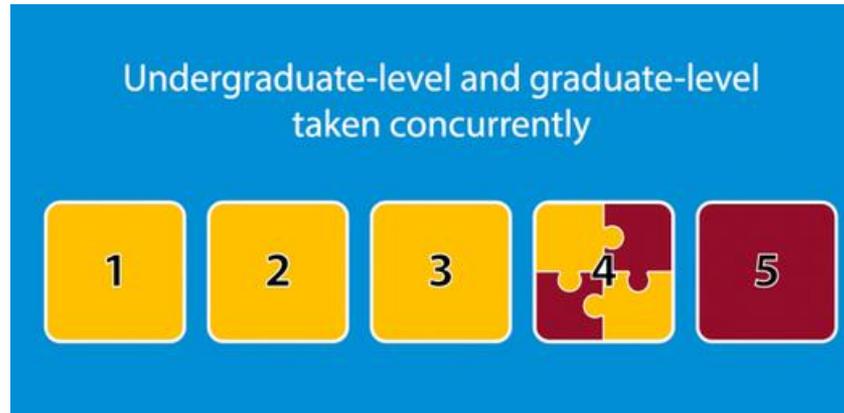
Post-Baccalaureate Certificate in Poultry Health (College of Veterinary Medicine and the College of Food, Agricultural and Natural Resource Sciences; approved Feb 2021)

- Across the system

Integrated Degree Program Option in the B.S. in Health Sciences (Rochester) and the M.P.H. in Environmental Health (School of Public Health Twin Cities; approved May 2021)

Integrated BSHS/MPH in Environmental Health

Students earn a Bachelor of Science in Health Sciences (BSHS) from Rochester **and** a Master of Public Health (MPH) in Environmental Health from Twin Cities in five years.





Getting In

Students apply during fall semester of their junior year

Applications receive thorough review alongside all other applications to the School of Public Health



Anticipated Outcomes

- For UMR: recruiting students
- For SPH: Attract additional diverse, highly accomplished and qualified students to MPH
- For System: Retaining talent in Minnesota
- Graduates will increase the strength of the public health workforce locally, nationally, and globally.



Policy Discussion

Process ensures that academic proposals before the committee have undergone a rigorous, thorough review at appropriate levels.

Questions for discussion:

What other kinds of programs or collaborations within the University system should we be encouraging?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 2021

AGENDA ITEM: Educational Collaborations

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Rachel Croson, Executive Vice President and Provost
Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus
Michael Rodriguez, Dean, College of Education and Human Development, Twin Cities campus
Kevin Klair, Director, Center for Farm Financial Management, College of Food, Agricultural and Natural Resource Sciences, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is a discussion of academic partnerships the University has with other institutions, demonstrating statewide engagement and impact by leveraging existing relationships and developing new ones.

The item will include an overview of the [Minnesota P-20 Education Partnership](#) and the foundation it provides for educational collaborations across the state. Specific examples of collaborations to be discussed include those with Minnesota State and with tribal colleges in Minnesota.

BACKGROUND INFORMATION

At the February 2021 meeting, the Mission Fulfillment Committee approved the 2021 [Postsecondary Planning: A Joint Report to the Minnesota Legislature](#), which describes in more detail the many collaborative programs and services between the University and Minnesota State.

The *2021 Report to the Legislature of the Minnesota P-20 Education Partnership* is included in the docket.



Report to the Legislature
January 15, 2021

Minnesota P-20 Education Partnership

2021 Report to the Legislature

As required by Minnesota Statute, Section 127A.70

Submitted by:

Dr. Ron Anderson
Senior Vice Chancellor, Minnesota State
Chair, Minnesota P-20 Education Partnership

The report was prepared by Chair Anderson with extensive support from the Education Strategy Group (a mission-driven organization that works with Pre-K-12, higher education, and workforce leaders to improve student success and advance equity), Vice Chair Robert McMaster (Vice Provost and Dean of Undergraduate Education at the University of Minnesota), Mary Cathryn Ricker (Commissioner of the Minnesota Department of Education) and Dennis Olson (Commissioner of the Minnesota Office of Higher Education).

Cost of Report Preparation

The total cost of preparing this report was approximately \$1,500 with most costs involving staff time to prepare the written report. The majority of this cost was covered by a grant from Joyce Foundation, which has supported the engagement of the Education Strategy Group since fall 2019.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Minnesota P-20 Education Partnership

2021 Report to the Legislature

Purpose

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The purpose of the Partnership is to “create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources” (Minn. Stat. § 127A.70). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Ron Anderson, Senior Vice Chancellor of Minnesota State, became the chair of the P-20 Education Partnership in the summer of 2019 and will serve through June of 2021. Dr. Robert McMaster, Vice Provost and Dean of Undergraduate Education has served as vice chair during this time period and will assume the role of chair in July 2021.

The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership’s progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals.

Background and Context

In the summer of 2019, leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor’s office, participated in a convening of the Level UP Coalition—a collaborative of state and national partners focused on “measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs” (<http://edstrategy.org/level-up-launch/>).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group**. This focus on disaggregated attainment rates is significant and somewhat unique, and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to

support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

The P-20 Education Partnership is committed to being a champion for lifelong learning - focusing on strategies across the learner lifespan, including early childhood, Pre-K-12, postsecondary, and the workforce. The Partnership has expanded the scope of its work to intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. Earlier this year, the P-20 Education Partnership developed the following set of equity principles that undergird all of our work:

- We commit to approaching our work from an equity, anti-racism, and unity lens.
- We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
- We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
- We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Overview of Work Accomplished and Focus for the Future

Over the past year, the P-20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The short term recommendations laid out in this legislative report will serve as the action agenda for the P-20 Education Partnership for 2021
- The long term recommendations require more planning, discussions and collaboration with people and organizations not currently part of the Partnership's discussions, which will be undertaken during 2021
- Our intent is to develop working groups comprised of cross sector/interagency representatives in January 2021 that will be charged with developing tangible action steps to make each of the short term recommendations a reality within the next year, and to present the Governor and Legislature a strategy for enacting the longer term recommendations by the end of 2022. The 2021 Annual Report from the P-20 Education Partnership will provide a detailed update on the actions taken and the proposals to the Governor and Legislature for acting on all of the remaining recommendations.

The recommendations outlined in the following pages reflect the shared learning, insights, and feedback provided by members of the P-20 Education Partnership and its affiliates to the executive team over the past year, and address ways in which the state can work to achieve its postsecondary attainment goal. This year's focus was on how to best leverage the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid & literacy, (3) credentials of value, and (4) dual credit.

Data Use & Capacity (DUC)

The P-20 Education Partnership benefited from a year-long effort by the Learner Lifespan Working Group (LLWG), which was created by the Executive Committee to review the current data pertaining to the attainment goal, to create a strategic vision around how data can inform the efforts and goals of the Partnership. Their work and summary report will inform the ongoing work of the Partnership. As such, we plan on transitioning this ad hoc work group into a standing committee of the Partnership to continue to integrate data into all of our work.

DUC Recommendation 1: Expand the state's data capacity to meet the increasing demand for information around education and training.

Short-term actions:

1. Task the LLWG and SLEDS Governance Committee with analyzing the existing landscape of research-practice partnerships and then develop a strategy for better connecting and leveraging the various research centers across the state's higher education institutions to expand the state's analytical capacity.
2. Explore membership in the National Network of Education Research-Practice Partnerships (NNERPP) to benefit from learning from other states' experiences and practices.
3. Create forums and platforms to more effectively share and disseminate the results of research around education and training (e.g. website, newsletters, social media, annual convenings, etc.).

Longer-term actions:

4. Invest in expanding the state's research-practice partnerships.

DUC Recommendation 2: Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota.

Short-term actions:

1. Conduct a short survey among Partnership members to identify their biggest needs for support around understanding and using data.
2. Provide training and supports (e.g. through webinars, handouts, dedicated time during P-20 Partnership meetings, etc.) targeted towards the identified gaps.

3. Encourage members to involve their organizations' data staff by inviting them to join the standing data committee, as well as to attend the full P-20 meetings, as relevant.
4. Focus on the need to prioritize trust and transparency around all data efforts; consider creating or adapting an existing set of data principles which lay out values of using data ethically and appropriately to help people.

Longer-term actions:

5. Secure a Strategic Data Fellow to support the work of the P-20 Education Partnership and manage the LLWG.

DUC Recommendation 3: Develop a tool (i.e. dashboard) to track leading indicators that impact the state's progress in meeting its postsecondary attainment goal and use the data to guide members through decision-making to accelerate the state's progress, especially for low-income students, and black, indigenous, and students of color.

Short-term actions:

1. Prioritize a set of leading indicators of student success across the transition from Pre-K-12 to postsecondary and the workforce based on the work of the LLWG. Include metrics that gauge 21st Century Skills in this work.
2. Create and manage a data page on the yet-to-be-resuscitated P-20 Education Partnership website that presents all of the existing data sets, dashboards, and tools that already exist around education and training in Minnesota (see LLWG appendix for this list).

Longer-term actions:

3. Develop a strategy for the purpose, audience, development, and management of a single, connected P-20W (with the W representing an expansion of focus to include workforce outcomes) dashboard that captures the learner lifespan and highlights the pain points where individuals are lost in the transition points of their education/career journey. This will require funding (from the legislature and/or a philanthropic partner) and designation of the appropriate agency to manage and maintain the tool.

Below are examples of existing efforts within Minnesota to leverage:

- Learner Lifespan Work Group (LLWG)
- SLEDS Governance Committee
- Existing research-practice partnerships

Financial Aid & Literacy (FAL)

The P-20 Education Partnership recognizes the importance of taking a multi-pronged approach to addressing college affordability, particularly in the current economic climate. The state

should raise awareness on the long-term value of a postsecondary education, as well as on the multiple options for affording them. This communications effort should be coupled with targeted support to low-income and first-generation college students and their families to deepen their understanding of the actual costs of attendance and to develop a plan for financing their education. Far too often, this type of support comes too late. As such, the P-20 Education Partnership recommends extending these supports into middle school or earlier. Additionally, the state should double down on its ongoing efforts to increase FAFSA completion rates across the state, leveraging its recent legislation to develop a cross-agency goal.

FAL Recommendation 1: Develop a joint MDE-OHE communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity, as well as on the myriad of options for accessing and affording them.

Short-term actions:

1. Launch a joint OHE and MDE statewide communications campaign about the value of a postsecondary education or training program in the current economic climate, and how existing efforts (e.g. dual credit coursework) mitigate the costs of attaining a postsecondary credential.
2. Develop a shared definition for affordability among higher education institutions, OHE, and MDE.
3. Promote the use of the newly updated College Scorecard to help students and families understand their options.

Longer-term actions:

4. Leverage the state's research-practice partnerships to conduct a study on the return on investment of postsecondary education or training for Minnesotan students.

FAL Recommendation 2: Provide targeted support to middle and high school students and their families to help them better understand their options for preparing to pay for a postsecondary education.

Short-term actions:

1. Support postsecondary institutions' integration of financial literacy into Summer Bridge and orientation programs for incoming college students.
2. Expand MDE guidance to school systems on how to leverage the requirement that all students create a personal learning plan to expose students to their postsecondary options and to provide targeted support around key financial aid milestones.

Longer-term actions:

3. Develop and launch an interactive tool to help students and families understand the cost of attendance across systems and institutions.
4. Integrate financial literacy into high school course standards.
5. Standardize the format of award letters to make them easier to interpret and compare among institutions.

FAL Recommendation 3: Leverage the state’s recent legislation to develop a cross-agency goal for increasing FAFSA completion to bolster support and develop joint strategies towards meeting it.

Short-term actions:

1. Expand the number of school systems using the state’s platform for accessing student-level FAFSA completion data to enable them to better target student supports.
2. Provide targeted assistance and capacity from MDE and OHE to school systems with the lowest rates of FAFSA completion overall and for low-income students, and black, indigenous, and students of color.
3. Expand the state’s communications efforts focused on the benefits of FAFSA completion, including the development of a common toolkit of best practices and messaging materials for increasing FAFSA completion for schools and school systems.

FAL Recommendation 4: Use available state and federal funds to bolster advising supports that are targeted toward low-income students and families to build their awareness of their postsecondary pathway options and the myriad of ways to afford them.

Short-term actions:

1. Leverage GEAR UP and other federal funds to target support to communities with the lowest direct college enrollment rates.
2. Expand the Minnesota Goes to College program to include support to students across the state on applying for financial aid, interpreting award letters, and making smart financial decisions.

Below are examples of existing efforts within Minnesota to leverage:

- [Minnesota Goes to College](#) (MDE and OHE)
- [Minnesota FAFSA Goal Legislation](#) (SF 3683)
- [Minnesota Get Ready](#) (OHE)

Credentials of Value (COV)

The P-20 Education Partnership’s focus on credentials reinforces the broader need to be more inclusive of the workforce and employers in the Partnership’s structure and leadership; this necessitates stronger engagement with DEED, DLI and employers. By fostering stronger cross-sector partnerships, the state can develop a shared definition of a high-quality credential, identify a prioritized list of credentials with labor market value, and integrate them into meaningful career pathway programs. The Partnership also expressed the urgent need to keep equity at the center of these recommendations, recognizing that low-income students, and

black, indigenous, and students of color have been disproportionately represented in two-year and certificate programs.

COV Recommendation 1: Adopt a single statewide definition of a high-quality credential across P-20 and workforce.

Short-term actions:

1. Strengthen DEED, DLI and employer engagement in the P-20 Education Partnership to ensure the workforce is included in this group's focus on human capital development.
2. Convene a working group within P-20 with representation across Pre-K-12, postsecondary education, and workforce to develop a shared definition of a high-quality credential that builds upon the state's existing efforts to define college and career readiness and to reinforce the need of credentials to be stackable, recognizable, and leading to a family-sustaining wage.

Longer-term actions:

3. Codify the definition into legislation to incentivize education and training providers to focus on high-quality credentials and to phase out those that lack currency in the labor market.

COV Recommendation 2: Create a single list of all the credentials offered in the state, and highlight those which meet the state's definition of high quality and have greatest labor market value

Short-term actions:

1. Expand the work to catalog credentials on the Credential Registry to include all education and training credentials, and include ways to designate the credentials that have the greatest labor market alignment and set up students for careers with family-sustaining wages and/or are stackable on a path to those careers.
2. Incent adoption of the Credential Transparency Data Language throughout Minnesota to ensure that there is interoperability across all education and training providers and systems and to create ease of comparability across programs.
3. Encourage the business community to incorporate specific credential requirements into job postings.
4. Consider legislation or executive action to create incentives (e.g. funding, regulatory, etc.) for guiding providers and opportunity seekers to focus on credentials of value.

Longer-term actions:

5. Develop pathways incorporating credentials for the state's most in-demand industries and occupations; ensure employers are part of this process.
6. Build a portal geared toward allowing students and opportunity seekers of all ages to be able to search labor market information and credential offerings.

COV Recommendation 3: Better align and connect education with industry needs.

Short-term actions:

1. Collect information on industry-recognized credential attempts and attainment and explore the feasibility of including those data in the high school report card, higher education transcript, and/or the P-20 dashboard.
2. Build upon the work of the 21st Century Skills Working Group and consider ways to integrate these skills into industry-recognized credentials.
3. Create mechanisms for greater collaboration among education, industry, and employers.

Longer-term actions:

4. Align academic standards with industry-recognized credentials for the purposes of earning credit toward a high school diploma.

COV Recommendation 4: Develop a public information campaign to inform students, families and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.

Short-term actions:

1. Ensure consistent messaging around credentials that are inclusive of four-year degree programs.
2. Ensure that a focus on credentials is equity-centered by disaggregating credential attainment by race, ethnicity and socioeconomic status to ensure that low-income students, and black, indigenous, and students of color do not continue to be disproportionately represented in two-year and certificate programs.

Longer-term actions:

3. Leverage the state’s research-practice partnerships to conduct a study on the ROI of various credential options for Minnesotan students.
4. Develop a set of centralized resources that can be leveraged by school counselors, and other third-party advising support organizations, to help students and adults understand their pathway options beginning in high school and connecting to postsecondary education and training programs and careers.

Below are examples of existing efforts within Minnesota to leverage:

- [Apprenticeship Minnesota](#) (DLI)
- [Minnesota PIPELINE Program](#) (DLI)
- [Youth Skills Training Program](#) (DLI)
- [Business Education Network](#) (MN Chamber)
- [CTECH](#)
- [Credential Registry](#) (Minnesota State)
- National Governors Association’s Education for Opportunity Project

Dual Credit and Exam-based Credit (DCEC)

Minnesota is one of the leading states in the nation for dual credit. With that said, the P-20 Education Partnership is committed to addressing the equity gaps in access, participation, and success in rigorous coursework for low-income students, and black, indigenous, and students of color. As such, they recommend deepening the review of disaggregated data to identify gaps, providing incentives to local communities to expand their rigorous coursework options, communicating to families on the value of dual credit and exam-based credit programs, and expanding the pool of credentialed educators.

DCEC Recommendation 1: Expand access to courses that will enable students to gain college credit while in high school, with a special focus on supporting the success of low-income students, black, indigenous, and students of color, and those in rural communities.

Short-term actions:

1. Set an equity goal and monitor progress for increasing dual credit participation for low-income students, and black, indigenous, and students of color.
2. Create incentives (i.e., financial, accountability, flexibility) to increase the participation and success of low-income students, black, indigenous, and students of color, and those in rural communities in any early postsecondary credit option.
3. Leverage Perkins to increase CTE offerings for dual credit linked to high-demand career pathways.

Longer-term actions:

4. Use multiple measures (i.e., prior course grades in subject, overall GPA, teacher recommendation, MCA scale score) for students to meet the eligibility requirements for courses.
5. Develop “co-requisite” supports for high school students to ensure they can be successful in dual credit courses.
6. Put in place proactive advising supports for early identification and outreach to students with rigorous course taking potential.

DCEC Recommendation 2: Provide a more robust set of disaggregated data on access and success to shine a light on opportunity gaps.

Short-term actions:

1. Integrate findings on longitudinal outcomes for students who participate in all early postsecondary credit options, disaggregated by student subgroup, in the Minnesota Department of Education’s Rigorous Coursetaking report and/or other public-facing reports.
2. Create tools and resources for each participating district and institution to review its own disaggregated data, practices around eligibility and student support, and barriers to student access and success.

3. Expand training for school systems about the purpose of the common course numbering system, and how it can help them meet their goals for advanced coursework.

Longer-term actions:

4. Create an incentive for participating in the state’s common course numbering system.
5. Create a disaggregated reporting tool (or incorporate into the state’s potential P-20-W dashboard) for dual credit and exam-based credit access and success by school and district.

DCEC Recommendation 3: Expand the pool of eligible educators and provide space for greater collaboration among high school educators and college faculty.

Short-term actions:

1. Set a goal for increasing the diversity of dual credit and exam-based credit educators.
2. Host an annual conference or joint training session for educators and faculty to discuss student expectations.
3. Partner with regional centers of excellence to offer expanded professional learning opportunities.

Longer-term actions:

4. Create more sustainable paths for CTE instructor credentialing.
5. Embed the required discipline-specific credits into graduate teacher education programs to increase the pipeline of diverse, qualified dual enrollment instructors that meet Higher Learning Commission credential expectations.

DCEC Recommendation 4: Expand communications to students and families about the value of college credit while in high school and the multiple, high-quality options available to them.

Short-term actions:

1. Increase access to information - in multiple languages - on dual enrollment options and their value for students and families, specifically targeting outreach to low-income students, and black, indigenous, and students of color.
2. Provide counselors with additional training about potential career pathways so that they can help students explore and make informed choices about courses.

Longer-term actions:

3. Create a centralized hub of information on programs, courses offered and how they transfer, and eligibility requirements that is accessible to counselors, students, and families.

Below are examples of existing efforts within Minnesota to leverage:

- [University of Minnesota's College in the Schools](#)
- Minnesota State's PSEO Strategic Plan
- [Early College at Irondale High School](#)

Looking Ahead

In addition to the four focus areas enumerated above, the P-20 Education Partnership has identified organizational, operational, and management changes that it will implement during 2021 to improve its efficiency and effectiveness, ensure knowledge transfer and smooth transitioning over leadership and membership changes, and strengthen the alignment between education and workforce development.

While the work of the P-20 Education Partnership over the past 18 months has not yet led to development of formal recommendations for executive or legislative action, it is likely that such recommendations will emerge as we progress through the implementation of action steps identified in this report. Future needs identified thus far include dedicated staffing support for the P-20 Education Partnership, as well as support for the development and ongoing maintenance of a P-20 website, knowledge management system, and data dashboard or data aggregating and reporting tool. At this time, however, we will move forward with our work within the context of existing policy structures and with existing resources.

The P20 Education Partnership is well poised to be the central forum for coordinating a more effective human capital development system in Minnesota, and we embrace both the challenges and opportunities that role presents. We set out to revive this partnership over the past year and a half, and we now have a clearer vision, a broader and more engaged membership (both formal members and invited guests/advisors), a set of shared values around equity, and an emerging call to collaborative action. We enter 2021 with an exciting energy and growing momentum, and are eager to build on the conversations and learning we shared this past year to better position Minnesota's investment in its people so that **all** Minnesota citizens are prepared for lifelong learning and success in the workplace.

Appendix A: Minn. Stat. § 127A.70

Appendix B: P-20 Education Partnership Member and Affiliate Roster for 2020-2021

Appendix A

127A.70 MINNESOTA P-20 EDUCATION PARTNERSHIP

Subdivision 1. **Establishment; membership.** (a) A P-20 education partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. The partnership shall consist of major statewide educational groups or constituencies or non-educational statewide organizations with a stated interest in P-20 education. The initial membership of the partnership includes the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as follows:

(1) one senator from the majority party and one senator from the minority party, appointed by the Subcommittee on Committees of the Committee on Rules and Administration; and

(2) one member of the house of representatives appointed by the speaker of the house and one member appointed by the minority leader of the house of representatives.

(b) The chair of the P-16 education partnership must convene the first meeting of the P-20 partnership. Prospective members may be nominated by any partnership member and new members will be added with the approval of a two-thirds majority of the partnership. The partnership will also seek input from nonmember organizations whose expertise can help inform the partnership's work.

(c) Partnership members shall be represented by the chief executives, presidents, or other formally designated leaders of their respective organizations, or their designees. The partnership shall meet at least three times during each calendar year.

(d) The P-20 education partnership shall be the state council for the Interstate Compact on Educational Opportunity for Military Children under section 127A.85 with the commissioner or commissioner's designee serving as the compact commissioner responsible for the administration and management of the state's participation in the compact. When conducting business required under section 127A.85, the P-20 partnership shall include a representative from a military installation appointed by the adjutant general of the Minnesota National Guard.

Subd. 2. **Powers and duties; report.** (a) The partnership shall develop recommendations to the governor and the legislature designed to maximize the achievement of all P-20 students while promoting the efficient use of state resources, thereby helping the state realize the maximum value for its investment. These recommendations may include, but are not limited to, strategies, policies, or other actions focused on:

(1) improving the quality of and access to education at all points from preschool through graduate education;

(2) improving preparation for, and transitions to, postsecondary education and work;

(3) ensuring educator quality by creating rigorous standards for teacher recruitment, teacher preparation, induction and mentoring of beginning teachers, and continuous professional development for career teachers; and

(4) realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

(b) Under the direction of the P-20 Education Partnership Statewide Longitudinal Education Data System Governance Committee, the Office of Higher Education and the Departments of Education and Employment and Economic Development shall improve and expand the Statewide Longitudinal Education Data System 127A.70 2 (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

(1) expand reporting on students' educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of child well-being, early childhood development, and student progress toward career and college readiness;

(2) evaluate the effectiveness of early care, educational, and workforce programs; and

(3) evaluate the relationships among early care, education, and workforce outcomes, consistent with section 124D.49.

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

It is the intent of the legislature that the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System inform public policy and decision-making. The SLEDS governance committee and ECLDS governance committee, with assistance from staff of the Office of Higher Education, the Department of Education, and the Department of Employment and Economic Development, shall respond to legislative committee and agency requests on topics utilizing data made available through the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System as resources permit. Any analysis of or report on the data must contain only summary data.

(c) By January 15 of each year, the partnership shall submit a report to the governor and to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over P-20 education policy and finance that summarizes the partnership's progress in meeting its goals and identifies the need for any draft legislation when necessary to further the goals of the partnership to maximize student achievement while promoting efficient use of resources.

Subd. 2a. **Career pathways and technical education; key elements; stakeholder collaboration.** (a) The partnership must work with representatives of the Department of Education, the Department of Employment and Economic Development, the Department of Labor, the Professional Educator Licensing and Standards Board, the Board of School Administrators, trade associations, local and regional employers, local school boards, adult basic education program providers, postsecondary institutions, parents, other interested and affected education stakeholders, and other major statewide educational groups and constituencies to recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective, and publicly accountable P-20 education system premised on developing, implementing, and realizing students' individual career and college readiness plans and goals. In developing its recommendations, the partnership must consider how best to:

(1) provide students regular and frequent access to multiple qualified individuals within the school and local and regional community who have access to reliable and accurate information, resources, and technology the students need to successfully pursue career and technical education, other postsecondary education, or work-based training options;

(2) regularly engage students in planning and continually reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning that helps them realize their goals; and

(3) identify and apply valid and reliable measures of student progress and program efficacy that, among other requirements, can accommodate students' prior education-related experiences and applied and experiential learning that students acquire via contextualized projects and other recognized learning opportunities.

(b) The partnership must recommend to the commissioner of education and representatives of secondary and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. The key elements of these programs of study for students pursuing postsecondary workforce training or other education must include:

(1) competency-based curricula aligned with industry expectations and skill standards;

(2) sequential course offerings that gradually build students' skills, enabling students to graduate from high school and complete postsecondary programs;

(3) flexible and segmented course and program formats to accommodate students' interests and needs;

(4) course portability to allow students to seamlessly progress in the students' education and career; and

(5) effective and sufficiently strong P-20 connections to facilitate students' uninterrupted skill building, provide students with career opportunities, and align academic credentials with opportunities for advancement in high-skill, high-wage, and high-demand occupations.

(c) Stakeholders under this paragraph must examine possibilities for redesigning teacher and school administrator licensure requirements, and make recommendations to the Professional Educator Licensing and Standards Board and the Board of School Administrators, respectively, to create specialized licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical education programs, Montessori schools, and project and place-based learning, among other career and college ready opportunities. Consistent with the possibilities for redesigning educators' licenses, the stakeholders also must examine how to restructure staff development and training opportunities under sections 120B.125 and 122A.60 to realize the goals of this subdivision.

(d) The partnership must recommend to the Department of Education, the Department of Employment and Economic Development, and postsecondary institutions and systems how best to create a mobile, web-based hub for students and their families that centralizes existing resources on careers and employment trends and the educational pathways required to attain such careers and employment.

Subd. 3. [Repealed, 2014 c 286 art 8 s 40]

History: 2009 c 96 art 2 s 58; 2013 c 99 art 2 s 2; 2014 c 272 art 1 s 41; art 3 s 49,50; art 10 s 1; 1Sp2015 c 3 art 12 s 3; 1Sp2017 c 5 art 12 s 22; 2019 c 64 art 2 s 2.

Appendix B

P-20 Education Partnership Member and Affiliate Roster for 2020-2021

VOTING MEMBERS	DESIGNEE
<i>Citizens League</i>	
Kate Cimino, Executive Director kcimino@citizensleague.org	Amanda Koonjeharry, Policy Director akoonjeharry@citizensleague.org
<i>Education Minnesota</i>	
Denise Specht, President president.denise.specht@edmn.org	Sara Gjerdrum, Executive Director Sara.Gjerdrum@edmn.org
<i>Legislators</i>	
Representative Lisa Demuth rep.lisa.demuth@house.mn	
Representative Ami Wazlawik rep.ami.wazlawik@house.mn	
Senator Chuck Wiger sen.chuck.wiger@senate.mn	
<i>Minnesota Association for the Education of Young Children (MnAEYC)</i>	
Sara Benzkofer, Executive Director sarab@mnaeyc-mnsca.org	
<i>Minnesota Association of Charter Schools</i>	
Eugene Piccolo, Executive Director eugene@mncharterschools.org	
<i>Minnesota Association of Colleges for Teacher Education (MACTE)</i>	
Rhonda Bonnstetter, President rhonda.bonnstetter@smsu.edu	
<i>Minnesota Association of School Administrators (MASA)</i>	
Deb Henton Executive Director deb.henton@mnasa.ig	
<i>Minnesota Association of Secondary School Principals (MASSP)</i>	
David Adney, Executive Director dadney@massp.org	
<i>Minnesota Business Partnership</i>	
Charlie Weaver, Executive Director charlie.r.weaver@mnb.com	Amy Walstien, Education Policy and Workforce Development Director amy.walstien@mnb.com
<i>Minnesota Career College Association (MCCA)</i>	
Katie Misukanis, Government Relations Director Kathleen.misukanis@rasmussen.edu	

VOTING MEMBERS	DESIGNEE
<i>Minnesota Department of Education (MDE)</i>	
Mary Cathryn Ricker, Commissioner marycathryn.d.ricker@state.mn.us	Doug Paulson, Director of Academic Standards and Instructional Effectiveness doug.paulson@state.mn.us
	Bobbie Burnham, Assistant Commissioner for the Office of Teaching & Learning bobbie.burnham@state.mn.us
<i>Minnesota Department of Employment and Economic Development (DEED)</i>	
Steve Grove, Commissioner s.grove@state.mn.us	Hamse Warfa, Assistant Commissioner hamse.warfa@state.mn.us
	Blake Chaffee, Deputy Commissioner blake.chaffee@state.mn.us
<i>Minnesota Minority Education Equity Partnership (MnEEP)</i>	
Carlos Mariani-Rosa, Executive Director cmariani@mneep.org	Jennifer Godinez, Associate Director jgodinez@mneep.org
<i>Minnesota Elementary School Principals Association (MESPA)</i>	
Jon Millerhagen, Executive Director jhm@mespa.net	
<i>Minnesota Independent School Forum (MISF)</i>	
Tim Benz, President tbenz@misf.org	
<i>Minnesota Office of Higher Education (OHE)</i>	
Dennis Olson, Commissioner Dennis.w.olson@state.mn.us	Winnie Sullivan, Deputy Commissioner winnie.sullivan@state.mn.us
	Meredith Fergus, Research and SLEDS Manager meredith.fergus@state.mn.us
<i>Minnesota Private College Council (MPCC)</i>	
Paul Cerkenik, President pcerkenik@mnprivatecolleges.org	Alison Groebner, Director of Government & Community Relations agroebner@mnprivatecolleges.org
<i>Minnesota State Colleges and Universities</i>	
Devinder Malhotra, Chancellor chancellor@minnstate.edu	Ron Anderson, Senior Vice Chancellor ron.anderson@minnstate.edu
<i>University of Minnesota</i>	
Joan T.A. Gabel, President upres@umn.edu	Bob McMaster, Vice Provost and Dean of Undergraduate Education mcmaster@umn.edu
	Julie Sweitzer, Executive Director of College Readiness Consortium sweit01@umn.edu

Minnesota PTA	
Heather Starks, President president@mnpta.org	Amy Nelson, Vice President education@mnpta.org

AFFILIATES
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<i>Minnesota Rural Education Association (MREA)</i>
Bob Indihar, Executive Director bob.ctr@mreavoice.org
<i>Association of Metropolitan School Districts (AMSD)</i>
Scott Croonquist scroonquist@amsd.org
<i>Minnesota Chamber of Commerce</i>
Lauryn Schothorst Director, Workplace Management and Workforce Development Policy lschothorst@mnychamber.com
<i>Minnesota Department of Labor and Industry</i>
Heather McGannon, Assistant Commissioner Heather.mcgannon@state.mn.us

Educational Collaborations

Board of Regents | Mission Fulfillment Committee | September 9, 2021

Rachel Croson
Executive Vice President and Provost

Robert McMaster
Vice Provost and Dean of
Undergraduate Education

Kevin Klair
Director of the Center for
Farm Financial Management

Michael Rodriguez
Dean of the College of Education
and Human Development

MPact 2025

Commitment 1: Student Success

Goal 3: Increase innovative and high-quality educational offerings across modes of delivery to reach students where they are.

Commitment 5: Fiscal Stewardship

Stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.



Minnesota Transfer Curriculum

A framework where each public institution defines its lower-division general education requirements to ensure that credits taken at one institution meet the requirements of another.



The screenshot shows the Minnesota Transfer Curriculum website. At the top, there are navigation tabs for 'STUDENTS', 'TRANSFER SPECIALISTS', and 'EDUCATORS'. Below these are links for 'Transfer Basics', 'Transfer Planning', 'Application Process', 'Financial Aid', 'Student Services', and 'Links'. The main content area features the 'Minnesota Transfer' logo, a search bar with a 'Go' button, and a 'TRANSFER PLANNING' menu. The menu items include 'Transfer Action Plan', 'Transferology', 'Transfer Guides', 'Transfer Websites', 'MnTC Course and Goal Lists' (highlighted in red), 'Transfer Agreements', 'Other Types of Transfer Credit', and 'Course Schedules, Outlines, Catalogs'. The main content area displays the title 'Minnesota Transfer Curriculum Course and Goal Lists' and a dropdown menu labeled '--- Select an institution ---'. A 'Print this page' link is located at the bottom right.



P-20 Education Partnership



To “create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources” (Minn. Stat. § 127A.70).



Leadership Partners

- Minnesota Department of Education
- Minnesota Office of Higher Education
- University of Minnesota
- Minnesota State

Other member partners

Citizens League | Education Minnesota | Legislators | Minnesota Association for the Education of Young Children (MnAEYC) | Minnesota Association of Charter Schools | Minnesota Association of Colleges for Teacher Education (MACTE) | Minnesota Association of School Administrators (MASA) | Minnesota Association of Secondary School Principals (MASSP) | Minnesota Business Partnership | Minnesota Career College Association (MCCA) | Minnesota Department of Employment and Economic Development (DEED) | Minnesota Minority Education Equity Partnership (MnEEP) | Minnesota Elementary School Principals Association (MESPA) | Minnesota Independent School Forum (MISF) | Minnesota Private College Council (MPCC) | Minnesota PTA



Focal Areas

- Data Use and Capacity
- Financial Aid and Literacy
- Credentials of Value
- Dual Credit and Exam-based Credit



Example: Center for Farm Financial Management

Commitment 3: MNtersections

Goal 3: Advance natural resources and agro-food systems to elevate human security and potential.

Action 1: Develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, and natural resources.



Farm Financial Management

Partnership to educate farmers and the professionals who work with them about farm financial management.

- **Provide tools**

FINPACK, which is used by > 50,000 farmers nationwide each year

- **Provide training**

Minnesota State educators work with > 3,000 Minnesota farmers each year

- **Generate a database (FINBIN)**

Used by farmers, educators, banks, policy makers, legislators, and the media across the United States



FINPACK and Native American Financial Institutions

- **Providing training and education for Native American lenders**
 - White Earth Investment Initiative
 - Native CDFI Network
 - InterTribal Agriculture Council
 - Native American Agriculture Fund



Example: College of Education and Human Development

Commitment 4: Community and Belonging

Goal 3: Advance understanding and nurture enduring partnerships.

Action 2: Strengthen collaborative relations with Tribal Nations.

Action 3: Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education, and safe campus environments.



Teacher Preparation

- U of M Grow Your Own Teachers Program
 - Minnesota Reading Corps in rural schools
- Austin Area Partnerships
 - Riverland Community College
- Early Childhood Education – Ojibwe language
 - Leech Lake Tribal and Community College
 - Fond du Lac Tribal College
 - White Earth Tribal and Community College



Summary and Discussion

We seek out strategic and successful collaborations with many other educational institutions, in ways that advance the missions of all the collaborators and advance fiscal stewardship.

Always eager for more...

What barriers and opportunities do you see in these collaborations?
Are there specific areas we should explore, or avoid?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 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

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

I. Request for Approval of New Academic Programs

- Medical School (Twin Cities campus)—Create a Fellowship Program in Clinical Informatics
- Medical School (Twin Cities campus)—Create a Fellowship Program in Pediatric Neuro-Oncology
- Medical School (Twin Cities campus)—Create a Fellowship Program in Wound Medicine

II. Request for Approval of Changed Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Create a partially online option in the B.A. and B.S. degree programs in Multidisciplinary Studies.
- College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Applied Business Certificate Program
- College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Facility Management Certificate Program
- College of Liberal Arts (Twin Cities campus)—Change the name of B.A., B.S. and undergraduate minor in Sociology of Law, Criminology, and Deviance to Sociology of Law, Criminology, and Justice
- Crookston campus—Create an online option in the Honors Program
- Crookston campus—Create an online option in the Manufacturing Management Certificate
- Crookston campus—Discontinue the Urban Forestry subplan in the B.S. degree in Horticulture.

III. Request for Approval of Discontinued Academic Programs

- School of Public Health (Twin Cities campus)—Discontinue the Master of Public Health and Post-Baccalaureate Certificate in Public Health Informatics

- Medical School (Twin Cities campus)—Discontinue the Pediatric Orthopedic Surgery Fellowship
- The College of Arts, Humanities, and Social Sciences (Duluth Campus)—Discontinue the Post-baccalaureate Certificate in Geographical Information Science

IV. Request for Conferral of Tenure for Outside Hires

- Roberta O'Connor, Associate Professor with tenure, Department of Veterinary and Biomedical Sciences, College of Veterinary Medicine

V. Request for Conferral of Emeritus Title

- Donald Uden, Professor emeritus, Department of Pharmaceutical Care & Health-Systems, College of Pharmacy

BACKGROUND INFORMATION

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

Academic program changes are brought to the Mission Fulfillment Committee for action in accordance with Board of Regents Policy: *Reservation and Delegation of Authority*.

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
September 9, 2021**

Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

Medical School (Twin Cities campus)—Create a Fellowship Program in Clinical Informatics

The Medical School on the Twin Cities campus requests approval to create a Fellowship Program in Clinical Informatics, effective summer 2022. The Clinical Informatics Fellowship is a 24-month training program that will be administered through the Department of Family Medicine and Community Health in partnership with The Institute for Health Informatics graduate program. Fellows will interact with graduate faculty and students in the Health Informatics Institute to develop skills in formal informatics evaluation, implementation science, data science, usability, and data management. The fellowship program will bolster the clinical informatics physician workforce in Minnesota and the upper Midwest, a specialty area in demand nationally. The fellowship will benefit M Health Fairview in improving clinical care, engaging clinical departments in the Medical School in data and technology projects, and adding clinical informatics expertise to the learning environment. The program will take place at Fairview Health Services and the VA Medical Center and be financially supported via M Health Fairview and Veterans Affairs.

Medical School (Twin Cities campus)—Create a Fellowship Program in Pediatric Neuro-Oncology

The Medical School on the Twin Cities campus requests approval to create a Fellowship Program in Pediatric Neuro-Oncology, effective summer 2022. The Pediatric Neuro-Oncology Program is a one-year program designed for graduates of pediatric hematology-oncology fellowships or related fields and will provide advanced training in pediatric brain tumors and other tumors of the nervous system. The fellowship includes rotations in neurology, neuropsychology, neuro-surgery, radiation oncology, endocrinology, cancer epidemiology, and survivorship. The fellow will work under the supervision of the pediatric neuro-oncology staff to diagnose, treat, and provide long-term follow-up for children in both inpatient and outpatient care. The University is uniquely positioned to provide training in this growing area of specialized training with our compendium of experts in pediatric brain tumor research and will be one of the few highly specialized programs in the country. The program will be financially supported through existing resources in the Department of Pediatrics and M Health Fairview University of Minnesota Masonic Children's Hospital, as well as through philanthropy.

Medical School (Twin Cities campus)—Create a Fellowship Program in Wound Medicine

The Medical School on the Twin Cities campus requests approval to create a Fellowship Program in Wound Medicine, effective January 1, 2022. The Wound Medicine Fellowship is a 12-month program offering training in: Physical Medicine and Rehabilitation, Plastic Surgery, Dermatology, Emergency Medicine, Infectious Disease, General Surgery, Vascular Surgery,

Vascular Medicine as well as electives in other specialties. Wound medicine has emerged as its own subspecialty and this training program will foster growth and consistency in the field, an area where it is estimated that more than 10,000 physicians are practicing without formal training. The fellowship will put the University at the forefront of formal wound care education. Wound medicine spans many programs and the depth of the University's specialty providers, clinical opportunities, and areas of research expertise, as well as the diverse patient population in the Twin Cities afford trainees an ideal training environment. The Wound Medicine Fellowship will be both financially self-sustaining and supported by the Department of Rehabilitation Medicine through grant funding.

II. Request for Approval of Changed Academic Programs

College of Continuing and Professional Studies (Twin Cities campus)—Create a partially online option in the B.A. and B.S. degree programs in Multidisciplinary Studies.

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a partially online option in the B.A. and B.S. degree programs in Multidisciplinary Studies, effective fall 2021. Students will have the option to complete the program in-person or in a partially online format.

College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Applied Business Certificate Program

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a completely online option in the undergraduate certificate in Applied Business, effective fall 2021. A partially online option currently exists and the college plans to continue to provide both options for students.

College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Facility Management Certificate Program

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a completely online option in the undergraduate certificate in Facility Management, effective fall 2021. A partially online option currently exists and the college plans to continue to provide both options for students.

College of Liberal Arts (Twin Cities campus)—Change the name of B.A., B.S. and undergraduate minor in Sociology of Law, Criminology, and Deviance to Sociology of Law, Criminology, and Justice

The College of Liberal Arts (Twin Cities campus)—Change the name of Bachelor of Arts, Bachelor of Science, and undergraduate minor in Sociology of Law, Criminology, and Deviance to Sociology of Law, Criminology, and Justice, effective fall 2021. The Sociology faculty voted to pursue a name change to better represent program and curricular content, which highlights the centrality of justice and the justice system in the fields of law and criminology.

Crookston campus—Create an online option in the Honors Program

The Crookston campus requests approval to create an online option in the Honors Program, effective fall 2021. The curriculum requirements for the online Honors Program would be the

same as the on-campus Honors Program. Online delivery provides broader alternatives to current and prospective students.

Crookston campus—Create an online option in the Manufacturing Management Certificate

The Crookston campus requests approval to create an online option in the Manufacturing Management Certificate, effective fall 2021. The curriculum requirements for the certificate program would be the same as the on-campus program. Online delivery provides broader alternatives to current and prospective students.

Crookston campus—Discontinue the Urban Forestry subplan in the B.S. degree in Horticulture.

The Crookston campus requests approval to discontinue the Urban Forestry subplan in the Bachelor of Science degree in Horticulture, effective fall 2021. The request is due to low enrollment. There is currently one student participating in the subplan who has completed all of the subplan specific requirements.

III. Request for Approval of Discontinued Academic Programs

School of Public Health (Twin Cities campus)—Discontinue the Master of Public Health and Post-Baccalaureate Certificate in Public Health Informatics

The School of Public Health on the Twin Cities campus requests approval to discontinue the M.P.H. and Post-Baccalaureate Certificate in Public Health Informatics, effective fall 2021. There are no active students enrolled in these programs.

Medical School (Twin Cities campus)—Discontinue the Pediatric Orthopedic Surgery Fellowship

The Medical School on the Twin Cities campus requests approval to discontinue Pediatric Orthopedic Surgery Fellowship, effective immediately. The request is due to an excess of pediatric orthopedic surgery fellowship training programs nationally and multiple recent years of not matching a fellow to the program. Discontinuation of this fellowship will allow for expansion of training opportunities for orthopedic surgery residents in place of the fellowship position.

The College of Arts, Humanities, and Social Sciences (Duluth Campus)—Discontinue the Post-baccalaureate Certificate in Geographical Information Science

The College of Arts, Humanities, and Social Sciences on the Duluth Campus requests approval to discontinue the Post-baccalaureate Certificate in Geographic Information Science, effective Spring 2022. There is currently one student enrolled in this program with a completion plan in place. There is only one course specific to this post-baccalaureate certificate and the low number of students enrolled does not justify maintaining the certificate program. Several Geographic Information Science elective classes still remain available for graduate students.

University of Minnesota Board of Regents Meeting
Mission Fulfillment Committee
September 9, 2021

Consent Report: Recommendation to Grant Tenure to External Hires

The Executive Vice President and Provost recommends Roberta O'Connor 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.

Roberta O'Connor, associate professor with tenure, Department of Veterinary and Biomedical Sciences, College of Veterinary Medicine

Dr. O'Connor is a parasitologist who has established a scientific reputation of considerable international distinction for her highly original and influential research on apicomplexan zoonotic parasites including Babesia, Cryptosporidium, Toxoplasma and Sarcocystis for which few effective drugs are available. She earned her Ph.D. from the University of Florida in 1999. Currently, she is an associate professor at Washington State University.

**University of Minnesota Board of Regents Meeting
Mission Fulfillment Committee
September 9, 2021**

Consent Report: Conferral of Faculty Emeritus Title

Recommended by President Joan T.A. Gabel and Executive Vice President and Provost Rachel T.A. Croson

Donald Uden, professor emeritus, Department of Pharmaceutical Care & Health-Systems, College of Pharmacy

The President recommends the posthumous conferral of the title *Professor Emeritus* to Donald Uden in the Department of Pharmaceutical Care & Health-Systems. Dr. Uden was part of the College of Pharmacy and the University of Minnesota for more than 30 years. He was an inspirational mentor to students and faculty who profoundly impacted the lives of so many within the College of Pharmacy community. As a faculty member in the College of Pharmacy, he rose through the academic ranks, becoming a tenured professor in 2002. He was one of the first to promote rural interprofessional education, a clinician who advanced the pharmacy practice, a leader in the profession, and a prolific scholar.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 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

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

University of Minnesota Board of Regents Meeting
Mission Fulfillment Committee
September 9, 2021

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

University Highlights

The Minnesota Invasive Terrestrial Pests and Plants Center has received two investments totaling \$8.75 million from the Environment and Natural Resources Trust Fund to research approaches to address invasive species across the state.

M Health Fairview University of Minnesota Medical Center received an Award of Excellence from the Extracorporeal Life Support Organization for the successful treatment of a Covid-19 patient to come off extracorporeal membrane oxygenation. This award is given to programs who use ECMO to support patients with the highest level of care.

The Memory Keepers Medical Discovery Team, located at the University of Minnesota Medical School's Duluth Campus, has received a \$1 million grant from the National Science Foundation to advance the quality of life and to define what it means to "age in a good way" through the lessons and wisdom of Alaska Native Elders.

The University of Minnesota Robert J. Jones Urban Research and Outreach-Engagement Center is one of four universities to be awarded the Association of Public and Land-grant Universities' 2021 W.K. Kellogg Foundation Community Engagement Scholarship Award for its action-focused, community-driven, urban research involving more than 100 University faculty and 370 community partners.

The Carlson School of Management has received an endowed scholarship of \$1 million from St. Paul-based Johnson Brothers for Diversity, Equity, and Inclusion.

The Department of Ecology, Evolution and Behavior in the College of Biological Sciences was ranked number two in the world by Shanghai Ranking.

University of Minnesota Medical School has received \$1 million from the Rainwater Charitable Foundation and \$500,000 from Fast Grants to support the nation's first ivermectin COVID-19 treatment clinical trial.

University Libraries receives a \$108,000 grant from the State of Minnesota through the Arts and Cultural Heritage Fund. This grant will be used to support the project “Minnesota Historical Society for Minnesota Landscapes: Documenting Environmental History through Archival Sources.”

Faculty and Staff Awards & Activities

Researchers in the College of Science and Engineering have been included in a \$10 million grant from the U.S. Department of Energy’s Advanced Research Project Agency-Energy (ARPA-E). This grant supports research aimed at developing and demonstrating novel processes to produce ammonia from intermittent renewable energy.

Claudia Schmidt-Dannert, Mikael Elias, and Jeffrey Gralnick, faculty members in the College of Biological Sciences, will lead a research team to cut down on the amount of CO₂ entering the atmosphere. They are supported through \$1.1 million in funding from the U.S. Department of Energy’s ARPA-E.

Alisha Wackerle-Hollman, Assistant Research Professor, College of Education and Human Development, has received two grants totalling \$4 million from the Institute for Education Sciences National Center for Educational Research.

Andrew Furco, Professor and Associate Vice President for Public Engagement, received the 2021 John S. Duley Lifetime Achievement Award in Experiential Education by the National Society for Experiential Education.

David Darrow, Assistant Professor, School of Medicine, was named the Rockswold-Kaplan Endowed Chair for Traumatic Brain Injury by Hennepin Healthcare. He is the first endowed chair to have a primary appointment at the University of Minnesota Medical School.

Saida Abdi and Mimi Choy-Brown, Assistant Professors in the College of Education and Human Development, were awarded a five-year, \$1.99 million grant for the Collaborative for Resilient Kids and Families in Minnesota from the Substance Abuse and Mental Health Services Administration. This grant will support the collaborative’s mental health support to East African and Latinx children, youth, and their families in Minneapolis.

Ann Masten, Professor in the Institute for Child Development, has received the 2022 Mentor Award in Developmental Psychology from the American Psychological Association. The award recognizes individuals who have made a substantial impact on the field through educating and training.

Susan Wolf, Professor in the Law School, was selected to serve on the new Strategic Council for Research Excellence, Integrity, and Trust. This council has been created by the National Academy of Sciences to develop ways to promote high-quality research practices and to anticipate and address challenges to research ethics and integrity.

Dziwe Ntaba and Michael Westerhaus, Assistant Professors in the Medical School, have been selected as 2021 Bush Fellows. This fellowship provides up to \$100,000 over two years for education and learning experiences that foster large-scale change at the local and regional level.

Paul Dauenhauer, Professor in the College of Science and Engineering, was named a finalist for the Blavatnik National Awards for Young Scientists.

George Karypis, Professor in the College of Science and Engineering, won a Distinguished Contributions Award during the 2021 Pacific-Asia Conference on Knowledge Discovery and Data Mining. This award recognizes lifetime contributions to knowledge discovery and data mining.

Clay Carter, Adrian Hegeman, and Emile Snell-Rood, faculty members in the College of Biological Sciences; and Marshall Hampton from University of Minnesota Duluth's Swenson College of Science and Engineering, will lead a five-year, \$1.3 million dollar National Science Foundation grant. This grant will be used to explore colored nectars in 30 plant species.

Douglas Kearney, Associate Professor in the College of Liberal Arts, is the first recipient of the Campbell Opera Librettist Prize. OPERA America awarded this \$7,000 prize to support creative and career development.

Joachim Savelsberg, Professor in the College of Liberal Arts, received the 2021 Harry J. Kalven, Jr. Prize. This award from the Law & Society Association recognizes empirical scholarship and the advancement of research in law and society.

Ruth Shaw, Professor in the College of Biological Sciences, was elected a member of the National Academy of Sciences.

William Robiner, Professor in the Medical School, has received the Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology from the American Psychological Association.

Stephen Wiesner, Associate Professor in Medical Laboratory Sciences, received the American Society for Clinical Laboratory Science (ASCLS) Theriot Award for offering free subscriptions to his Digital Pathology Virtual Microscope Slide Database.

Sri Zaheer, Dean of the Carlson School of Management, was recognized as the 2021 Women in Business Career Achievement honoree. This recognition comes from the annual Women in Business awards from the *Minneapolis-St. Paul Business Journal*.

Student Awards & Activities

Sauviz Alaei and Nathan Pharis, undergraduate students in the College of Science and Engineering, are two of 60 students to be awarded the 2021–22 academic Astronaut Scholarship Foundation. This is a year-long scholarship which awards up to \$15,000 for undergraduate studies.

UMN Student Volunteers were an integral part in The Hennepin-University Partnership receiving an Achievement Award from the National Association of Counties for their project to connect the Hennepin County Elections Division with student volunteers to process absentee ballots.