



Mission Fulfillment Committee

October 2021

October 7, 2021

9:45 a.m.

Videoconference & Boardroom, McNamara Alumni Center

MIS - OCT 2021

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 7, 2021

AGENDA ITEM: System Strategic Enrollment Plan

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus
John Hoffman, Acting Senior Vice Chancellor and Vice Chancellor for Academic and Student Affairs, Crookston campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss a preliminary draft of the System Strategic Enrollment Plan. The item will include an overview of new initiatives being explored by the System Enrollment Council in the areas of enrollment, student success, curriculum, and financial aid.

The committee will be asked to consider the proposed initiatives and the challenges identified by the council. The discussion will inform the work of the council as they develop a final draft of the System Strategic Enrollment Plan.

**University of Minnesota System
Strategic Enrollment Plan
System Enrollment Council**

October, 2021

Preliminary Report to the Board of Regents

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University of Minnesota System Strategic Enrollment Plan

System Enrollment Council

Executive Summary

Under **MPact 2025** we have created a systemwide strategic enrollment management plan focused on enrollment, student success, curriculum, and financial aid. We view this Systemwide Strategic Enrollment Management Plan as an organic living document that will be revisited on a regular basis, with periodic updates to the Board of Regents on progress, challenges, and successes.

Summary of MPact 2025 Enrollment Initiatives:

Enrollment/Admissions

- **Joint UMN Marketing:** The Council, in cooperation with University Relations, has made great progress in our joint UMN marketing plans. Continuing and enhancing this critical work is the top priority for the Council as it has the greatest potential to enhance system-wide enrollment. Continuing efforts in this initiative will focus on enhanced use of social media, expansion beyond Minnesota high school graduates, and strengthened targeted marketing strategies.
- **Share My App & Waitlist Management:** Building off the newly-developed Share My App and Wait List strategies described in more depth below, the Council recommends a new UMTC role in system admissions. Under this initiative, the UMTC admissions office will be empowered to use campus-specific criteria to directly admit appropriate individuals to one of the other four campuses. This plan will require UMTC admissions counselors to develop expertise in the specific criteria used by the other campuses.
- **Common Admissions Platform:** The University is now in a position to finalize the migration to a common admissions platform

(SLATE) across all campuses (UMD is the final campus to utilize SLATE). Having all system campuses on the same type of technology will enable enhanced information sharing, coordination and cooperation in admissions across the campuses. It also opens the door for possible future initiatives such as system-wide application processing. The Twin Cities campus has founded a Slate Community of Practice (CoP) that launches in September 2021 and will be focused on sharing best practices and project development across the system.

System-wide Curriculum

- **Academic Calendar Management:** A major impediment to cooperation around the curriculum has been the different academic calendars across the campuses (only UMTC and UMR have identical calendars). The misalignment of calendars makes it difficult for students to take Multi-Institution courses (Multi-I courses are described below), and has inhibited co-teaching of classes and other possible collaborations. While it might not be possible for academic calendars on all campuses to be exactly the same, this initiative calls for as much alignment on as many campuses as can be accomplished.
- **Transfer Curriculum:** All campuses accept Minnesota Transfer Curriculum (MTC) to meet their campus's liberal education requirements. This initiative goes significantly further to identify a set of courses that, when taken at one campus, are accepted toward major degree programs at all the others. For a set of commonly-identified courses or sequences (e.g., math, economics, writing), transfer credit should automatically apply toward major requirements (not just toward the liberal education requirements) across the system. The initiative will identify those courses, and work towards harmonization of transfer across the system.

Scaling Student Success

- Nationally, universities are investing heavily in the development of student success analytics (SSA) and better data to understand how to enhance student success (see below for more detail), including retention, graduation, and the closing of opportunity gaps. We have recently begun work on the development of a student success analytics platform that all campuses can utilize. The next step in this initiative is to move beyond a pilot phase and expand the utilization of SSA in the work of all campuses to enhance retention and graduation rates. A component of this system enrollment initiative will be to convene a yearly summit on student success looking at all the tools and resources available for this work.

Systemwide Scholarships Program

- Whereas each campus has developed their own undergraduate scholarship programs, the Council proposes that a Systemwide Scholarship program be developed (in cooperation with the University of Minnesota Foundation) to focus on donors who wish to support undergraduates across the system. Models for this concept already exist, including the recently-created all-University Benston scholarship match, designed to support Pell-eligible students. The focus of the program would continue to be on: facilitating access for all eligible students, continuing to focus on diversity broadly defined, and providing additional support for both low- and middle income families.
- **Actual Cost of Attendance Communications:** Many students and parents are still challenged in understanding the complexities of how to pay for higher education. The second financial aid initiative will develop a system-wide site with rich information on the costs of attendance for each of the campuses, including, when possible, comparison with peers and most relevant competitors for each campus. Additionally, the site will provide details on the return on investment and employment prospects for many of the majors across the system. Such information is often a high priority for

students as they make key decisions both on choosing an institution and on majors.

Below, the plan documents the progress that has been made, successes so far, and describes these new initiatives in greater detail and in the context of our current status. We welcome input from the Regents and others as we continue to refine these initiatives and move toward greater systemness in our recruiting/admissions, curriculum, student success and financial aid.

1.0 Introduction

Over the past five years, the five campuses of the University of Minnesota System located in Crookston, Duluth, Morris, Rochester, and the Twin Cities have increasingly worked together in the planning for undergraduate enrollment. This plan extends prior work and reflects collaborative planning over the past year including multiple meetings and a joint planning retreat. The plan does not include campus-specific initiatives but focuses squarely on system-wide initiatives. While graduate and non-degree programs are essential components of the system's comprehensive enrollment, this plan focuses on degree-seeking undergraduate student enrollment.

As a part of the MPact25 process, the plan furthers many of the ideas that have been successfully implemented. In fact, this plan addresses many of the MPact2025 metrics, including:

- Develop a system-wide strategic enrollment plan
- Increase percentage of MN high school graduates who enter UMN campuses as freshmen.
- Increase 4-year grad rate by 2025.
- Increase 6-year grad rate by 2025.
- Increase freshman to sophomore retention rate for each campus by 2025.
- Reduce gap between 4-year and 6-year grad rates of Pell eligible and non Pell-eligible students by 50% by 2025.
- Increase 3-year graduation rate each year for students who enter with 60+ credits and are enrolled full-time.
- Increase percentage of underrepresented undergraduate students in the Freshmen class.
- Decrease 4-year and 6-year graduation gaps between white and BIPOC students.

In Sections 2.0 - 5.0 of this planning document, we provide important history and context as well as information regarding our environmental scanning and significant trends facing higher education. Sections 6.0 and

7.0 address initiatives related to two direct drivers of enrollment: recruitment and retention. Sections 8.0 and 9.0 address the critical support components of systemwide efforts related to curriculum and financial aid. We conclude in Section 10.0 with a discussion of future challenges.

2.0 The System Enrollment Council

The collaborative work in system enrollment management is coordinated through the System Enrollment Council (SEC or the Council), established in 2016. The Council consists of the Executive Committee (the four Vice Chancellors of Academic Affairs and UMTC Vice Provost and Dean) and 1-2 additional members from each campus. The Chair/Vice Chair rotate every two years. The Council meets each month and holds a one-day retreat each year. In summer 2021, the Council held a day and one half retreat to draw together work from prior years to develop this system-wide strategic plan. Current members of the SEC are included in [Appendix A](#).

The Council's work includes many facets of enrollment management, including:

- To monitor national, regional, enrollment, demographic, and geodemographic trends, policy changes, and projections.
- To design, implement, evaluate, and continuously improve a comprehensive strategic enrollment plan for the UMN system.
- To provide consultation on system-level decisions that may affect enrollment at UMN campuses.
- To leverage enrollment expertise across the system.
- To coordinate system enrollment-related initiatives (e.g. system-wide marketing, Share My App, and waitlist activity).
- To integrate technological systems and platforms such as SLATE.
- To prepare system-level enrollment presentations and reports to the Board of Regents.
- To work on increasing financial aid resources and enhancing financial aid packages.

- To monitor resident and non-resident tuition rates and the relationship to enrollment.
- To coordinate communication and collaborative efforts with other system-level divisions including Academics, Student Affairs, URelations, the University of Minnesota Foundation, and the Office of Diversity and Equity.
- To share best practices on student success.
- To determine places where curricula can be shared across the system.

The UMN System Council defines **enrollment management** as including all aspects of the undergraduate student experience including admissions, financial aid, registration, retention and graduation, advising, and all areas of student success.

3.0 The Uniqueness of the University of Minnesota System

In recent years, the Council has afforded greater attention to how the University of Minnesota is unique within the larger public higher education landscape in that each of the five campuses has a distinctive character, role, and mission. Other state systems, such as the University of California system or Wisconsin system, have much more homogeneous institutions where many of the campuses have similar or related portfolios. Within the UMN System, we have the UMTC R1 Flagship, a comprehensive research university; UMD, a large regional campus with a strong research profile; UMN Morris, one of our nation's top public liberal arts colleges; UMN Crookston, focusing on applied education and online degree completion; and UMN Rochester, our newest campus focusing on the health sciences. The scale, scope and mission of each of the five provides students with many different options, and each campus contributes to the overall land grant mission of the University of Minnesota in a unique manner.

3.1 Uniqueness of Mission

At the undergraduate level, each campus has specific areas of strength associated with its unique mission.

UMN Crookston: The University of Minnesota Crookston delivers educational programs that build upon a broad academic foundation and combine theory, practice, and experimentation in a technologically rich environment. Fall degree-seeking enrollment at UMN Crookston has remained largely unchanged since 2012-2013 (ranging from 1,754 to 1,876), though the distribution of on-campus and online students has shifted from 62% on-campus in 2012-2013 to 62% online in 2020-2021. UMN Crookston also serves 800-900 dual enrollment students annually through College in the Schools (CIS) and Postsecondary Enrollment Option (PSEO) programs.

UMN Crookston serves a unique demographic of students. Nearly all online students are adult learners (average age of 32 years) in degree completion programs. Spanning on-campus and online programs, UMN Crookston serves the highest proportion of first-generation college students (more than half of the incoming class in Fall 2020) in the system and is typically one of the top two in the system for Pell-eligible students. When considering solely on-campus enrollment, UMN Crookston typically serves the highest proportion of Greater Minnesota students in the system and is one of the top two for international students. Over one-third of UMN Crookston students are varsity student-athletes.

The Crookston campus offers 35 majors, 16 of which are offered fully online. Nearly half of UMN Crookston's on-campus students major in fields related to agriculture and natural resources while business, management, and accounting degrees are the most popular among online students. Given Crookston's career-focused curriculum, most majors require at least one or two courses in management. All majors require students to complete either an internship or an undergraduate research project to help prepare them for careers or graduate school.

UMN Duluth: The Duluth campus provides a comprehensive range of high quality undergraduate and graduate academic programs (150+ majors and minors), excellent co-curricular and student life experiences, and nationally competitive club sports and intercollegiate athletics.

Following its teacher-scholar model, all UMD faculty are directly engaged with students, and its acclaimed research programs are built on a foundation of faculty inquiry and interdisciplinary collaboration that fosters opportunities for undergraduate and graduate student research. UMD has the second largest research expenditures in the state, behind the University of Minnesota Twin Cities, as it supports this mission.

Due to its natural beauty, UMD is a destination campus drawing a majority of its students from beyond the 60-mile radius typical for most regional universities. Among undergraduates, UMD enrolls 85% Minnesota residents (with more than 70% of Minnesotans from the TC Metro and Southern and Western MN), 10% reciprocity students, 3% non-resident-non-reciprocity students, and 2% international students.

UMD undergraduates enroll in one of four freshman-admitting colleges, including, in alphabetical order, the College of Arts, Humanities and Social Sciences, the College of Education and Human Service Professions, the Labovitz School of Business and Economics, and the Swenson College of Science and Engineering. UMD enrolls on average 2,100 new high school and 500 transfer students annually contributing to an enrollment average of 8,720 undergraduate students the last five fall semesters – ranging from 9,199 in fall 2017 to 8,120 in fall 2021. UMD’s fall 2020 new student enrollment and cohort retention rate were significantly impacted by COVID and associated changes to campus operations. A primary enrollment goal is to enroll qualified new high school and transfer cohorts totaling 2,600 annually leading to a total undergraduate enrollment of 8,800 by fall 2025. Objectives include: (a) refine a shared vision of UMD’s undergraduate experience, (b) leverage systemwide recruitment partnerships, (c) assess cost of attendance, (d) remove barriers within the recruitment process, (e) attract, retain, and graduate students from diverse backgrounds, (f) address barriers to early academic success, (g) grow international partnerships, and (h) promote a shared responsibility for student success.

UMN Morris: A founding member of the Council of Public Liberal Arts College (COPLAC), the UMN Morris provides a rigorous undergraduate

liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. The campus provides 34 majors, 35 minors, and opportunities to pursue at least nine pre-professional programs, including very strong pre-health programs. UMN Morris is also the only federally recognized Native American-Serving Nontribal Institution in the upper Midwest. Interactive, challenging classes taught by a dedicated and talented faculty form the core of a Morris education; 96% of UMN Morris instructional faculty have earned terminal degrees in their fields. UMN Morris faculty are dedicated to teaching and mentoring undergraduates and are recognized with the highest per capita membership in the University's Academy of Distinguished Teachers of any UMN campus or college. The UMN Morris innovative leadership in sustainability is nationally and internationally recognized – as a Gold STAR campus - Association for the Advancement of Sustainability in Higher Education; the #1 U.S. campus generating renewable electricity onsite per FTE student – Environment America; and NACUBO Excellence in Sustainability award recipient in the program's inaugural year.

In Fall 2020, Minnesota residents comprised 74% of the UMN Morris student body with representation from 79 of the 87 counties in the state. Students from greater Minnesota comprised 46% of UMN Morris students, the highest in the UMN system. Outside of Minnesota, Morris students originated from 34 states and 17 countries. The UMN Morris proudly enrolls many students from groups traditionally underserved by Higher Education, for instance, in Fall 2020, 28% of new first-year students were Pell recipients, 34% were first generation 42% identified as American Indian, Hispanic, Asian, or African American. Among the 1,400 students, the 3-yr campus average enrollment, 35% are from the Twin Cities metropolitan region, 43% from Greater Minnesota, 18% from other states, 5% are international.

UMN Rochester: University of Minnesota Rochester is the newest of the five University of Minnesota campuses, accepting its first undergraduate students in fall, 2009. By offering distinctive health sciences and biosciences education, UMR prepares students for a broad spectrum of current and emerging careers, ranging from patient care to pure and applied research. UMR faculty are in a single, interdisciplinary department, the Center for Learning Innovation (CLI). The mission of the CLI is to advance learner-centered, technology-enhanced, competency-based, assessment-driven, and community-integrated education in the health sciences through cognitive science-based, innovative learning approaches. UMR was designed to apply best practices in higher education to the learning and success of health sciences students, and to use data to inform identification and implementation of new "best-practices" for student success. All students are engaged in 100% of the high-impact practices identified by the Association of American Colleges and Universities (Kuh, 2008).

UMR's degree-seeking undergraduate enrollment has grown to 640 in its two majors, the Bachelor of Science in Health Sciences (BSHS) and the Bachelor of Science in Health Professions (BSHP). Total enrollments (including graduate and partner programs, PSEO and non-degree) are currently over 950. UMR's student body is diverse with 39% identified as racial and/or ethnic minority students, 36% first-generation college students, and 38% Pell-eligible.

UMN Twin Cities: The Twin Cities provides students with access to the benefits of a flagship R1 University, providing 150 majors, access to cutting edge research faculty and facilities, and the ability to engage with professional education such as law, public health, and business. The UMTC enrolls, on average, 6,100 freshmen and 2,000 transfer students each fall, for a total enrollment of 31,000. In terms of geography, the Twin Cities campus enrolls 65% Minnesota residents, 15% reciprocity students, 15% Non resident-non-reciprocity students, and 5% International students. UMTC undergraduates enroll in one of eight freshmen-admitting colleges, including (in order of size) the College of

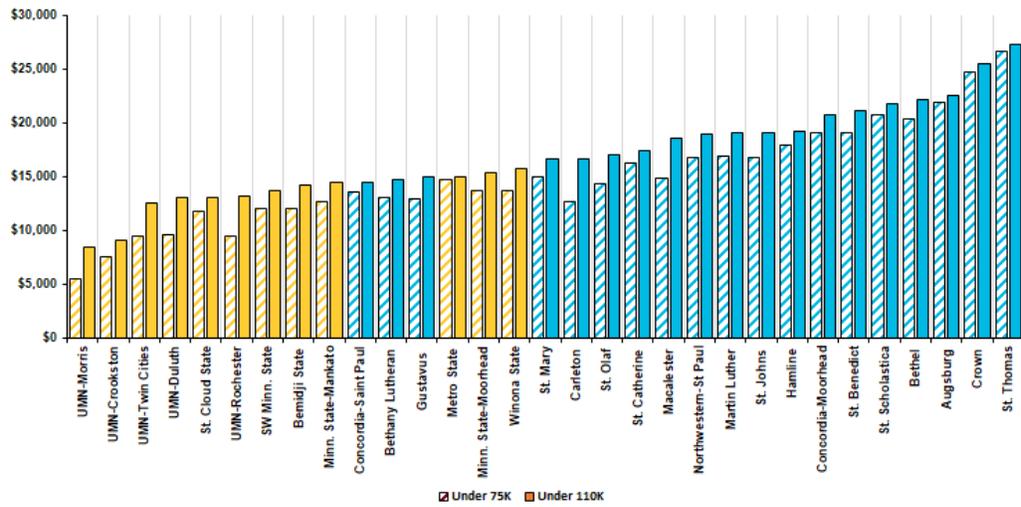
Liberal Arts, College of Science and Engineering, Carlson School of Management, College of Biological Sciences, College of Education and Human Development, College of Food, Agriculture, and Natural Science (CFANS), College of Design, and School of Nursing.

The UMTC has specific enrollment goals over the next five years. These include increasing (doubling) the number of international students, increasing the number of NRNR students based on new recruiting efforts, and making certain we are attentive to our Greater Minnesota populations. A second goal is to continue our recruitment and support for our first generation, Pell-eligible, and BIPOC students and, more importantly, continuing to close the retention/graduation gaps. The UMTC also has strong commitment to our President's Emerging Scholars (PES) and University Honors programs. We plan to increase our use of data and student success analytics in improving our overall graduation rates.

3.2 Market Uniqueness by Cost and Selectivity

In recent years, the SEC has frequently presented an analysis of net price for each of the five system campuses as compared with regional competitors as shown in Figure 3.2.1 below.

Average Net Price for Fall 2018 New Freshmen From Families Earning \$110,000 or Less



Includes all students receiving Title IV aid at private institutions and only students paying resident tuition and receiving Title IV aid at public institutions.

Figure 3.2.1. Average net price for Fall 2017 new freshmen from families earning \$75,000 and \$110,000 or less

While the data presented are helpful, they are largely one-dimensional. The figure does distinguish between public (yellow bars) and private (blue bars) institutions, but there is no distinction by factors such as size, selectivity, or location. These are often significant determinants for prospective undergraduate college students.

4.0 Significant Trends Affecting Enrollment Management

Since peaking in 2012, enrollment across U.S. higher education has flattened (See Figure 4.0.1). Given current projections by the National Center for Education Statistics, U.S. higher education is in the middle, at best, of the longest projected period of flat enrollment dating back to the end of World War II. The following data reinforce these data:

- Nationally, higher ed institutions are seeing in-state applications down 2.2% from last year on average .¹
- Colleges and universities in the Midwest saw a 14% decline in applications from 2019.²

¹ Source: EAB - January 2021
² Source: Inside Higher Ed article - Nov 16, 2020

- Public four-year institutions saw an 11% drop in applications from 2019.³

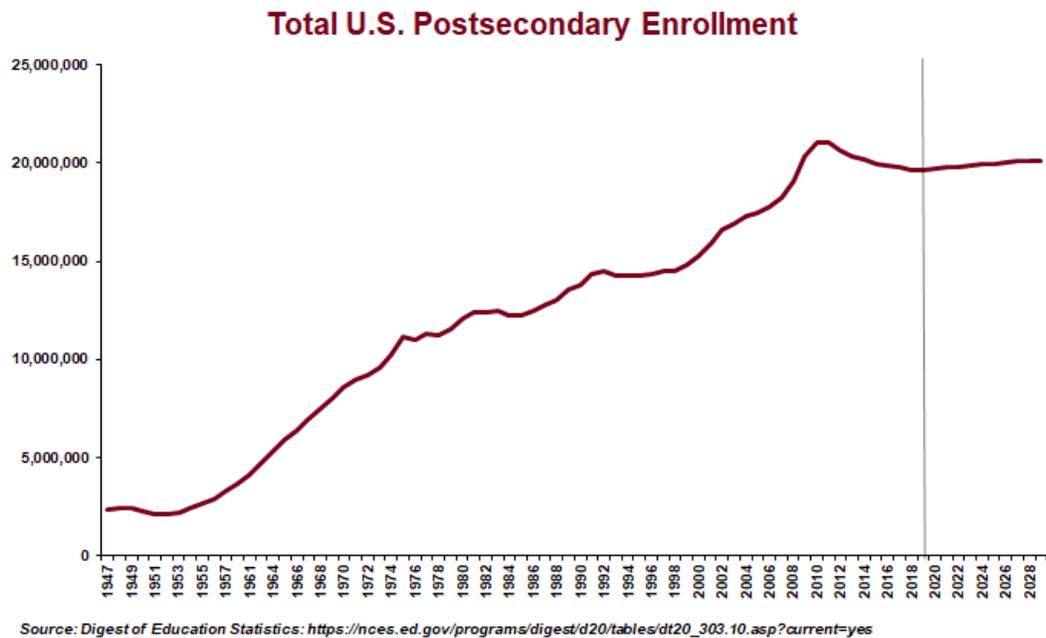


Figure 4.0.1. Total U.S. Fall Enrollment, 1947 - 2029 (Projected)⁴

Given increased competition within the regional higher education marketplace, strengthening the position of UMN institutions within current markets will be necessary to maintain current enrollment. In order to grow enrollment and counter enduring out-migration trends for Minnesota students, each of the UMN System institutions will need to broaden its enrollment base by serving new and emerging student markets. This will likely be most essential for the four Greater Minnesota campuses located outside the Minneapolis-St. Paul metropolitan area.

4.1 The Value of a University of Minnesota Degree

As a land-grant university, the University of Minnesota was founded with the goal of extending access to the children of all the families of Minnesota. While access and affordability have remained hallmarks of the UMN identity, the definition of access within the broader higher

³ Inside Higher Ed article - Nov 16, 2020

⁴ NCES 2020 Digest of Education Statistics: Table 303.10
(https://nces.ed.gov/programs/digest/d20/tables/dt20_303.10.asp?current=yes)

education landscape evolved at the turn of the 21st Century to include access to outcomes, particularly the timely completion of a university degree. In light of recent skepticism regarding the value of a higher education degree, particularly among families with lower levels of education, lower incomes, and conservative political leanings, many higher education leaders have expanded the scope of outcomes to include value in terms of post-collegiate outcomes such as career attainment, income enhancement, and additional holistic measures. Perhaps most notable been the [Postsecondary Values Commission](#), which afforded significant attention to both what value is (income, careers, holistic measures) and who gets it (assessing outcomes by sex, race, and prior family income).

The Price-to-Earnings Premium (PEP) index developed by Third Way is one means of assessing the value of a UMN degree for graduates. The PEP compares the net price the average student pays to earn a four-year degree to the additional amount they earn by attending that institution. This ratio is assessed as compared to the typical salary of a high school graduate in the state. Four of the University of Minnesota institutions are included in the Third Way data presented in Figure 4.1.1, which maps the average net cost of four-year degrees to the PEP for the institution. Vertically, this demonstrates how the net cost of UMN institutions is below the mean in the region. With PEP scores ranging from 2.7 to 3.3 years to recoup the net cost of the degree (near the far left of the horizontal axis), University of Minnesota degrees have excellent value within the Northern Midwest higher education landscape. Further assessment in light of Postsecondary Value Commission metrics will demonstrate potential differences by sex, race, and prior family income for UMN students.

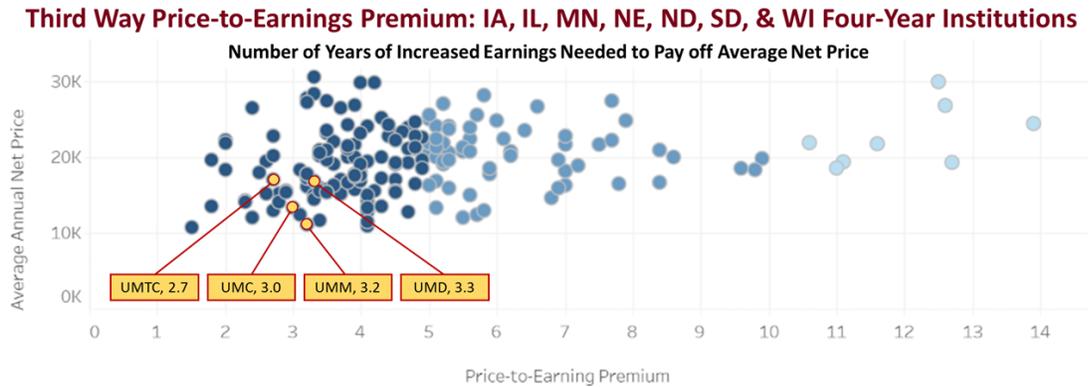


Figure 4.1.1. Third Way Price-to-Earnings Premium for IA, IL, MN, NE, ND, SD, and WI Four-Year Degree Institutions⁵

4.2 The Changing Geodemographics

In this system enrollment plan, it is necessary to provide the context for the fast changing enrollment landscape. Geodemographic shifts at the international, national, and regional level are having significant iMPacts on enrollment strategies and outcomes on all campuses.

Figure 4.2.1 illustrates projected regional changes in high school graduates between 2020 and 2030. As expected, there will be significant growth in the southern states, mostly driven by Texas and Florida. Both the Upper Midwest and Northeast states will experience more than a 5% decline in graduates. Interestingly, there has been a negative change with west coast high school graduates since the last projection, where a positive trend has shifted to a projected decline of nearly 3%. Figure 4.2.2 compliments Figure 4.2.1 as it maps institutions of higher education to population density. While Figure 4.2.2 does not account for institutional size, mapping significant projected decreases in high school enrollment to noteworthy density of institutions in the Midwest and Northeast yields a forecast of increased enrollment competition for the coming decade.

⁵ Source: <https://www.thirdway.org/graphic/interactive-map-of-the-price-to-earnings-premium-for-all-students>. Note that insufficient data are available for Third Way to calculate a PEP for the Rochester campus.

Regional Changes in High School Graduates 2020-2021 to 2030-2031

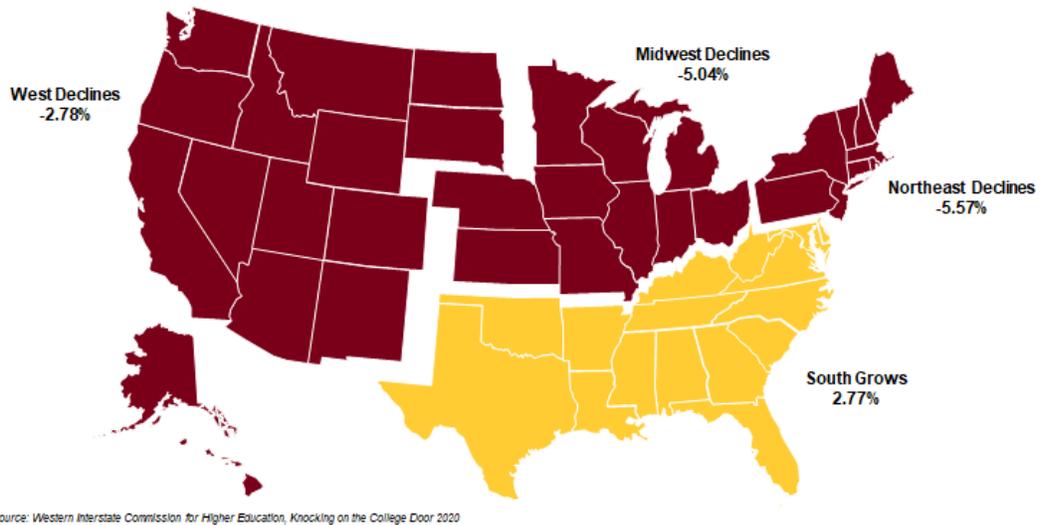


Figure 4.2.1. Regional Changes in High School Graduates 2020-2021 to 2030-2031

Institutions of Higher Education and Population Density in the U.S.

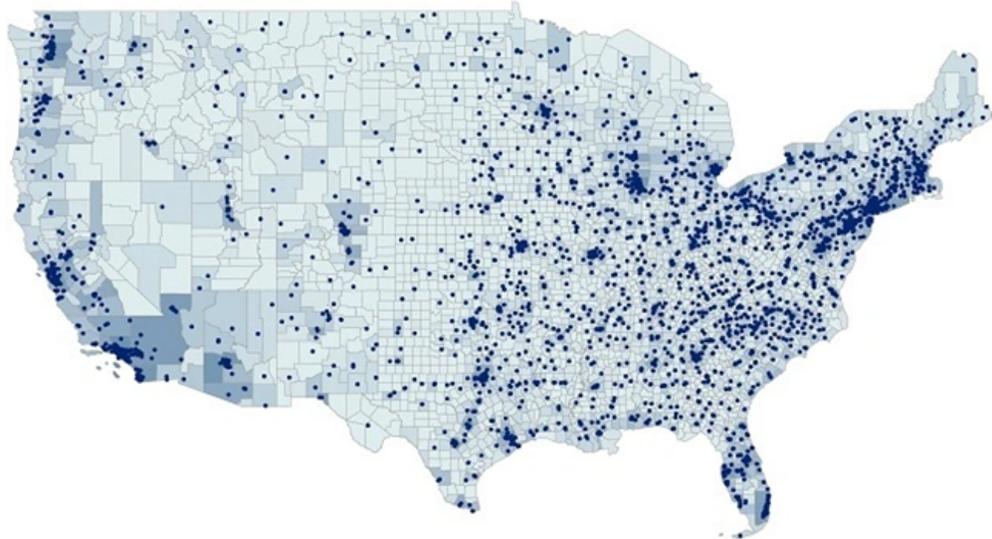


Figure 4.2.2. Institutions of Higher Education and Population Density in the U.S.⁶

⁶ Source: Brookings Institute (<https://www.brookings.edu/research/mapping-the-market-for-higher-education/>)

The Minnesota high school projections are provided in Figure 4.2.3 with a breakdown by county presented in Figure 4.2.4. The Minnesota high school graduate number is expected to peak around 2025 at 72,120 students and reach a low in the mid 2030s. While this projection shows an increase for 2023-2024 to 2025-2026, overall growth from 2018 to 2033 will be just over 2,100 students, an increase of only 3.1% with a precipitous decline in the following years. Any potential offset to future declines would almost certainly come from migrant populations not included in the current forecasting models.

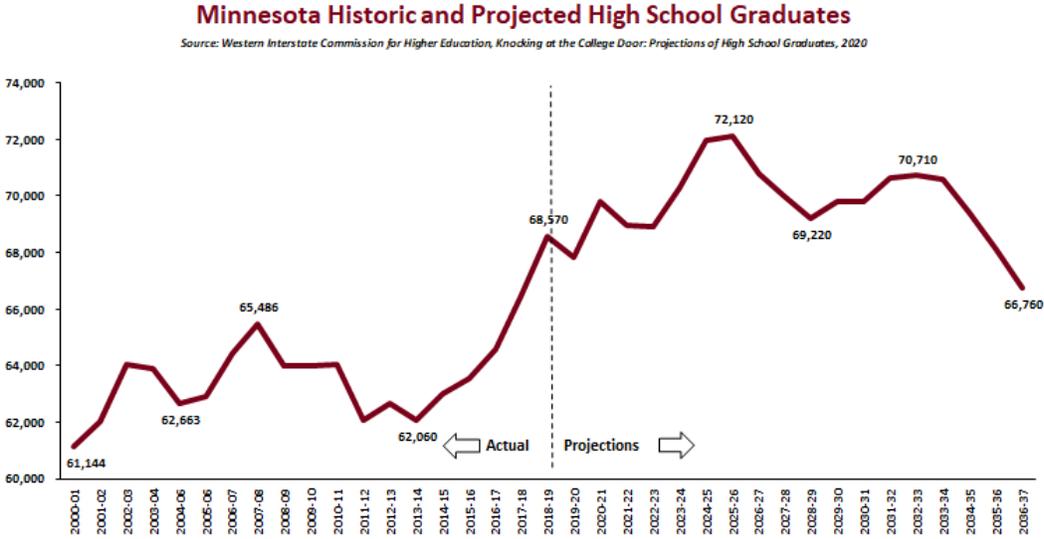


Figure 4.2.3. Minnesota Historic and Projected High School Graduates

**Projected Percentage Change in
Minnesota High School Seniors
by County: Academic Year
2018-2019 to 2023-2024**

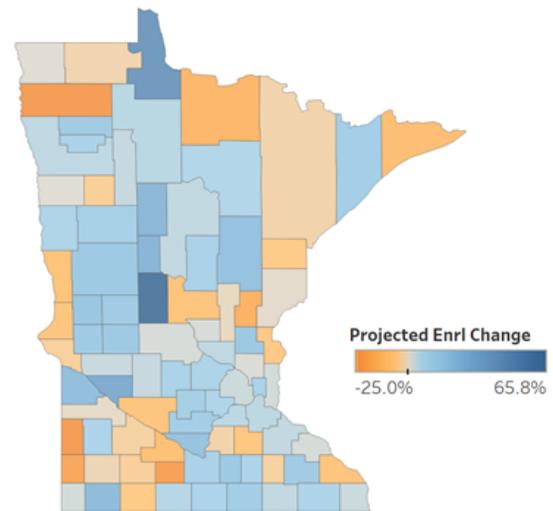


Figure 4.2.4. Project Percentage Change in Minnesota High School Seniors by County: 2018-2019 to 2023-2024

Summary Implications. Each of the figures in this situation contribute to a forecast of increased competition for the coming decade. The implications are different by UMN campus sector.

- As the Twin Cities is more selective in its admissions, there will likely be increased competition for elite students with the strongest high school GPAs, test scores, and indicators of potential for academic distinction. Maintaining or growing current enrollment would likely require the Twin Cities campus to admit more students who have not been as well-served in their prior academic experiences, thus requiring greater support to achieve their potential.
- Greater Minnesota campuses, which are less selective, may lose more of their current students to larger public universities, including UMTC. Thus, these campuses will face even greater pressure to expand into new markets to grow current enrollment or, more likely, prevent further declines. (Note that flattened overall enrollment in U.S. higher education between 2012-2013 and 2020-2021 resulted in enrollment declines in traditional age enrollment for the Crookston, Duluth, and Morris campuses.)

- UMN Crookston was able to offset losses in traditional age student enrollment between 2012-2013 and 2020-2021 with increases among adult learners in degree completion programs. Similar types of market expansion will be necessary for Crookston, Duluth, and Morris, and possibly Rochester, in order to maintain current enrollment or achieve growth.

4.3 Changing Racial Demographics

As important as the overall number of students is for enrollment during the coming decade, even more important will be the increasing diversity of Minnesota high school graduates. As the white population declines, we will see an increasing number of Black, Asian, Latinx, and Native American students. The college going culture for students of color has not been as pronounced as for white students, which is not surprising given U.S. higher education's poor track record for serving these students as is demonstrated in significant nationwide gaps in retention and graduation rates.

Figure 4.3.1 depicts the increase in Minnesota students of color since 1991. The increases have been significant for nearly all the racial groups and is particularly noteworthy for the Black and Hispanic high school graduates. One can also note the increases for the multiracial category. Moving forward, the system will need to be mindful of these changes, and be prepared to put student support services in place to ensure that all students are able to capitalize on their strengths in order to attain a University of Minnesota degree.

Percentage of Minnesota Public High School Graduates of Color by Race/Ethnicity: 1991 to 2020

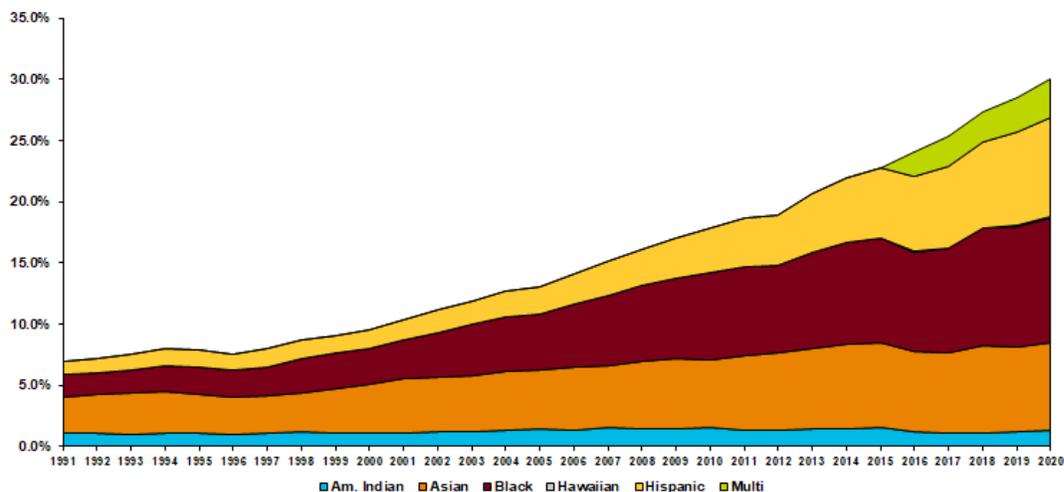


Figure 4.3.1. MN HS Grads Percent by Race Ethnicity SOC Since 1991" - MDE high school graduates of color by individual race/ethnicity grouping, showing the continued increases in diversity, with a pretty consistent slope over the past decade.

Another interesting way to view the potential pipelines of Minnesota students is depicted on the graph of the percentages of BIPOC, Free Lunch, and English Learners (Figure 4.3.2) spanning from Kindergarten to the 12 grade. The trend is clear: as one goes back into the earlier grades there is a higher percentage of students in each of the three categories. While we know that students from these groups bring unique and essential knowledge, skills, and lived experiences necessary to address current and emerging societal challenges, we also know that faculty will have to adjust teaching strategies and student affairs and student success offices will need to provide new forms of support to ensure all students have the opportunity to succeed.

**Minnesota AY 2020-21 K-12 Enrollments by Grade:
Percentage BIPOC, Free/Reduced Price Lunch, and English Language Learners**

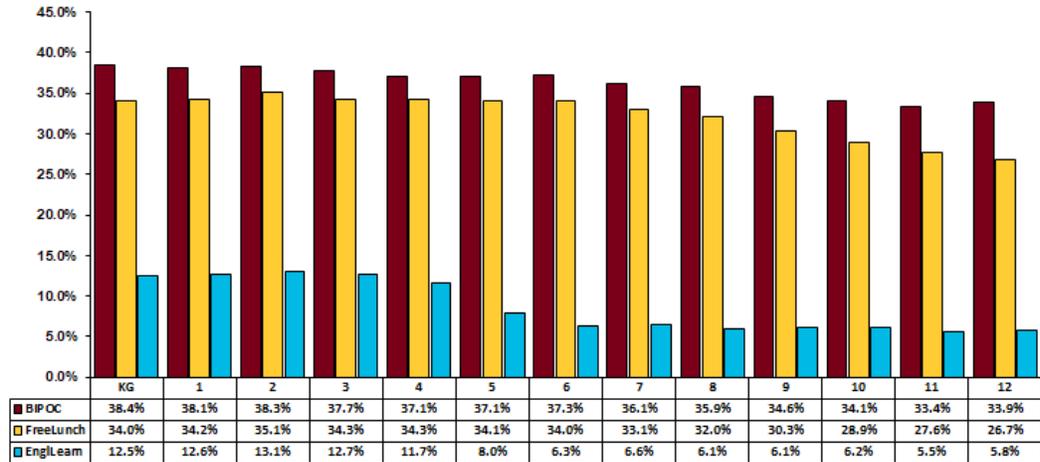


Figure 4.3.2. Percentage of Minnesota BIPOC, Free Lunch, and English Learners spanning from Kindergarten to the 12 grade.

The next figure illustrates the current status of diversity in the State of Minnesota, among our high school graduates, and those who enroll at our institutions. The important comparison is between the percent of high school graduates in each category and the total enrolled in our system (last column). Aside from the Asian category, the UMN System needs to increase the enrollment on our campuses of Black, Hispanic, and Native American students to better represent those percentages in the high school graduating classes.

Minnesota Population, High School Graduates, and University of Minnesota Systemwide Headcount Enrollment Percentage by Race/Ethnicity, 2019

Race/Ethnicity	Minnesota Population 2019	MN High School Graduates 2019	UMN MN Resident Freshmen Fall 2019	UMN MN Resident Transfers Fall 2019	UMN MN Resident Undergrads Fall 2019
Am. Indian	1.1%	1.2%	0.6%	1.1%	0.6%
Asian	5.1%	6.9%	11.5%	7.7%	10.2%
Black	6.8%	9.9%	4.8%	10.1%	5.8%
Hawaiian	0.1%	0.1%	0.1%	0.0%	0.1%
Hispanic	5.6%	7.6%	4.6%	6.0%	4.8%
White	79.1%	71.5%	70.9%	68.1%	72.2%
Two or More Races	2.3%	2.8%	5.3%	4.6%	4.8%
Source	Census Population Estimates Program	Minnesota Department of Education	UMN Official Registration Statistics	UMN Official Registration Statistics	UMN Official Registration Statistics

Figure 4.3.3. MN Population by Race Total HS Grads UMTC NHS NAS 2019" - comparison of state population, high school graduates, and Twin Cities campus NHS/NAS/UG by race/ethnicity.

Summary Implications. Increasing access to higher education for BIPOC students and eliminating achievement rate gaps will become increasingly important in the coming decade if the UMN System is to maintain or grow overall enrollment. More importantly, increasing diversity, equity, and inclusion is essential if the University of Minnesota is to offer degrees of value for graduates who will work in increasingly diverse teams and work environments while living in more diverse communities. Again, there are differing implications by campus.

- To date, the Rochester campus has been the leader within the UMN System having attained the greatest representational diversity while preventing the emergence of achievement rate gaps by race. This success reflects intentional design and formulation of institutional culture, which should inform practices throughout the system in order to bring Rochester’s successes to system-wide scale.
- Thirty-eight percent of UMN Morris’s 2020-2021 enrollment consisted of BIPOC students, which was bolstered by 27% Native student enrollment. That said, Native American students do not pay tuition at Morris; neither do they bring federal or state financial

aid revenues. Continued growth of Morris's Native American population is a strategic opportunity for the campus and the System, but continued growth is not sustainable without an accompanying revenue stream to ensure educational quality.

- Recent efforts at the Twin Cities campus have increased the proportion of students of color among undergraduates to 28% in 2020-2021. Early indications are that the UMTC will enroll the most diverse class in school history in fall 2021, one that nearly matches the demographics of graduating students from Minnesota's high schools, though still lagging behind the diversity of the numbers for the Twin Cities metropolitan area.
- Crookston has steadily increased the racial diversity of its online population. That said, both the Crookston and Duluth campuses lag behind the rest of the system in terms of racial diversity. Both campuses will need to be successful in strategic planning efforts to increase campus diversity if they are to maintain or grow enrollments in the coming decade.

4.4 Additional Demographic Changes

Low-Income Students. According to the U.S. Census American Community Survey⁷ median family income in Minnesota in 2019 was \$74,593. The survey further indicated that 32.6% of Minnesota households have a family income of less than \$50,000 per year, which would qualify family members for a Pell grant. However, just 20.0% of the Fall 2020 UMN system-wide incoming freshman class was Pell-eligible. While University of Minnesota's Promise Plus program guarantees tuition-free education for students from these families (see [Section 9.1](#) below), the opportunity cost of not pursuing employment immediately following high school to support family needs can be significant. According to the Georgetown University Center on Education and the Workforce, more than half of jobs providing a family-sustaining wage require at least a bachelor's degree, yet the U.S. Census Bureau estimates that just 36% of individuals age 25 and older in the United States have

⁷ <https://www.census.gov/programs-surveys/acs/>

earned a bachelor's degree⁸. The largest proportion of individuals without a bachelor's degree, both nationally and in Minnesota, come from low-income families.

First-Generation Students. According to the 2019 U.S. Census American Community Survey, 37.3% of Minnesotans have earned a bachelor's degree or higher. While significantly better than the U.S. percentage of 26.3%, these data suggest that a large percentage of Minnesota high school graduates come from families where the parents do not have a college degree. Data from the National Center for Education Statistics⁹ show that while 78% of the children of parents with a college degree enroll in some form of postsecondary education within 3 months of graduating from high school, the same was true for only 58% of first-generation college students¹⁰. As a system, just 20.7% of our new high school students in Fall 2020 were first-generation college students.

Adult Learners and Degree-Completion. The 2019 U.S. Census American Community Survey also provides valuable information regarding the potential market for adult learners in the State of Minnesota. More than 785,000 Minnesotans, which is slightly more than 20% of the state's population, has earned some college credit but no degree. Another 11.5% of Minnesotans have earned an associate's degree but not a four-year degree. As a point of reference, just 12.5% of Minnesotans are age 15-24 meaning that the potential size of the adult degree-completion market is more than twice that of the traditional age market. While many of these adults will not return to college, nearly 70% of growth-sectors jobs with an annual income of \$60,000 or more in Minnesota require a bachelor's degree¹¹. While more than 60% of UMN Crookston's degree-seeking students are adult learners in degree-completion programs, they represent nearly all of the UMN System's adult learners. Partnership

⁸ Source: <https://www.census.gov/newsroom/press-releases/2020/educational-attainment.html>

⁹ <https://nces.ed.gov/pubs2018/2018421.pdf>

¹⁰ Of those who enroll, just 20% of first-generation college students will attain a postsecondary degree within six years as compared to 49% for continuing generation students - <https://firstgen.naspa.org/files/dmfile/FactSheet-02.pdf>.

¹¹ Department of Employment and Economic Development

programs with other campuses are needed to further develop this market for the system as a whole.

International Students. Forecasts for international recruitment are difficult in the current political and pandemic-influenced environment. This is especially true for students from China, which has been the source of as many international students as the next seven countries combined in the U.S. over the past five years. Efforts to strategically increase international enrollments system-wide will play a critical piece in maintaining or increasing enrollments, given upcoming demographic and enrollment trends in the Midwest discussed previously. For all five campuses, the internationally recognized strength of the University of Minnesota brand is a key asset. While continued recruitment in China is warranted, especially given the size of its market, China has shifted greater attention to post baccalaureate degrees from the U.S. Hybrid delivery models and internal pathway programs that allow students to earn a bachelor's and graduate degree (e.g. 4+1 programs - see [Section 8.2](#)) may prove promising. Additionally, the University of Minnesota would be wise to focus collaborative efforts on emerging markets such as those in Africa, South America, and Southeast Asia, to name a few. It is likely we will partner with external marketing firms to assist with the identification of these new regions for recruitment.

Summary Implications:

- All five campuses of the University of Minnesota System have maintained low net prices for students, especially those from families with annual incomes under \$120,000. However, because the sticker tuition price for UMN institutions is higher than for several public competitors--competitors with higher net costs for students--there is a public perception that the UMN is unaffordable. As this perception has not prevented the Twin Cities campus from securing large numbers of qualified applicants, there has been a relatively low need to tie affordability to the maroon and gold brand identity for this campus. However, perceived lack of affordability is a much greater threat for the Greater Minnesota

campuses, which have limited marketing budgets or capacity to influence the overall University of Minnesota brand.

- Campuses that have relied on international students to bolster enrollment, notably Crookston and the Twin Cities, will likely face increased competition as well as challenges with securing student visas. Continued success with international recruitment will require greater leverage of the University of Minnesota brand and penetration into emerging markets such as those in Africa, South America, and Southeast Asia.
- For some campuses, greater penetration into markets of first-generation students and adult learners could help to offset declining numbers in traditionally served markets of students. The Crookston campus, which has had success with both of these demographics, will need to engage in greater partnership and collaboration with the other system schools to bring service to these students to scale.

5.0. University of Minnesota Competition

Each of the five campuses has a unique enrollment portfolio and set of competitor institutions. The UMTC competes more with Research 1 institutions, such as the University of Wisconsin Madison, the University of Illinois, and Purdue University. Table 5.4 shows the top 5 competitors for each of the five campuses for fall 2020. In-depth data regarding competitor institutions are included in [Appendix B](#). The figure shows where students admitted to each campus who did not enroll at that campus ultimately matriculated. Note that the Twin Cities is the major competitor for the four Greater Minnesota campuses.

**Top Competitors for Admitted Non-Yielded Students
(Total from Fall 2018-2020)**

Crookston	Duluth	Morris	Rochester	Twin Cities
UMN-Twin Cities (273)	UMN-Twin Cities (2,946)	UMN-Twin Cities (834)	UMN-Twin Cities (418)	UW-Madison (6,438)
UMN-Duluth (84)	St. Thomas (819)	UMN-Duluth (274)	UW-Madison (65)	Illinois (2,319)
NDSU (43)	UW-Eau Claire (502)	St. Thomas (123)	UMN-Duluth (60)	Purdue (1,333)
UW-River Falls (38)	Minn. State-Mankato (492)	Gustavus (93)	St. Kate's (39)	St. Thomas (1,192)
Northland CTC (38)	NDSU (421)	Minn. State-Mankato (90)	St. Thomas (38)	Ohio State (965)

Figure 5.1 Top Competitors for Admitted Non-Yielded Students (Fall 2020)

The picture changes if we look at just the Minnesota non-yielded students as shown in Figure 5.2 below.

**MN Residents: Top Competitors for Admitted Non-Yielded Students
(Total from Fall 2018-2020)**

Crookston	Duluth	Morris	Rochester	Twin Cities
UMN-Twin Cities (244)	UMN-Twin Cities (2,713)	UMN-Twin Cities (749)	UMN-Twin Cities (379)	UW-Madison (2,017)
UMN-Duluth (75)	St. Thomas (757)	UMN-Duluth (246)	UMN-Duluth (50)	St. Thomas (1,609)
St. Thomas (35)	Minn. State-Mankato (449)	St. Thomas (112)	St. Kate's (38)	UMN-Duluth (727)
Northland CTC (35)	NDSU (379)	Gustavus (88)	Minn. State-Mankato (31)	Iowa State (392)
UW-River Falls (33)	UW-Eau Claire (370)	Minn. State-Mankato (78)	St. Thomas (30)	St. Olaf (321)

Figure 5.2. MN Residents: Top Competitors for Admitted Non-Yielded Students (Fall 2020)

One of the most problematic issues overall facing UMN enrollment picture is the large number of students who leave the state of Minnesota to attend higher education in neighboring states (Figure 5.3). For the most recent year data are available, nearly 5,000 students arrived from the surrounding states to attend college in Minnesota, but nearly 10,000 Minnesota residents left for these same states. The out migration ratio was a troubling 2 to 1. These same trends can be detected at the national level, where Minnesota is a net exporter of high school graduates. This outmigration of Minnesota residents is a particularly significant problem for our greater Minnesota campuses.

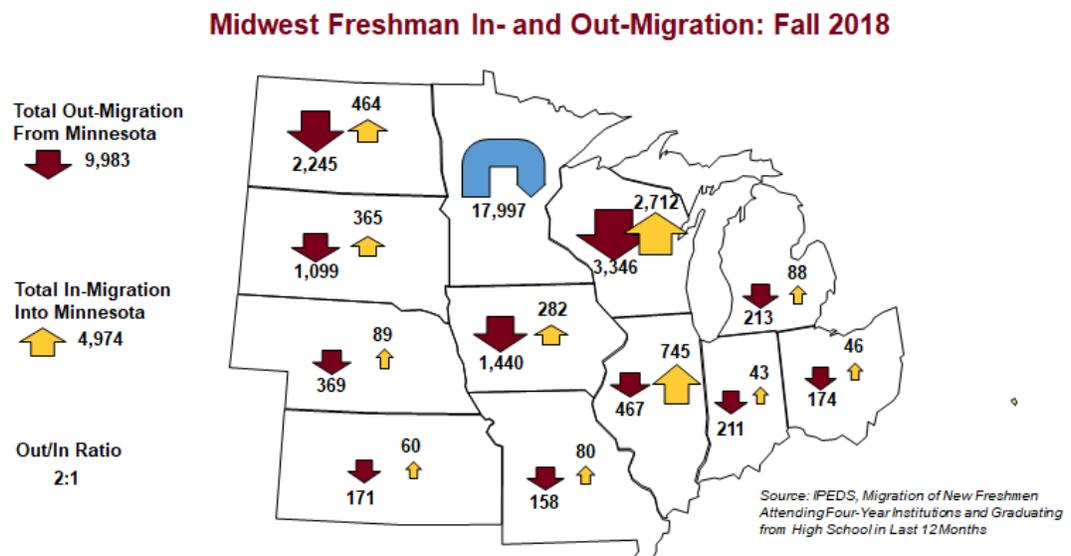


Figure 5.3. Minnesota Freshman In- and Out-Migration in the Midwest: Fall 2018

6.0 Enrollment Management and Admissions

Moving forward, the system-wide collaboration envisioned in the admissions-related aspects of enrollment management will largely fall within two realms. The first is efforts to “grow the pie” by increasing overall applications to UMN institutions through enhanced marketing and pathway programs to the University of Minnesota. As these two have the greatest potential to iMPact overall enrollment development, the proposed resource outlay to enact these strategies will be the largest within the overall plan.

The second set is a series of initiatives aimed at enhancing the yield of applicants to the various campuses through greater coordination of application sharing, processing, and admission. These efforts are more iterative and reflect an evolution of initiative enacted in recent years.

6.1 The Joint Marketing Effort

The Twin Cities campus enjoys exceptional brand recognition and awareness. The maroon and gold “block M” is a defining characteristic of the state of Minnesota and what it means to be Minnesotan that is recognized for quality around the country and the globe. This brand strength informs strategic efforts by URelations to reinforce and grow brand identity.

That said, University of Minnesota brand association with the four Greater Minnesota campuses is much lower. Highlights from marketing analysis conducted by Hilgers and Werner (H&W) with nearly 7,000 Minnesota high school students and nearly 900 parents revealed the following high-level findings:

- System-level marketing will greatly increase the likelihood that students will apply to any UMN campus, apply to multiple UMN campuses, and attend one of the UMN campuses.
- Increased awareness of the attributes of the UMN campuses increased participants’ interest in applying to the Crookston, Morris, and Rochester campuses while interest in Duluth remained the same and interest in the Twin Cities dropped very slightly.
- The factors with the highest importance when choosing to apply to a UMN campus were academic programming and total cost of attendance.

Among the more granular findings of this market study were the following:

- 96% of participants were unable to identify the five campuses of the UMN System.
- Only 68% of participants were aware of the Morris campus, 65% of the Rochester campus, and 55% of the Crookston campus.

- 52% of both student and parent segments were unaware that the average net cost and debt ratio are lower for UMN campuses than for regional competitor schools with another 9% of students and 11% of parents reporting being unsure.

In Fall 2020, UMN launched the “Discover the U of You” campaign, which included a [system-wide landing page website](https://system.umn.edu) (system.umn.edu). The landing page is featured in Figure 6.1.1 below, and additional information is included in [Appendix C](#).

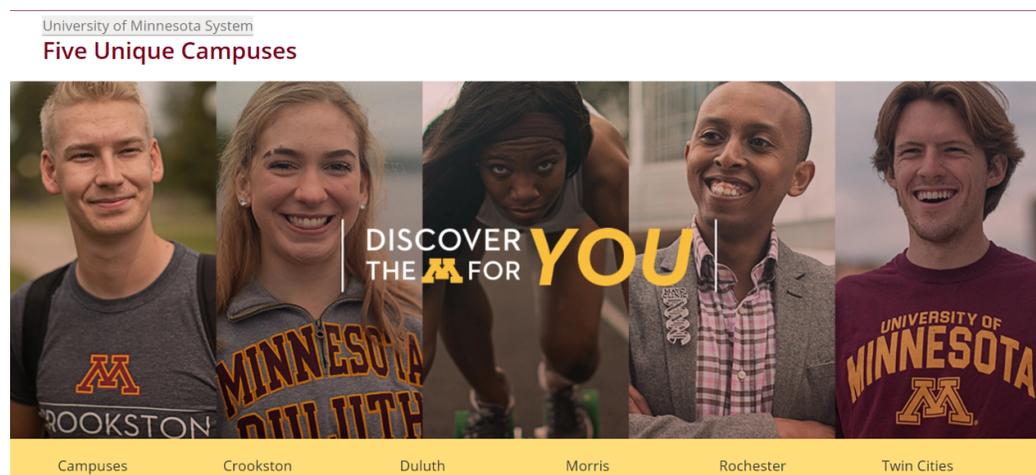


Figure 6.1.1. System-wide landing page

This campaign built on the message of “Five strong campuses. One strong state.” Overall, the campaign was highly effective as it generated nearly 22,000 clicks from the system landing page to individual campus sites, and paid media and referrals from the system page drove over 62,000 sessions on campus pages, over a third of which were at Morris and over 20% of which were at Duluth. Figure 6.1.2 presents year over year site traffic for the campus apply and admission pages.

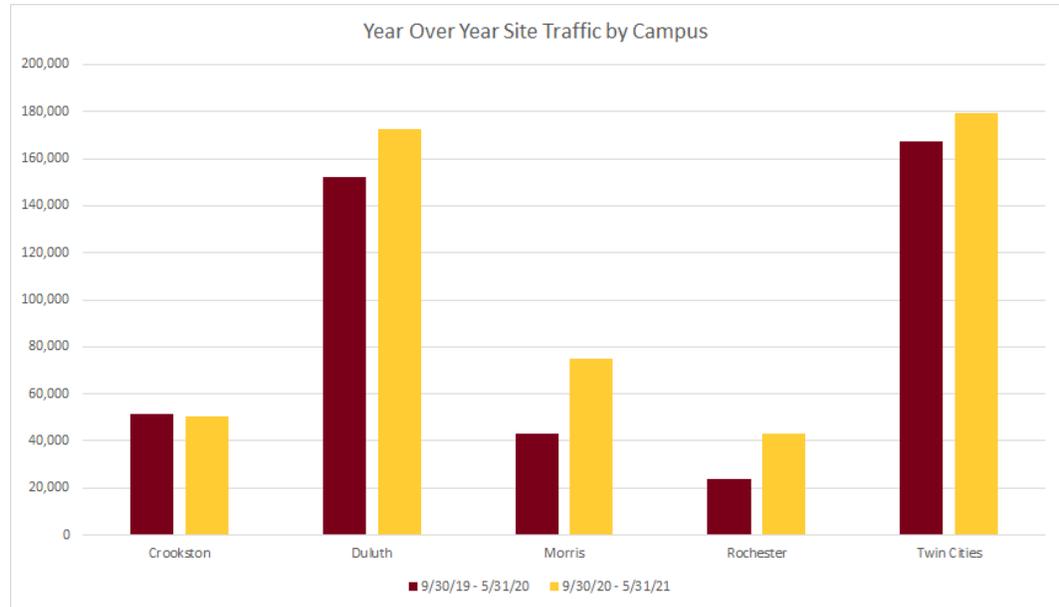


Figure 6.1.2. Year Over Year Site Traffic by Campus (Sept. 30, 2019 to May 31, 2020 as compared to Sept. 30, 2020 to May 31, 2021)

As a part of evaluation of effectiveness of the marketing campaign, H&W also tracked pageviews for four or five core pages on each campus’s website that individuals could access by clicking through the system-wide landing page (Jan. 1, 2020 to May 31, 2020 as compared to Jan. 1, 2021 to May 31, 2021). The overall increase in page views across all five campuses was 56% with a 95% increase for UMN Rochester, an 80% increase for the Twin Cities, and a 68% increase for UMN Morris. For the “apply” pages, there was an overall increase of 30% with the largest proportionate increases at Rochester (198%), Morris (98%), and Duluth (40%).

These findings are encouraging, especially for the Greater Minnesota campuses that have limited marketing budgets. Based on the success in 2020-2021, URelations proposed continuing the campaign in 2021-2022 with strong support from the Greater Minnesota campuses. However, the campaign was not funded due to the budget constraints facing the UMN System. **Because brand development efforts for well-established brands, such at the University of Minnesota, require multiple years, we propose a commitment of no less than five years at the level of at least \$1,000,000 per year to continue and further develop the**

Discover the U for You campaign. We are confident that this is the single most important initiative needed for the UMN System to develop its enrollment over the coming decade, especially in light of the trends and shifting demographics discussed in the previous section.

6.2 Prospect Development and PK-12 Pipelines

As the Twin Cities campus benefits from significant brand awareness, it is able to afford less attention to prospect development. While the Twin Cities engages in name buys and other tools to secure prospects, this entails a smaller portion of their budget and operations for their admissions department than at Greater Minnesota campuses. Further, these efforts have a greater focus on shaping the enrollment of the Twin Cities campus, as opposed to securing sufficient applications to generate an incoming class of sufficient size. For the Greater Minnesota campuses, a larger proportion of budget and staff operational time is dedicated to prospect development.

In 2020-2021, the Crookston and Morris campuses initiated an effort to enhance collaboration between their respective admissions departments. Following nearly a year of analysis, two primary opportunities emerged:

- Greater collaboration in prospect development, particularly through collaborative efforts by admissions counselors in promoting both campuses through high school visits and at recruiting fairs. (Once students demonstrate interest in or apply to one of the two campuses, the appropriate admissions counselor at the campus assumes responsibility for developing relationships leading to admission and matriculation.)
- Greater collaboration in application processing through administrative systems including SLATE.

Both of these areas of collaboration have potential to be scaled to the system level (we discuss processing in [Section 6.7](#) below). **We propose the creation of two system-level admissions professionals whose jobs will focus on enhancing prospect development for all five UMN**

campuses. This proposal builds on the findings of the H&W Marketing study discussed in the prior section and the work of the Crookston and Morris campuses over the past year. Goals for these positions could include the following:

- Working with System admissions offices to share user information for focused recruitment efforts.
- Representing the UMN System including all five campuses at selected events, fairs, and schools, especially during peak recruitment periods.
- Partnering with System admissions and other University staff to co-write articles/blogs/videos that provide schools, students, and families with helpful access information and to increase marketing efforts.
- Furthering our outreach to underrepresented populations.
- Support system-wide pipeline programs that promote a college-going culture among students from populations historically underrepresented in higher education while educating them about the affordability and unique programmatic offerings of the five UMN campuses.

Regarding the final bullet point above, each of the campuses has specific pipeline programs designed to prepare students at the K-12 level for college work, but there are opportunities for collaborative pipeline endeavors. For example, one of the system’s major pipeline programs is the “Ramp-Up to Readiness” program (See [Appendix D](#) for a full description of this program). Additional System-wide pipeline programs will need to be developed, supported, and strengthened. Some of these programs will continue to be specific to individual campuses, in part due to faculty and staff supported grant programs and initiatives. That said, greater coordination could enhance the efficacy of pipeline programs, increase efficiency, and draw support from larger funding sources (donors, foundations, partners, etc.).

6.3 Analysis and Development of Current System-Level Programs

The two most prominent efforts to share applications and increase overall system-level yields have been the Share My App program and sharing students from waitlists and deny lists at the Twin Cities campus with the other four campuses. While these programs have had marginal success to date, analysis of the programs in the development of this plan has informed both means to strengthen these efforts and to use their most effective elements as a part of new strategies discussed in [Section 6.5](#) below.

The Share My App Program. Given the large number of applications received by the Twin Cities campus, resulting in many students who could not be admitted, the Share My App program was created to allow these students to also apply to one or more of the other UMN campuses. The program has had marginal success in that the yield from these shared applications has not been great, most likely since students applying to the Twin Cities likely had other second choice institutions. This program also resulted in a great deal of work in processing these shared applications, which diverted valuable human resource time away from yield efforts with applicants who are more likely to enroll. One recent adjustment to the program is more selectivity in the applications being forwarded to the campuses. For instance, while Crookston is looking to focus in the area of agriculture and applied studies, Rochester is looking to increase applications for students interested in health. And, as the campuses have noted, even a dozen additional admits at some of the smaller campuses is helpful.

Students that used Share My App : Any Campus

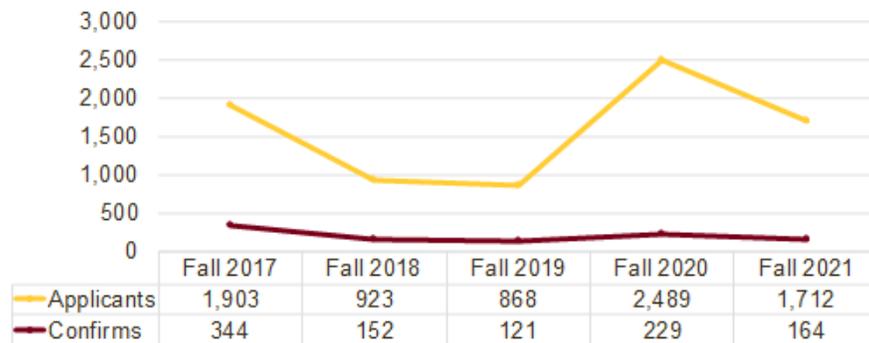


Figure 6.3.1. Share My App Statistics (Fall 2017-2021)

Sharing of Waitlist and Deny List Applicants. In the last five years, the Twin Cities campus has shared lists of freshman applicants not yet admitted (waitlisted or denied) to the other System campuses throughout the late winter and spring. Parameters are determined by each campus. Follow-up and recruitment of these students is determined by each campus. As with the Share My App program, this initiative has resulted in limited success. Many of the students from the Twin Cities deny list do not meet the admission requirements of Greater Minnesota campuses and among those who do, many are not a good fit with the academic portfolios or unique missions of the Greater Minnesota campuses. For the wait list, there is a similar challenge in terms of fit for many students. Additionally, the Twin Cities naturally retains the most academic qualified students from their waitlist well into the spring. By the time the strongest potential candidates are shared, many of them have accepted admission to other competitor campuses.

Fall 2021 Twin Cities NHS Denied/Waitlisted Records Shared by Campus

	Crookston	Duluth	Morris	Rochester
Applicants Shared (single row)	7,832	6,032	7,832	5,668
Students Enrolled	3	24	5	10
Percent Enrolled	0.04%	0.4%	0.06%	0.2%

Note: Includes applicants shared via deny decision lists and waitlist decision lists only. Applicants that were shared multiple times to a particular campus, were counted only once. Enrolled counts include only those students that applied to another campus after receiving a deny or waitlist decision from the Twin Cities campus.

Figure 6.3.2. Fall 2021 Twin Cities NHS Denied/Waitlisted Records Shared by Campus

6.4 Analysis of Proposed System-Level Programs

The System Enrollment Council has discussed myriad approaches to collaboration and coordination in the admission’s space. These included ideas recommended by internal and external constituencies as well as based on a survey of the broader higher education landscape. While we do not recommend moving forward with the following more prominent ideas, we discuss them here because they inform the strategy proposed in [Section 6.5](#).

Single UMN Application. At the broadest level, there have been conversations about a “common” UMN application for all five institutions where students could apply to a number of campuses through a singular application process. While each campus does provide a unique application platform, all institutions utilize the national “Common Application,” where students can select multiple institutions. On the Twin Cities campus, over 70% of students apply through the Common App. Thus, it seems late to invest in a unique UMN application when the Common Application already provides for this opportunity.

The 2+2 Enrollment Model. The campuses have also discussed the idea of a 2+2 admission’s plan where students could be admitted to one of the four Greater Minnesota campuses with a guarantee of transfer to the Twin

Cities campus if certain GPA/curricular criteria were met. The Council has devoted several sessions to analysis of this concept and does not feel it is in the best interest of overall system enrollment. The basic hypothesis is that students would enroll on one of the Greater Minnesota campuses, enjoy the first two years getting acclimated to that place, and remain on that campus (instead of transferring to the Twin Cities), which would be a positive outcome for the enrolling campus. While there may be merit to the hypothesis, the UMN System would have to be prepared to honor the guaranteed option to transfer.

While there are models in the U.S. where such 2+2 models work adequately, none of those systems has the institutional diversity of the University of Minnesota System. Furthermore, when students do actually need to transfer to complete a degree that aligns with their career goals, the evidence is that students are more likely to complete a degree and complete it on time if they begin as a first-time full-time student at the home institution.

Another significant concern is that, if a large number of students did transfer back to the Twin Cities, the enrollments would suffer on these campuses. We are also not certain the Twin Cities and/or specific colleges could accommodate a large influx of transfer students, especially given that the students under this arrangement would want to be automatically admitted to their preferred major and college, not just the UMTC campus. The increase would be accompanied with an increased need for transfer advising. In many cases, major degree programs at the Twin Cities campus include requirements for specific lower-division courses during the first two years as students complete their liberal education requirements. These courses are not always offered at Greater Minnesota campuses; therefore, a 2+2 approach could increase time-to-degree requirements for students.

Given the possible risks, the Council does not feel this is a viable option.

6.5 Proposed System-wide Admission Model

A model that has strong support from the System Council is an expansion of the UMTC role in actually admitting students to other campuses. This approach draws on lessons learned from the Share My App and Wait/Deny List sharing initiatives as well as analysis of the single application and 2+2 approaches detailed in the prior sections.

Given the size and depth of the UMTC pool and waitlist, the plan is that the Twin Cities would admit students from their waitlist directly to one of the Greater Minnesota campuses given the interests of the student. A similar practice may be enacted at UMD. Of course, the sequencing of the admission would need to be carefully considered as the UMTC shapes its class during the spring and generates the waitlist iteratively. UMTC applicants who are not deemed a good fit would be evaluated for alternate admission.

The UMTC would need to develop expertise on the specific requirements for each campus. As with the previous examples, a student with a strong interest in health science might be admitted to Rochester, a student interested in environmental science to Duluth, a student with an interest in business and agriculture to Crookston, or a student interested in liberal arts to Morris. We feel strongly that, instead of sharing applications, which we will still support, a direct admission to a UMN campus will increase the probability that a student will enroll. They will feel wanted by a campus in the system.

Although there are myriad details to work through, the System Enrollment Council is enthusiastic about this opportunity.

Summary: MPact 2025 Enrollment Initiatives

- The Council, in cooperation with University Relations, has made great progress in our joint UMN marketing plans. Continuing and enhancing this critical work is a high priority for the Council. Continuing efforts in this initiative will focus on enhanced use of

social media, expansion beyond Minnesota high school graduates, and strengthened targeted marketing strategies.

- Building off the newly-developed Share My App and Wait List strategies described in more depth below, the Council recommends a new UMTC role in system admissions. Under this initiative, the UMTC admissions office will be empowered to use campus-specific criteria to directly admit appropriate individuals to one of the other four campuses. This plan will require UMTC admissions counselors to develop expertise in the specific criteria used by the other campuses.
- The University is now in a position to finalize the migration to a common admissions platform (SLATE) across all campuses (UMD is the final campus to utilize SLATE). Having all system campuses on the same type of technology will enable enhanced information sharing, coordination and cooperation in admissions across the campuses. It also opens the door for possible future initiatives such as system-wide application processing. The Twin Cities campus has founded a Slate Community of Practice (CoP) that launches in September 2021 and will be focused on sharing best practices and project development across the system (See Appendix E).

7.0 A System Approach to Student Success: Retention and Completion

The UMN System is currently implementing the Student Success Analytics (SSA) initiative that provides systemwide analytic tools and insights to improve undergraduate student success and inform enrollment management through retention, degree progress, and curricular and enrollment analytics. The SSA Retention Priority/Risk dashboard provides campuses with regular updates on students likely to not return for the next semester. These machine learning predictions provide the University with the ability to focus campus resources on early interventions with the students that will need the most assistance. In addition, it provides insights to help campus leaders project enrollment for the next semester and identify shifts in the number of students. These timely predictions will help campuses meet MPact2025 retention goals.

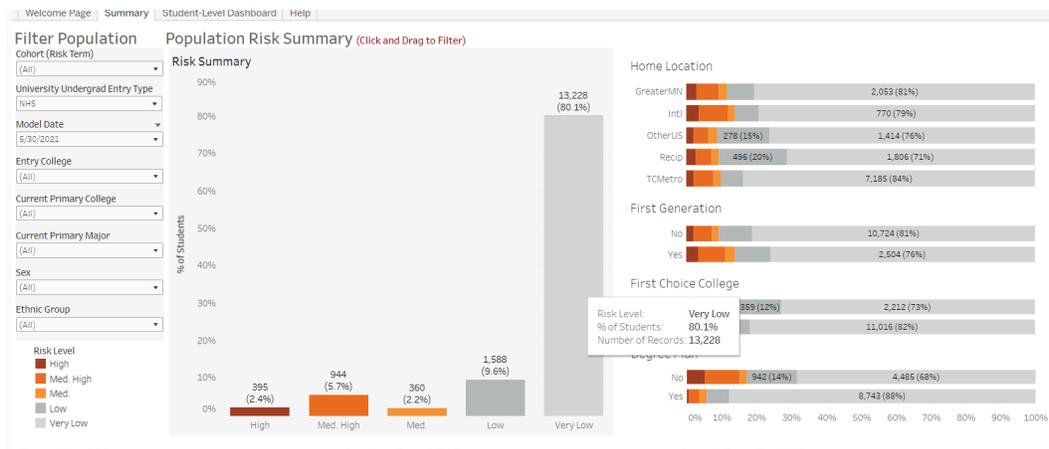


Figure 7.0.1

Beyond retention, SSA provides campuses the ability to track degree progress, which shows when students are falling behind on completing their degree in a timely fashion. Degree progress can be a leading indicator for whether students will graduate within four-years. This dashboard is particularly helpful for trying to move students from being a six-year graduate to a four-year graduate, which in turn helps students minimize the cost of their degrees.

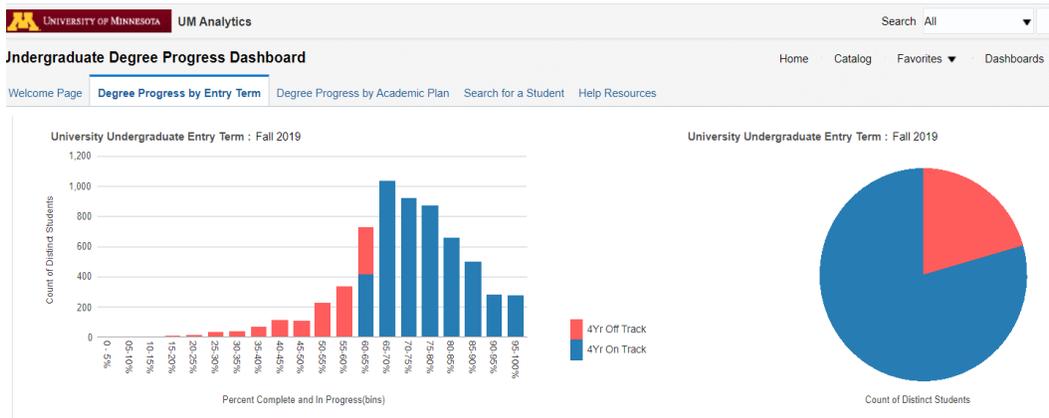


Figure 7.0.2

Recently, SSA developed a series of enrollment and curricular analytics for campuses and academic units to track how students move through different majors on their path to degree completion. This helps unit leaders understand how students explore the curriculum on each campus

and throughout the systems. In addition, a series of analytics address how individual courses can be potential stumbling blocks on student progress.

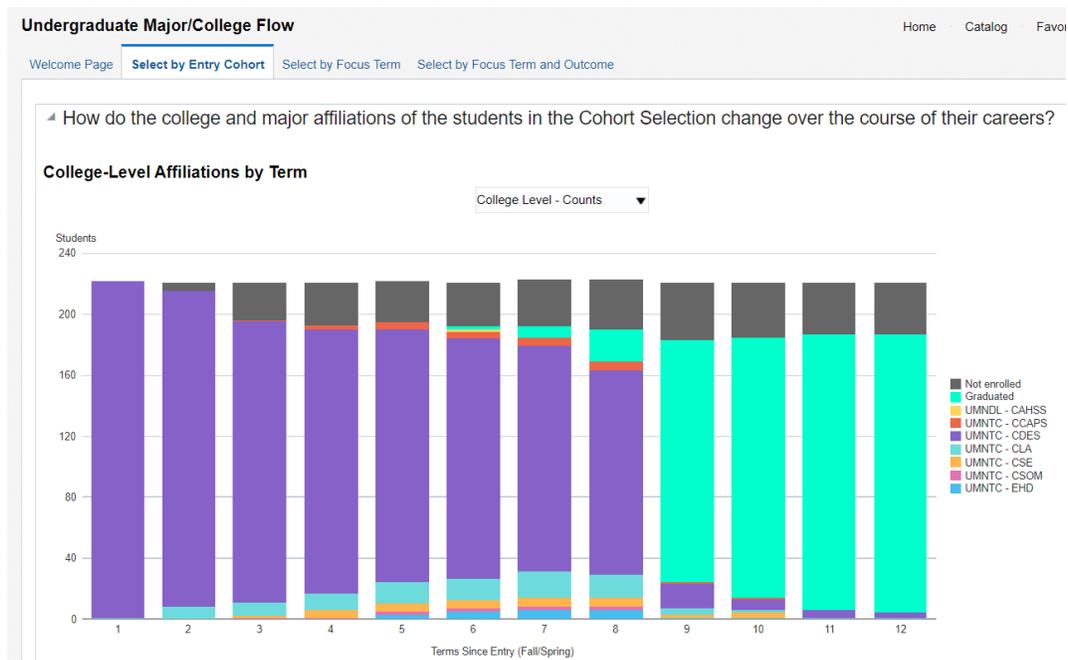


Figure 7.0.3

SSA works in a consultative and collaborative approach with system campuses to ensure analytics are continuously improving and meeting the needs of each system campus. SSA provides a broad array of analytics that can help campuses meet their MPact2025 goals and proactively improve student success.

Much of this work has been initiated on the Twin Cities campus and shared with Greater Minnesota campuses. Moving forward, additional staffing will be required to fully implement and utilize these new tools.

7.1 The APLUS Advising Tool

APLUS is a homegrown application that was developed by the TC - College of Liberal Arts in 2008 and by 2016 it was implemented system-wide. It is a near real-time system providing advisors, career counselors, and other student services staff a 360 degree view of their

students. APLUS provides automatic notification of potential concerns to relevant staff/faculty. This system-wide retention tool facilitates follow-up, tracking, and resolution of issues. The APLUS governance structure is made up of Executive Leaders to assist with priorities, the Advisory Committee who makes decisions about the various requests infusing a student-centered advising philosophy, and the Functionality Working Group of super users who inform enhancements and new approaches.

Figure 7.1.1 Shows the rapid utilization of APLUS across all campuses. This platform has become essential for advising professionals across the system.

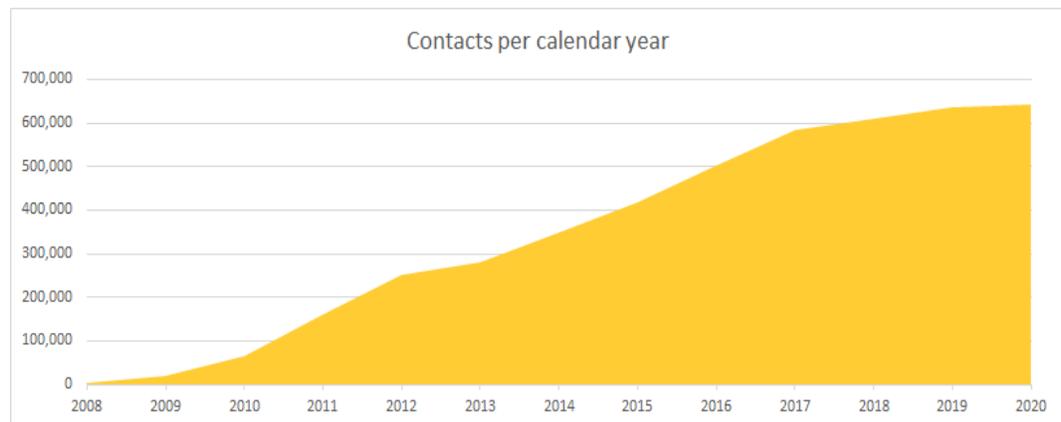


Figure 7.1.1. APLUS Contacts per calendar year.

Summary: MPact 2025 Student Success Initiatives

- Nationally, universities are investing heavily in the development of student success analytics (SSA) and better data to understand how to enhance student success (see below for more detail), including retention, graduation, and the closing of opportunity gaps. We have recently begun work on the development of a student success analytics platform that all campuses can utilize. The next step in this initiative is to move beyond a pilot phase and expand the utilization of SSA in the work of all campuses to enhance retention

and graduation rates. A component of this system enrollment initiative will be to convene a yearly summit on student success looking at all the tools and resources available for this work.

8.0. The System Curriculum

Each of the five campuses has a unique undergraduate curriculum. However, each also provides a specialization in certain areas.

8.1 Multi-I and Academic Calendars

Multi-I. Students from any of the campuses are allowed to complete courses on other campuses through the Multi-Institutional (Multi-I) enrollment. Multi-I enables students to stay on track for four-year graduation, to explore other areas of the system-wide curriculum, and to gain class flexibility. While engaged in Multi-I enrollment, financial aid and degree/program status at the home campus is maintained. The Multi-I program has not enrolled a large number of students so far, as indicated on Figure 8.1. In the year 2020-2021 only 286 students participated in the Multi-I program.

Multi-Institution Enrollment Students 2020-2021

Home Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	1	0	0	16	17
Duluth	27	0	0	0	77	104
Morris	15	25	0	0	86	126
Rochester	17	2	0	0	0	19
Twin Cities	1	19	0	0	0	20
Total	60	47	0	0	179	286

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

Figure 8.1 Institutional Enrollments

There could be several reasons for the low enrollment in the Multi-I program. First, it seems that students on each campus are getting the courses they need to complete their degrees; thus, there is not a need for Multi-I coursework. Second, there has been limited marketing of the

program. Third, the tuition exchange between campuses has to be manually managed as processing has not been automated.

A Common Calendar. UMN campuses each employ a unique campus calendar. There are many historic reasons for this including pressures from athletic conferences, the need for some campuses to plan for weather-related closures, and the unique influence of the Minnesota State Fair on the UMTC fall semester calendar. Advances in distance learning including those utilized during the Covid pandemic may enable some UMN campuses to move to a common calendar, which could make it easier for students to engage in Multi-I courses. This could assist campuses in advising related to low-enrollment courses so that alternatives could be offered through other campuses. In some instances, especially when paired with the Student Success Analytics discussed in Section 7, this may help advisors to help students reduce time to degree, thus lowering the cost of attendance. This may also open doors to faculty innovation in course inter-campus course design and delivery. One downside to the common calendar, if we were to begin after Labor Day, is that the length of the Fall semester of instruction will be reduced by a week.

8.2 Pathways through the UMN

A tool for recruitment and retention of UMN undergraduate students is to facilitate movement from UMN undergraduate programs into UMN graduate and professional programs. In particular, System-focused arrangements that allow for smooth transition into a graduate or professional program or reduced time for completion of all degrees without reducing quality of student applicants or academic programs provide a “win” for all involved. Two examples include:

- Nursing. The early decision for admission into the Master of Nursing program at the School of Nursing, UMN Twin Cities illustrates a true System-wide opportunity for smooth transition into a high-demand professional field. Beginning Fall, 2019, students with junior status from the UMN Crookston, UMN Duluth, UMN Morris and UMN Rochester campuses are able to

apply for early decision admission, assuring accepted students that their journey into this competitive field is assured the fall after they graduate with their B.A. or B.S. The Master of Nursing program gains students with a rich diversity of backgrounds-- personal, educational, and professional-- with strong connection to the University of Minnesota.

- [VetFAST](#). To meet the high demand for veterinarians in the U.S. and to provide pathways through UMN campuses to the UMTC College of Veterinary Medicine, the University of Minnesota has introduced the Veterinary Food Animal Scholars Program, or [VetFAST](#). Students enrolled in biology at UMN Morris or animal science at either UMN Crookston or UMTC who qualify for the program may apply for the program. These students may gain VetFAST program acceptance as early as after two completed semesters of UMN coursework and may complete both Bachelor of Science and DVM degrees in seven years rather than eight.

Additional system-wide collaborations exist for students enrolled at one campus to complete coursework, minors, and majors at another campus. These options allow students to take advantage of the broad opportunities the University provides while working within the unique opportunities their home campus provides as they pursue their career paths. Virtual and hybrid offerings help facilitate these options. For example, UMN Rochester health sciences students can complete the UMN Crookston online Management Minor and UMN Morris students can complete a UMN Crookston online accounting minor without needing to duplicate offerings across campuses. Further marketing and promotion of these and other new, similar opportunities can add to the value proposition of a UMN degree for students at all five campuses.

Summary: MPact 2025 Curriculum Initiatives

- A major impediment to cooperation around the curriculum has been the different academic calendars across the campuses (only UMTC and UMR have identical calendars). The misalignment of calendars makes it difficult for students to take Multi-I courses, and

has inhibited co-teaching of classes and other possible collaborations. While it might not be possible for academic calendars on all campuses to be exactly the same, this initiative calls for as much alignment on as many campuses as can be accomplished.

- All campuses accept Minnesota Transfer Curriculum (MTC) to meet their campus's liberal education requirements. This initiative goes significantly further to identify a set of courses that, when taken at one campus, are accepted toward major degree programs at all the others. For a set of commonly-identified courses or sequences (e.g., math, economics, writing), transfer credit should automatically apply toward major requirements (not just toward the liberal education requirements) across the system. The initiative will identify those courses, and work towards harmonization of transfer across the system.

9.0. A System Approach for Financial Support

Another area in enrollment management where the campuses are working more closely together is in the space of financial support and affordability. It is interesting to note the unmet need on each of the five campuses (Table 7.0). The concept of "Unmet Need," which is defined as the Cost of Attendance - Expected Family Contribution (EFC) - Gift Aid (Federal, State, and Institutional), provides a sense of the financial aid gap that must be filled. Systemwide the Unmet Need is a large number--\$183,841,884-- although the Average Unmet Need per student provides a sense of the lift needed for each student. This Unmet Need per student varies from \$4,840 at Morris to \$10,043.

Fall 2020 Systemwide Undergraduate Unmet Need

(Cost of Attendance less Expected Family Contribution and Gift Aid)

Campus	Average	Total
Crookston	\$7,701	\$7,531,471
Duluth	\$8,626	\$35,848,475
Morris	\$4,840	\$3,760,405
Rochester	\$8,118	\$3,442,209
Twin Cities	\$10,043	\$133,259,323
Systemwide Total	\$9,378	\$183,841,884

Figure 9.0.1

Systemwide, the need-based financial aid program builds on a combination of Pell grants, Minnesota state Grants, the UMN Promise program, and, when appropriate, work study. Figure 8.1 illustrates how these sources provide significant support for our lowest income students. Given the UMTC Cost of Attendance (COA) and Tuition and Fees schedule, this figure depicts need-based support for four different Adjusted Gross Income (AGI) levels : \$25,000, \$50,000, \$100,000, and \$120,000. Each income level generates a separate Expected Family Income (EFC). For the lowest income level of \$25,000 (below the poverty line), an EFC of 0 is generated from the FAFSA, meaning that no family contribution is expected for the COA. This student would receive a \$6,300 Pell Grant, a \$6,500 Minnesota State Grant, \$4,100 UMN Promise Grant, \$600 in Federal SEOG, and \$2,700 in Work Study. This would total nearly \$19,000 in gift aid. However, this family would still be offered a \$5, 500 Student Loan and \$3,350 parent Loan to cover the COA.

**Typical Need-Based Aid Packages by Income Level:
Twin Cities MN Resident Undergraduate (2020-21)**

Cost of Attendance (COA)	\$28,942	\$28,942	\$28,942	\$28,942
Tuition and Fees	\$15,142	\$15,142	\$15,142	\$15,142
Adjusted Gross Income (AGI)	\$25,000	\$50,000	\$99,999	\$119,999
Expected Family Contribution (EFC)	\$0	\$6,374	\$20,396	\$27,088
Typical Aid Package				
Pell	\$6,345	\$0	\$0	\$0
State Grant (based on Parent Contribution)	\$6,491	\$7,588	\$0	\$0
SEOG (Supplemental Educational Opportunity Grant)	\$600	\$0	\$0	\$0
U Promise	\$4,134	\$1,844	\$1,056	\$306
Subtotal Gift Aid	\$17,570	\$9,432	\$1,056	\$306
Work Study	\$2,700	\$2,700	\$2,700	\$1,548
Student Loan (Sub/Unsub offered)	\$5,500	\$5,500	\$5,500	\$5,500
Total Aid Package (offered)	\$25,770	\$17,632	\$9,256	\$7,354
Additional Funding Options to locate	\$3,172	\$11,310	\$19,686	\$21,588

Figure 9.0.2. Typical Need-based Aid packages

9.1 The System UMN Promise and Promise Plus Programs

The backbone of institutional need-based gift aid is the System-wide UMN Promise and Promise Plus program (started as the Founders Free Tuition Program in 2006). The programs support low- and middle-income students up to an Adjusted Gross Income (AGI) of \$120,000 using both Expected Family Contribution (EFC) and AGI criteria. The plan was originally designed to support low-income, Pell-eligible, students, but was expanded to support middle income up to \$75,000 AGI and then up to the \$120,000 AGI. Students receive UMN Promise grants ranging from \$4,000 to \$400 for those with the highest incomes. In 2021, the University of Minnesota initiated the Promise Plus program, which provides full tuition at any campus for those families making \$50,000 or less.

9.2 The Bentson Scholarship Match Program

A recent system-wide effort in financially supporting students is the Bentson Scholarship Challenge. Based on a major \$15 million gift from the Bentson Foundation, a program to increase support for low-income Pell-eligible students was established. The basic model is the “match” component, where the Bentson funds are matched with new donors to expand support. Many of the Twin Cities colleges and several of the

Greater Minnesota campuses have secured Bentson matches, where there is now a total of 4.3 million in new funding for our Pell students. The goal is to use these Bentson funds to bring Pell students up to, as close as possible, the full Cost of Attendance.

Working with the University of Minnesota Foundation (UMF), the System Council would like to use the Bentson as a model, and secure additional all-university scholarships.

9.3 CARES Act Funds

The campuses worked closely in developing models to distribute the CARES I, II, and III, Act funds. Almost identical models were used to push out low-income block grant funds, degree completion funds, and emergency funds.

Summary: MPact 2025 Financial Aid Initiatives

- Whereas each campus has developed their own undergraduate scholarship programs, the Council proposes that a Systemwide Scholarship program be developed (in cooperation with the University of Minnesota Foundation) to focus on donors who wish to support undergraduates across the system. Models for this concept already exist, including the recently-created all-University Bentson scholarship match, designed to support Pell-eligible students. The focus of the program would continue to be on: providing access for all-eligible students, continuing to focus on diversity broadly defined, and providing additional support for both low- and middle income families. support for low-income, Pell-eligible, and BIPOC students, as well as students in the middle-income range.
- Many students and parents are still challenged in understanding the complexities of how to pay for higher education. The second financial aid initiative will develop a system-wide site with rich information on the costs of attendance for each of the campuses, including, when possible, comparison with peers and most relevant competitors for each campus. Additionally, the site will provide

details on the return on investment and employment prospects for many of the majors across the system. Such information is often a high priority for students as they make key decisions both on choosing an institution and on majors.

10.0 The Challenges Moving Forward

The System Council remains enthusiastic about the potential for our current and future collaborations. Our wins so far have included the sharing of applications, development of pathways for the BA to MA, and system-wide marketing. The Council meets on a regular basis and has established strong communication among our admission's offices.

Moving forward, the Council will work to operationalize the initiatives presented in the plan. Some of these initiatives--migration to a common admissions platform and creating better information on the cost of attendance--are already underway. Others will take several years to implement. The Council also realizes there are many challenges in the enrollment space as we move forward. Some of these include:

- Focusing on the University of Minnesota brand and, in particular, enhancing the concept of one university, and five distinct campuses. Students need to realize there is one University of Minnesota diploma.
- Retaining more Minnesota high school students in the state for higher education. The surrounding states are very effective in attracting students across our borders.
- Ongoing shift to a collaborative rather than competitive System recruiting relationship.
- The rapidly changing geodemographics and the need to plan for additional student support.
- The need to increase our financial support for students and to provide better information on the costs of college, and financial resources for families.

The System Strategic Enrollment Council will continue to work together to move these initiatives forward, to address the myriad challenges we face, and to maintain regular communication with the Board of Regents, President, and Provost.

Appendix A. System Enrollment Council Membership (AY 2021-2022)

University of Minnesota Crookston

- Sue Erickson, Interim Director of Enrollment Management and Director of Institutional Effectiveness
- John Hoffman, Vice Chancellor for Academic and Student Affairs and Acting Senior Vice Chancellor (executive council; SEC vice chair)
- Kati Matuseski, Interim Director of Admissions

University of Minnesota Duluth

- Amy Hietapelto, Interim Executive Vice Chancellor for Academic Affairs (executive council)
- Mary Keenan, Associate Vice Chancellor for Enrollment Management
- Ian Pannkuk, Director for Marketing and Operations, Admissions

University of Minnesota Morris

- Melissa Bert, Interim Vice Chancellor for Enrollment Mgmt & Sr. Dir. Institutional Effectiveness
- Peh Ng, Interim Vice Chancellor for Academic Affairs and Dean of the Faculty (executive council)
- Sandra Olson-Loy, Vice Chancellor for Student Affairs
- Brian Studebaker, Director of Admission

University of Minnesota Rochester

- Brett Hartnagel, Director of Admissions
- Jeffrey Ratliff-Crain, Vice Chancellor for Academic Affairs and Innovation (executive council)

University of Minnesota Twin Cities

- Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiative
- Brianne Keeney, Assistant to the President
- Robert McMaster, Vice Provost and Dean of Undergraduate Education (executive council; SEC chair)

- Jennifer Reckner, Director, UMTC Office of Undergraduate Education
- Keri Zweig Risic, Interim Executive Director, UMTC Office of Admissions

Appendix B. Top Competitors for Each System Campus

Twin Cities Campus Top 15 Competitor Institutions: Enrollment Destinations of Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Twin Cities	5,771	5,880	6,195	5,977	6,278	5,966	36,067
UNIVERSITY OF WISCONSIN - MADISON	1,732	1,834	1,860	2,092	2,114	2,232	11,864
UNIVERSITY OF ILLINOIS @ URBANA	726	823	788	808	674	837	4,656
UNIVERSITY OF ST THOMAS	294	329	345	422	358	412	2,160
PURDUE UNIVERSITY - WEST LAFAYETTE	152	211	264	368	440	525	1,960
IOWA STATE UNIVERSITY	314	346	319	253	259	284	1,775
UMN-Duluth	241	263	301	286	235	269	1,595
THE OHIO STATE UNIVERSITY	171	198	237	320	324	321	1,571
UNIVERSITY OF IOWA	258	301	227	197	233	222	1,438
UNIVERSITY OF MICHIGAN	145	202	178	211	251	290	1,277
INDIANA UNIVERSITY BLOOMINGTON	156	195	192	194	207	233	1,177
UNIVERSITY OF WASHINGTON - SEATTLE	54	84	184	188	248	343	1,101
MARQUETTE UNIVERSITY	175	131	149	167	126	118	866
UNIVERSITY OF NEBRASKA-LINCOLN	119	146	154	127	139	151	836
Missing/Not NSC Valid Record	2,703	2,182	1,755	1,817	2,197	3,389	14,043
Others	7,568	8,695	8,534	9,092	8,997	11,036	53,922

Total	20,579	21,820	21,682	22,519	23,080	26,628	136,308
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Crookston Campus Top 15 Competitor Institutions: Enrollment Destinations of Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Crookston	239	209	206	228	213	198	1,293
UMN-Twin Cities	85	152	125	52	67	154	635
UNIVERSITY OF WISCONSIN - MADISON	12	12	16	10	6	19	75
UNIVERSITY OF ST THOMAS	7	15	12	12	13	12	71
UMN-Duluth	42	51	60	16	31	37	237
Missing/Not NSC Valid Record	103	91	95	113	108	160	670
MINNESOTA STATE UNIVERSITY - MANKATO	9	17	11	16	9	9	71
NORTH DAKOTA STATE UNIVERSITY	16	15	29	24	9	10	103
NORTHLAND COMMUNITY & TECHNICAL COLLEGE		6	6	23	10	5	50
SOUTH DAKOTA STATE UNIVERSITY	11	9	3	7	10	5	45
ST CLOUD STATE UNIVERSITY	12	5	9	12	8	5	51
UMN-Morris	13	9	14	5	7	11	59
UMN-Rochester	4	10	6	6	2	17	45
UNIVERSITY OF NORTH DAKOTA	9	11	8	14	10	6	58
UNIVERSITY OF WISCONSIN - RIVER FALLS	17	8	19	18	9	11	82

Others	262	260	327	299	298	507	1,953
Total	841	880	946	855	810	1,166	5,498

Duluth Campus Top 15 Competitor Institutions: Enrollment Destinations of Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Duluth	1,997	2,138	2,275	2,221	2,043	1,780	12,454
UMN-Twin Cities	662	850	867	944	861	1,141	5,325
UNIVERSITY OF WISCONSIN - MADISON	84	105	119	110	120	175	713
UNIVERSITY OF ST THOMAS	149	197	227	306	270	243	1,392
IOWA STATE UNIVERSITY	101	112	115	95	106	86	615
Missing/Not NSC Valid Record	561	396	345	433	367	672	2,774
COLLEGE OF ST SCHOLASTICA - SEMESTERS	62	60	80	56	85	60	403
GUSTAVUS ADOLPHUS COLLEGE	52	52	49	44	80	66	343
MINNESOTA STATE UNIVERSITY - MANKATO	131	149	119	135	165	192	891
NORTH DAKOTA STATE UNIVERSITY	124	143	188	163	123	135	876
ST CLOUD STATE UNIVERSITY	85	64	66	66	50	48	379
UNIVERSITY OF NORTH DAKOTA	88	114	108	83	93	64	550
UNIVERSITY OF WISCONSIN - EAU CLAIRE	121	118	165	152	190	160	906
UNIVERSITY OF WISCONSIN - LA CROSSE	80	84	114	91	104	90	563

WINONA STATE UNIVERSITY	70	68	87	80	69	71	445
Others	1,329	1,459	1,737	1,865	1,797	2,166	10,353
Total	5,696	6,109	6,661	6,844	6,523	7,149	38,982

Morris Campus Top 15 Competitor Institutions: Enrollment Destinations of Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Morris	416	376	356	369	320	269	2,106
UMN-Twin Cities	252	308	259	192	223	419	1,653
UNIVERSITY OF WISCONSIN - MADISON	27	27	32	14	23	51	174
UNIVERSITY OF ST THOMAS	24	36	33	49	42	32	216
UMN-Duluth	121	99	117	97	92	85	611
Missing/Not NSC Valid Record	334	217	231	247	221	443	1,693
CONCORDIA COLLEGE	12	25	27	25	22	29	140
GUSTAVUS ADOLPHUS COLLEGE	26	27	26	32	29	32	172
HAMLIN UNIVERSITY	28	21	25	28	20	32	154
MINNESOTA STATE UNIVERSITY - MANKATO	24	22	31	31	30	29	167
MINNESOTA STATE UNIVERSITY MOORHEAD	29	15	20	19	25	21	129
NORTH DAKOTA STATE UNIVERSITY	29	30	34	31	16	41	181
ST CLOUD STATE UNIVERSITY	32	31	20	18	19	20	140
ST. OLAF COLLEGE	17	17	18	17	23	25	117
UNIVERSITY OF WISCONSIN - EAU CLAIRE	26	14	24	25	20	23	132

Others	766	719	797	756	704	1,158	4,900
Total	2,163	1,984	2,050	1,950	1,829	2,709	12,685

Rochester Campus Top 15 Competitor Institutions: Enrollment Destinations of Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Rochester	87	145	186	169	164	217	968
UMN-Twin Cities	33	243	144	77	114	227	838
UNIVERSITY OF WISCONSIN - MADISON	5	29	28	13	15	37	127
UNIVERSITY OF ST THOMAS	2	17	7	7	10	21	64
UMN-Duluth	8	50	27	20	21	19	145
Missing/Not NSC Valid Record	11	78	29	41	52	92	303
COLLEGE OF SAINT BENEDICT	2	12	9	3	4	1	31
COLLEGE OF ST SCHOLASTICA - SEMESTERS	1	3	7	3	14	5	33
MINNESOTA STATE UNIVERSITY - MANKATO	6	7	7	7	7	20	54
ST. CATHERINE UNIVERSITY	6	15	15	6	12	21	75
UMN-Morris	2	8	8	5	5	5	33
UNIVERSITY OF NORTH DAKOTA	2	9	14	2	6	6	39
UNIVERSITY OF WISCONSIN - EAU CLAIRE	1	7	11	8	10	13	50
UNIVERSITY OF WISCONSIN - LA CROSSE	5	16	10	9	6	8	54
WINONA STATE UNIVERSITY	4	7	11	3	10	10	45

Others	46	244	178	162	219	360	1,209
Total	221	890	691	535	669	1,062	4,068

Twin Cities Campus Top 15
Competitor Institutions:
Enrollment Destinations of
Admitted Freshman Applicants

Institution of Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
UMN-Twin Cities	5,771	5,880	6,195	5,977	6,278	5,966	36,067
UNIVERSITY OF WISCONSIN - MADISON	1,732	1,834	1,860	2,092	2,114	2,232	11,864
UNIVERSITY OF ILLINOIS @ URBANA	726	823	788	808	674	837	4,656
UNIVERSITY OF ST THOMAS	294	329	345	422	358	412	2,160
PURDUE UNIVERSITY - WEST LAFAYETTE	152	211	264	368	440	525	1,960
IOWA STATE UNIVERSITY	314	346	319	253	259	284	1,775
UMN-Duluth	241	263	301	286	235	269	1,595
THE OHIO STATE UNIVERSITY	171	198	237	320	324	321	1,571
UNIVERSITY OF IOWA	258	301	227	197	233	222	1,438
UNIVERSITY OF MICHIGAN	145	202	178	211	251	290	1,277
INDIANA UNIVERSITY BLOOMINGTON	156	195	192	194	207	233	1,177

Appendix C. System-wide Marketing: Discover the U for You

Example Materials



Watch the video at <https://fb.watch/8hunCG6iBj/>

Crookston

Hands-on.
Close-knit campus.
Ready to pursue my passions.

- Explore the Campus
- Request Information
- Frequently Asked Questions
- Hear from Crookston Students
- Apply to Crookston



Duluth

Academically rigorous.
Perfectly sized.
Superior in more ways than one.

[Explore the Campus](#)

[Request Information](#)

[Frequently Asked Questions](#)

[Hear from Duluth Students](#)

[Apply to Duluth](#)



Morris

Barrier-breaking.
Career-ready.
Serious about sustainability.

[Explore the campus](#)

[Request Information](#)

[Hear from Morris Students](#)

[Apply to Morris](#)



Rochester

Student-tailored.
Health sciences dedicated.
In the heart of Med-City.

[Explore the Campus](#)

[Request Information](#)

[Hear from Rochester Students](#)

[Apply to Rochester](#)



Twin Cities

Top-notch research.
Beautiful, Big Ten urban campus.
World of opportunities.

- Explore the Campus
- Request Information
- Hear from Twin Cities Students
- Apply to Twin Cities



Performance Highlights

The majority of the budget (71%) was focused on the system creative.

Potential reach was limited for the individual campus retargeting creative because the retargeting pools were building throughout October and November.

We added site visitor lookalike audiences for the campuses in order to expand our reach and drive more people to the individual campus pages.

The Rochester videos were the top performers during the campaign with a swipe up rate of 0.80%.

Swipe up rates were similar for both CTAs (0.67% for "More" and 0.71% "Apply Now").

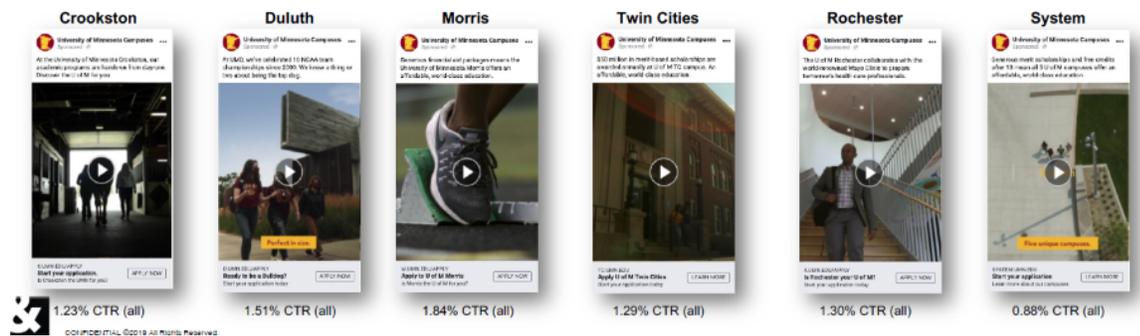


We tested over 80 concepts on Facebook and Instagram. All of the top performing ads in terms of engagement rates were videos.

The Morris video with affordability copy was our #1 ad during the campaign with a CTR (all) of 1.84%.

Engagement rates on ads with a CTA of "Apply Now" were slightly higher than ads with a CTA of "Learn More" (0.64% vs. 0.61%).

Overall, the ads received 4,896 reactions, 252 saves, 185 shares and 109 comments.



Appendix D. Ramp-Up to Readiness System-wide Pipeline Program

Developed at the University of Minnesota over 10 years ago, [Ramp-Up to Readiness](#) is a college and career readiness program for grades 6 - 12 that aims to increase and diversify those who graduate with a postsecondary degree or certificate across the United States. The digital curriculum has a nominal fee, and addresses five essential areas of readiness: academic, admissions, career, financial, and social and emotional readiness. The Ramp-Up program:

- Uses a school or program-wide approach to support all students in their postsecondary preparation
- Provides an easy-to-use, living curriculum that strives to engage students in deep reflection and improve the intellectual quality of students' thinking around each essential area of readiness
- Asks students to reflect on their hopes and dreams and to continually assess their progress toward those goals
- Distributes the leadership across a school or program so there is shared responsibility for kickstarting students' postsecondary planning
- Partners with the UMN's [ETI](#), which provides website, marketing, and other business support

Secondary schools in California, Oregon, Utah, Idaho, Kansas, Texas, Arkansas, North Dakota, Minnesota, Wisconsin, Michigan, Indiana, Ohio, Kentucky, and Connecticut have implemented Ramp-Up to Readiness. Recently, a school in China purchased the program, and several TRIO programs have bought the program, too.

Admissions processes and systems are designed to enable the *individualized* recruitment and assessment of every applicant, while also enabling a high volume

Appendix E. SLATE Platform

of processes related to communications, document management, and more. In April 2018, the Twin Cities Office of Admissions began implementing a new higher-ed specific technology platform to support and facilitate holistic review of admission applications: Technolutions Slate. Since that time, additional campuses have also implemented this same technology. The University is now in a position to finalize the migration to Slate across *all* campuses. (UMD will be the final campus to utilize Slate.) Having all system campuses on the same type of technology will enable enhanced information sharing, coordination and cooperation in admissions across the campuses. It also opens the door for possible future initiatives such as system-wide application processing. The Twin Cities campus has founded a Slate Community of Practice (CoP) that launches in September 2021 and will be focused on sharing best practices and project development across the enterprise.

This level of cooperation could be deepened to include actual execution and implementation of specific technologies on each campus--rather than the simple communication of best practices--if the University creates a system-wide Slate team for undergraduate admissions offices. A system-wide Slate team would help us achieve this vision across all undergraduate admissions offices:

- Streamlined systems. Each campus has a CRM implementation that brings all of student data, touchpoints, actions, into one “home” which aids in assessment, trend identification, and enrollment funnel conversion.
- Streamlined processes. Each campus can adopt automations that aid in consistency, reduce processing errors, and minimize manual efforts.
- Streamlined data flows. Two-way syncing processes between each campus’s Slate instance and the University’s student information system, PeopleSoft Campus Solutions, will ensure that enrollment management is optimized at each campus and that every student’s transition from applicant to enrolled student is smooth and successful.

Strategic Systemwide Enrollment Plan

Board of Regents | Mission Fulfillment Committee | October 7, 2021

Robert McMaster

Vice Provost and Dean of Undergraduate Education,
Twin Cities campus

John Hoffman

Acting Senior Vice Chancellor and Vice Chancellor for
Academic and Student Affairs, Crookston campus



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

MPact 2025

Commitment 1: Student Success

Goal 1

Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.

Action 1

Establish comprehensive systemwide strategic enrollment management strategy



System Enrollment Council

Membership

- Executive committee (rotating chair & vice chair)
- 1-3 enrollment management professionals per campus

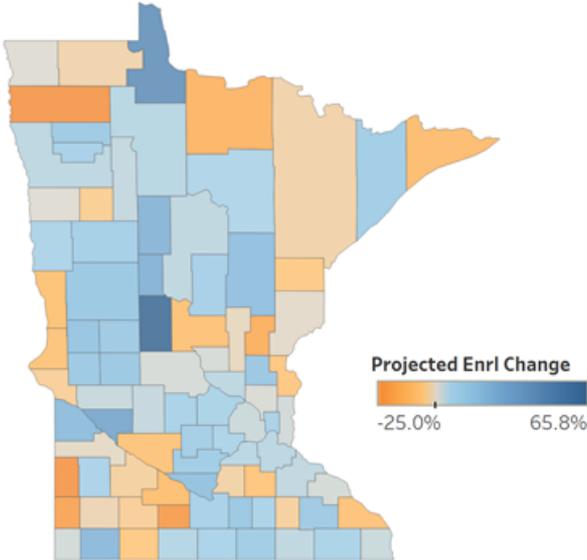
Tasks

- Develop the systemwide enrollment plan (1.1.1a)
- Monitor enrollment trends and changes (1.1.1b)
- Increase the percentage of MN high school students who enter UMN campuses (1.1.1d)
- Increase retention and graduation rates (1.1.2)
- Reduce retention and graduation rate gaps for low-income and other minoritized groups (4.1.2)



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

**Projected Percentage Change in
Minnesota High School Seniors
by County: Academic Year
2018-2019 to 2023-2024**



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

Initiative Areas

- **Enrollment**
- **Systemwide Curriculum**
- **Student Success**
- **Financial Aid**



Enrollment

- **Existing Initiatives**

- Share-My-App
- Sharing of UMTC Wait List
- Coordination among admissions directors
- Phase I of joint marketing efforts

- **Future Initiatives**

- New UMTC role in system admissions
- Migration of all campuses to SLATE admissions platform
- Enhancement of existing systemwide marketing plan (Phase II)



Systemwide Curriculum

- **Existing Initiatives**

- Multi-I curriculum
- Existing undergraduate to graduate pathways
- Minnesota Transfer Curriculum (MNTC)

- **Future Initiatives**

- Alignment of academic calendars (perhaps not for all)
- Identification of a set of courses that, when taken at one campus, are accepted toward major degree programs at all the others.



Student Success

- **Existing Initiatives**

- Sharing of best practices
- Development and sharing of APLUS advising platform

- **Future Initiatives**

- Infusing Student Success Analytics into campus planning
- Annual workshop on the use of analytics in student success



Financial Aid

- **Existing Initiatives**

- U of M Promise and Promise Plus programs
- Systemwide Bentson Scholarship Match
- CARES funding models

- **Future Initiatives**

- All University Scholarship program
- System Landing site for detailed affordability and financial aid



Moving Forward

- To retain more Minnesota high school students in the state and become a destination for national and international students, we will:
 - Focus on the University of Minnesota brand
 - Continue collaborative rather than competitive system recruiting
 - Plan for additional student support.
 - Increase our financial support for students and to provide better information on the costs of college and financial resources for families.

Summary and Discussion

The Systemwide Enrollment Council is nurturing the relationships and developing the processes to ensure a truly systemwide approach to enrollment strategy.

- Feedback on the plan?
- Is there anything in this plan that you believe we shouldn't do?
- Do you see anything missing that you believe we should be considering?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 7, 2021

AGENDA ITEM: Academic Lessons of the Pandemic

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Phil Buhlmann, Professor, Department of Chemistry
Lisa German, Dean and University Librarian
Lincoln Kallsen, Assistant Vice President, Institutional Analysis

PURPOSE & KEY POINTS

The purpose of this item is to discuss lessons learned during the pandemic, with a focus on academic activities. The item will include:

- Results from a spring 2021 survey of students, faculty, and staff.
- Discussion of the practices developed over the throughout the pandemic and the possibility that they become permanent initiatives.

BACKGROUND INFORMATION

The Board previously discussed academic impacts of the COVID-19 pandemic at the following meetings:

- June 2020: *COVID-19 Pandemic: Framework for Delivering Academic Mission in Fall 2020*, Mission Fulfillment Committee.

Academic Lessons from the Pandemic

Board of Regents | Mission Fulfillment Committee | October 7, 2021

Rachel Croson
Executive Vice President and Provost

Phil Buhlmann
Professor, Department of Chemistry

Lisa German
Dean and University Librarian

Lincoln Kallsen
Assistant Vice President, Institutional Analysis



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

Enhance the quality and support for educational offerings.



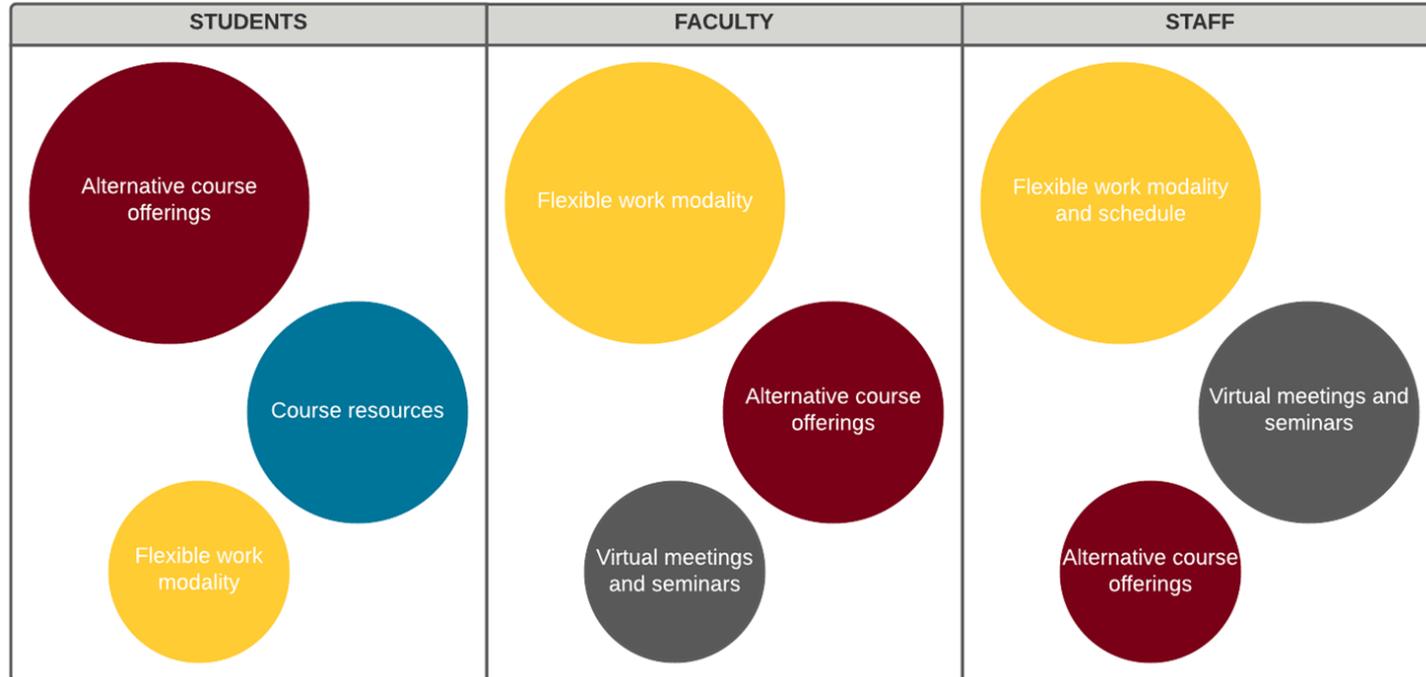
Feedback on U of M Pandemic Practices

- April 12, 2021 - April 27, 2021
- Pandemic-related programs, practices, or services that should be...
 - Continued
 - Discontinued
 - Innovative ideas for the future
- Open-ended, fill-in-the-blank answers

Population	Responded	Invited	Response Rate
Students	3,119	54,070	5.77%
Faculty	937	4,582	20.45%
Staff	4,872	16,847	28.92%

Feedback on U of M Pandemic Practices

Highest intensity of topical interest



Teaching Innovations

- Modalities
- Recorded lectures
- Course materials in Canvas
- Virtual office hours
- Virtual guest speakers
- New and better ways of testing and assessments





Student Support

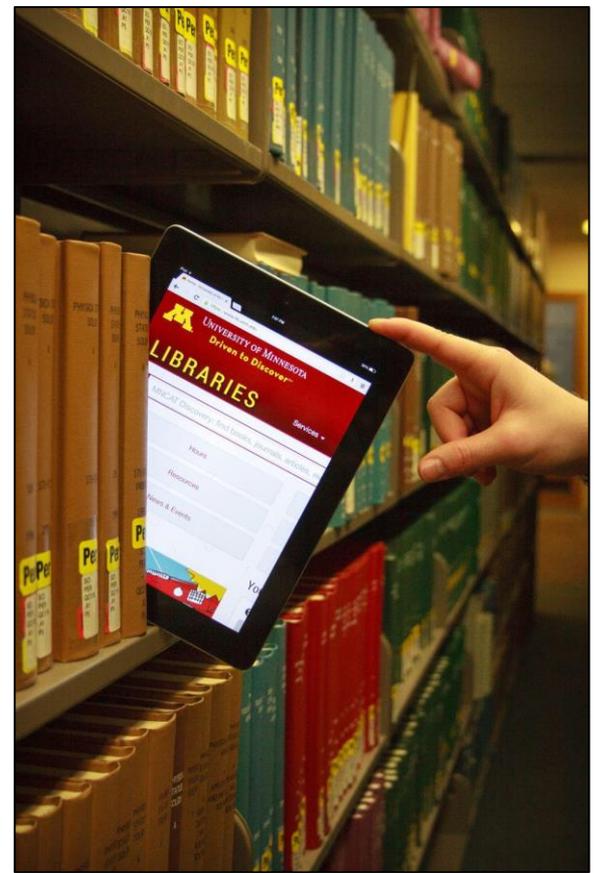
- Admissions & Campus Tours
- Orientation
- Advising & Tutoring
- Co-curricular innovations



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Libraries

- Provide a variety of instruction modalities
- Value of library presence in Canvas
- Increased investment in digital content
- Creative delivery services of print materials





University Senate Governance

Home Senates ▾ Committees Get Involved ▾ Contact ▾ Resources ▾ News & Updates

Be heard, be involved, and make a difference.

Are you Driven to Serve?



After considerable discussion among the leadership of the various consultative committees and the University Senate Office, the decision has been made to continue meeting via Zoom during fall semester 2021. This includes all meetings of the University Senate governance bodies. We will revisit meeting modality for spring semester 2022 and beyond closer to the end of this calendar year.

University Senate Office staff are working from home, and are available as normal during University business hours.

Welcome!

Did you know that the University of Minnesota is considered to have one of the strongest and most active shared governance systems among large research universities? Faculty,

Town Hall on
COVID-19 Safety

Academic Administration

- Virtual faculty and senate meetings
- Attention to meeting timing and mechanisms to increase participation
- Conversion of paper-based forms and processes



What to do?

- Increased investment in resources for developing and delivering online classes (including inclusive course design and accessibility)
 - Support for online access to course material and digitization
- Investments in classroom and conference room technology
- Continued responsiveness to student demand for multiple modalities in recruiting, advising and for other support services
- Support continued conversion to online forms with attention to process flow



Summary and Discussion

The pandemic underscored the value of place-based education and social connections for students, faculty, and staff. It also uncovered ways that distanced education, flexible work, and other activities and services can be used strategically to enhance the delivery of our mission.

Any other changes we should make sure to continue?

Any other innovations we should be considering as a result of this experience?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 7, 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 Multiple Sclerosis
- College of Continuing and Professional Studies (Twin Cities campus)—Create a Master of Professional Studies degree in Sexual Health
- College of Continuing and Professional Studies (Twin Cities campus)—Create a Post-Baccalaureate Certificate in Sex Therapy
- College of Continuing and Professional Studies (Twin Cities campus)—Create a Post-Baccalaureate Certificate in Regulatory Affairs for Food Professionals
- College of Biological Sciences (Twin Cities campus)—Create an undergraduate minor in Health and Genomics
- College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Indigenous Environmental Systems and Principles of Resource Management
- College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Administration and Leadership
- College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Sovereignty and Federal Indian Law
- College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Natural Resource Stewardship, Economics, and Law

II. Request for Approval of Changed Academic Programs

- College of Science and Engineering (Twin Cities campus)—Discontinue the Co-op subplan in the Bachelor of Mechanical Engineering degree

- College of Continuing and Professional Studies (Twin Cities campus)—Create Regulatory Affairs for Food Professionals subplan option in the Applied Sciences Leadership Master of Professional Studies degree
- Labovitz School of Business and Economics (Duluth campus)—Create an Integrated Degree Program option in the Bachelor of Business Administration and Master of Business Administration degrees.
- Labovitz School of Business and Economics (Duluth campus)—Create an Integrated Degree Program option in the Bachelor of Accounting and Master of Business Administration degrees.

III. Request for Approval of Discontinued Academic Programs

- School of Public Health (Twin Cities campus)—Discontinue the Master of Public Health in Biostatistics degree

IV. Request for Conferral of Tenure for Outside Hires

- Emmanuel Antonarakis, Professor with tenure, Department of Medicine, Medical School
- Matthew Gill, Associate Professor with tenure, Department of Genetics, Cell Biology, and Development, Medical School
- Jessica Li, Professor with tenure, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development
- Glenn Lobo, Associate Professor with tenure, Department of Ophthalmology and Visual Neurosciences, Medical School
- Eric Torres, Associate Professor with tenure, Department of Education, College of Education and Human Service Professions

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
October 7, 2021**

Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

Medical School (Twin Cities campus)—Create a Fellowship Program in Multiple Sclerosis

The Medical School on the Twin Cities campus requests approval to create a Fellowship Program in Multiple Sclerosis, effective summer 2022. This one-year program will train one fellow per year, teaching the skills necessary to expertly manage patients with MS and inflammatory disorders of the central nervous system. Trainees will also participate in ongoing clinical trials to learn clinical research principles and mechanics, interpretation of findings, and research ethics. Additional curriculum will include Neuro-ophthalmology, Physical Medicine and Rehabilitation, and a variety of electives, didactic conferences, journal clubs and weekly Neurology Grand Rounds. MS affects over 900,000 people in the US, with northern states such as Minnesota having particularly high prevalence of the disease. Despite advancements in treatment, the disease remains incurable and the number of MS specialists in our state is insufficient to meet patient needs. Recently, the number and complexity of therapeutics for MS has greatly expanded, creating a need for specialized training. There is an active need for MS/Clinical Neuroimmunology specialists, and there are significant career opportunities for neurologists with fellowship training in this subspecialty. This program will have a direct source of financial support via dedicated University of Minnesota Foundation funds, clinical revenue offsets, foundation grants, and industry grants.

College of Continuing and Professional Studies (Twin Cities campus)—Create a Master of Professional Studies degree in Sexual Health

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Master of Professional Studies (M.P.S.) degree in Sexual Health, effective Spring 2022. The M.P.S. in Sexual Health provides a broad overview of the human sexuality field in addition to current, evidence-based practices that prepares students for careers as sex therapists or sex educators. Components of the curriculum are accepted by the American Association of Sex Educators, Counselors, and Therapists (AASECT) toward certification. The program will prepare students with the skills and ability to apply evidence-based practices in sexual health along with a broad overview of the human sexuality field. The M.P.S. in Sexual Health is a fully online, stackable degree that builds on CCAPS current offerings, student base, and academic relationships, most notably with the Institute for Sexual and Gender Health, University of Minnesota Medical School. The College is proposing this degree along with stackable professional post-baccalaureate certificate programs in human sexuality and sex therapy to meet current needs and demand in this growing field. Similar programs exist at or are in development at peer institutions including but not limited to Indiana University, University of Wisconsin-Stout, Ohio State University, and the University of Michigan. The program will be offered completely online and makes use of existing resources within the college.

College of Continuing and Professional Studies (Twin Cities campus)—Create a Post-Baccalaureate Certificate in Sex Therapy

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Post-Baccalaureate Certificate in Sex Therapy, effective Spring 2022. The 12-credit graduate-level certificate in Sex Therapy is offered in partnership with the Institute for Sexual and Gender Health at the University of Minnesota Medical School. Human sexuality and associated gender roles and sexual

behavior are an integral part of health care, clinical and social sciences, biological sciences, and a determinant of population dynamics and population science. Sexual health issues are often part of a clinically oriented medical curriculum, and this certificate would broaden sexual therapy education to a wider audience. The target audience for this certificate is students looking for a professionally focused graduate credential to complement their current counseling license(s) to prepare themselves for a career working as a sex therapist or in sex therapy-adjacent careers. The certificate will be offered completely online and makes use of existing resources within the college.

College of Continuing and Professional Studies (Twin Cities campus)—Create a Post-Baccalaureate Certificate in Regulatory Affairs for Food Professionals

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Post-Baccalaureate Certificate in Regulatory Affairs for Food Professionals, effective Spring 2022. The certificate is a graduate-level credential that prepares individuals for careers in the government sector, non-profit agencies, international organizations, and corporations with more engagement in leadership practices within regulatory affairs. Students may complete this certificate as a standalone credential, in conjunction with elective coursework for their graduate degree housed outside of CCAPS, or as a core component of the 30-credit Master of Professional Studies in Applied Sciences Leadership (see proposed subplan on page 4 below). This certificate meets the needs of career changers or working professionals seeking more engagement with leadership practices within regulatory affairs and builds on current offerings and partnerships with related programs including the University of Minnesota Food Protection and Defense Institute and Integrated Food Systems Leadership Program. The certificate will be offered completely online and makes use of existing resources within the college.

College of Biological Sciences (Twin Cities campus)—Create an undergraduate minor in Health and Genomics

The College of Biological Sciences on the Twin Cities campus requests approval to create an undergraduate minor in Health and Genomics, effective fall 2021. Genetics and genomics have become integrated into healthcare at all levels and new standards of care involve incorporating genetic counseling and testing. Genomics professionals (genetics counselors, medical geneticists, specialists with genetics training, etc.) are in high demand. The Bureau of Labor Statistics projected a 21 percent change in employment for genetic counselors from 2019 to 2029, higher than the average growth rate typically around 4 percent. This minor will provide undergraduates interested in healthcare careers with the technical knowledge, awareness of ethical and diversity-related issues, along with directed research and/or fieldwork experiences to enrich preparation to incorporate genomics into their careers. This training has the potential to interest students in majors both within the College of Biological sciences as well as other colleges with the following majors: Biology, Society, and Environment; Chemistry; Health and Wellbeing Sciences; Human Physiology; Nursing; Pre-Med; and Psychology. The minor has been constructed to include significant credits that do not overlap with the above-listed majors, making it a valuable complement for students with a particular interest in the application of genomics to healthcare. The new minor makes use of existing courses and includes the development of three new courses. The minor will be offered in a classroom/majority in-person format.

College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Indigenous Environmental Systems and Principles of Resource Management

The College of Arts, Humanities, and Social Sciences on the Duluth campus requests approval to create a Post-Baccalaureate Certificate in Indigenous Environmental Systems and Principles of Resource Management, effective fall 2022. The certificate is designed to meet the professional needs of individuals interested in natural resources and environmental programs considering both Indigenous and western knowledge systems. Program curriculum is focused on the interrelationship of biological, physical, and cultural systems and provides an opportunity for students to learn fundamental skills for tribal natural resource management, and Indigenous knowledge of aquatic and terrestrial ecosystems. The American

Indian Studies department is working to expand degrees offered due to expressed interest by Tribal communities, UMD and UMTC students, and government employees. The program is completely online and is unique in that it is the first in the UMN system to focus on Indigenous knowledge coupled with western science practices in environmental and resource management. The proposed program makes use of existing courses and resources.

College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Administration and Leadership

The College of Arts, Humanities, and Social Sciences on the Duluth campus requests approval to create a Post-Baccalaureate Certificate in Tribal and Administrative Leadership, effective fall 2022. The certificate is designed to meet the professional needs of individuals interested in tribal governance and tribal relations. Coursework emphasizes the leadership qualities and skills necessary for tribal contexts, strategic management, operations management, and human resources management. This program makes a coherent subset of the Master of Tribal Administration and Governance (MTAG) courses available to prospective students as a stand-alone offering and will likely lead to increased enrollments in the MTAG program. The Department of American Indian Studies continues to expand practically oriented professional degrees and certificate programs in response to interest expressed by tribal nations. This trajectory fully aligns with UMD's commitments to innovative curricula, lifelong learning, cultural competence, the educational needs of Indigenous peoples, as well as the economic growth, cultural preservation, and sovereignty of the tribal governments of the region, the state and North America. UMD is uniquely positioned with the relevant faculty expertise, the operational experience, and the existing tribal relationships necessary for successfully implementing this program. There are no known comparable academic programs in Minnesota or elsewhere. This program will be offered completely online and makes use of existing resources.

College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Sovereignty and Federal Indian Law

The College of Arts, Humanities, and Social Sciences on the Duluth campus requests approval to create a Post-Baccalaureate Certificate in Tribal Sovereignty and Federal Indian Law, effective fall 2022. The Certificate is designed to meet the professional needs of individuals interested in tribal governance and tribal relations. Coursework emphasizes the inherent authority of tribal nations, federal Indian policy, and the legal status of tribes as contemplated within federal courts. Topics addressed include Indigenous understandings of sovereignty, treaty relations, trust obligations, jurisdiction, the past and present of relevant congressional policy, and landmark court decisions. This program makes a coherent subset of the Master of Tribal Administration and Governance (MTAG) courses available to prospective students as a stand-alone offering and will likely lead to increased enrollments in the MTAG program. It ensures students understand fundamental governance and legal principles associated with tribal nations and prepares them to participate in tribal governance and tribal relations. Prospective students come from tribal governance roles and therefore reflect perspectives of tribes and employers. This certificate also provides an opportunity for graduate students in programs across the University to gain expertise in this area, which will significantly enhance their professional prospects across a wide array of fields. UMD is uniquely positioned with the relevant faculty expertise, the operational experience, and the existing tribal relationships necessary for successfully implementing this program. There are no known comparable academic programs in Minnesota or elsewhere. The proposed certificate consists of currently offered courses and will not require additional resources. The program will be offered in an in-person format.

College of Arts, Humanities, and Social Sciences (Duluth campus)—Create a Post-Baccalaureate Certificate in Tribal Natural Resource Stewardship, Economics, and Law

The College of Arts, Humanities, and Social Sciences on the Duluth campus requests approval to create a Post-Baccalaureate Certificate in Tribal Natural Resources Stewardship, Economics, and Law, effective fall 2022. The certificate is designed to meet the professional and leadership needs of individuals

interested in Tribal natural resources and environmental programs, considering multiple perspectives regarding economic value and exchange of decision-making affecting the natural resources of Tribal Nations. Practical areas of study will include sustainability, pollution control, benefit-cost analysis, air and water quality, waste management and conservation, both on and off of Reservations. The certificate program provides a credential for professionals who either want to continue to add to their expertise or for current students who want to gain a better understanding of a different knowledge system adding skills to Minnesota's workforce and diversifying the environmental sciences. The certificate makes use of existing courses and resources from the Master of Tribal Resource and Environmental Stewardship (MTRES) program and will prepare students with knowledge that will allow them to move beyond the traditional western concept of optimizing commercial exploitation of the natural environment to consideration and internalization of the costs of management activities impacting Tribal cultural and spiritual values and non-market resources in decision-making. The MTRES program is unique in that there are no other master's degree programs offered at the University of Minnesota or elsewhere that focus on natural resources from a Native worldview. All courses are offered online with synchronous virtual meetings.

II. Request for Approval of Changed Academic Programs

College of Science and Engineering (Twin Cities campus)—Discontinue the Co-op subplan in the Bachelor of Mechanical Engineering degree

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Engineering Co-op program subplan in the Bachelor of Mechanical Engineering (B.M.E.), effective spring 2022. The Co-op program will continue to be offered as a college-wide option to all engineering students, and not as a specific sub-plan of individual programs.

College of Continuing and Professional Studies (Twin Cities campus)—Create Regulatory Affairs for Food Professionals subplan option in the Applied Sciences Leadership Master of Professional Studies degree

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Regulatory Affairs for Food Professionals subplan option in the Applied Sciences Leadership M.P.S. degree, effective spring 2022. This subplan provides an option for students in the M.P.S. seeking more engagement with leadership practices within regulatory affairs. It builds on and complements current offerings and partnerships with related programs including the University of Minnesota Food Protection and Defense Institute and Integrated Food Systems Leadership Program. The subplan will be offered in an online format and is the same 12 credits as the proposed Post-Baccalaureate Certificate program.

Labovitz School of Business and Economics (Duluth campus)—Create an Integrated Degree Program option in the Bachelor of Business Administration and Master of Business Administration degrees.

The Labovitz School of Business and Economics on the Duluth campus requests approval to create a B.B.A./M.B.A. Integrated Degree Program option in the Bachelor of Business Administration degree and the Master of Business Administration, effective fall 2021. Integrated degree programs allow University of Minnesota undergraduate students early admission into a specified master's degree program and an opportunity to complete master's coursework as an undergraduate student and use those courses toward the master's degree.

Labovitz School of Business and Economics (Duluth campus)—Create an Integrated Degree Program option in the Bachelor of Accounting and Master of Business Administration degrees.

The Labovitz School of Business and Economics on the Duluth campus requests approval to create a B.Acc./M.B.A. Integrated Degree Program option in the Bachelor of Accounting degree and the Master of Business Administration, effective fall 2021. Integrated degree programs allow University of

Minnesota undergraduate students early admission into a specified master's degree program and an opportunity to complete master's coursework as an undergraduate student and use those courses toward the master's degree.

III. Request for Approval of Discontinued Academic Programs

School of Public Health (Twin Cities Campus)—Discontinue the Master of Public Health in Biostatistics degree

The School of Public Health on the Twin Cities Campus requests approval to discontinue the Master of Public Health (M.P.H.) degree in Biostatistics, effective fall 2021. The School of Public Health offers a Master of Science in Biostatistics, which is the preferred degree. Additionally, an M.P.H. in Data Science was recently approved and will begin in the fall of 2022. Students who wish to have an M.P.H. will have the option to apply to this new program.

University of Minnesota Board of Regents Meeting
Mission Fulfillment Committee
October 7, 2021

Consent Report: Recommendation to Grant Tenure to External Hires

The Executive Vice President and Provost recommends Emmanuel Antonarakis, Matthew Gill, Jessica Li, and Glenn Lobo 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.

Emmanuel Antonarakis, professor with tenure, Department of Medicine, Medical School

Dr. Antonarakis is an international leader in the management of prostate cancer patients and the conduct of innovative clinical trials and translational research in advanced prostate cancer, with a focus on novel therapies and biomarker development. He earned his doctoral degree from the University of Wales College of Medicine in 2003. Prior to joining the University of Minnesota, Dr. Antonarakis was a professor at Johns Hopkins University.

Matthew Gill, associate professor with tenure, Department of Genetics, Cell Biology, and Development, Medical School

Dr. Gill is internationally known as a progressive, rigorous, and creative *C. elegans* researcher in the field of aging biology. His research program surrounds lifespan, developmental biology and lipid signaling using the *C. elegans* genetic model system. He earned his Ph.D. from the University of Manchester in 1997. Previously, Dr. Gill was an associate professor at The Scripps Research Institute.

Jessica Li, professor with tenure, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development

Dr. Li's research interests focus on advancing human resource development theories and practice through studies related to the management of workforce development, utilization of learning technology in workforce development, and exploring work-related values and attitudes. She received her Ph.D. in Workforce Education and Development from Pennsylvania State University in 1996. Currently, Dr. Li is a professor at the University of Illinois at Urbana-Champaign.

Glenn Lobo, associate professor with tenure, Department of Ophthalmology and Visual Neurosciences, Medical School

Dr. Lobo's research focuses on two fundamental processes that control normal visual

function in humans: understanding dietary vitamin A transport to the eye, and photoreceptor opsin trafficking. He earned his Ph.D. in 2006 from the University of Technology Sydney (UTS), Australia. Dr. Lobo joins the University of Minnesota from the Medical University of South Carolina.

Tenured Hire Recommended by Chancellor Lendley Black – Duluth Campus

Eric Torres, associate professor with tenure, Department of Education, College of Education and Human Service Professions

Dr. Torres' research focuses on understanding the differences between and confusion within obstacles to learning and obstacles to narrating learning. He earned his Ph.D. from the University of North Carolina at Greensboro in 2010. Prior to joining the University of Minnesota Duluth, Dr. Torres was an associate professor at the Stephen F. Austin State University in Texas.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 7, 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
October 7, 2021

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

University Highlights

In fiscal year 2021, the University had a 31 percent surge in external research funding and successfully competed for \$1.15 billion, the first time the University surpassed the \$1 billion award mark. Within that total, the University received \$256 million for COVID-related projects.

University researchers will lead the development of a new generation of machine learning algorithms in a \$25 million climate modeling center, called Learning the Earth with Artificial Intelligence and Physics (LEAP), funded by the National Science Foundation.

The Crookston campus has been ranked a Top Midwest Public Regional College for a third consecutive year.

The University has received \$2 million to play a key role in a Great Lakes Innovation Corps (I-Corps) Hub established by the National Science Foundation. The I-Corps Hub will be created within an effort to nurture a regional innovation ecosystem and move more discoveries from the research lab to the real world.

236 University of Minnesota Medical School faculty members from 18 departments were featured in the 2021 *Minnesota Monthly* “Top Doctors” list.

The Rochester campus welcomed high school seniors for a weeklong intensive NXT GEN MED Summer Quest, a new summer career exploration program designed to bring together passionate high school students who aspire to become future health care leaders.

University researchers are leading a search for 1.5 million-year-old Antarctic ice, as collaborators in the Center for Oldest Ice Exploration. The center will be using the Rapid Access Ice Drill, which was co-developed by University of Minnesota Duluth professor John Goodge.

Faculty and Staff Awards & Activities

Douglas Kearney, assistant professor in the College of Liberal Arts, has been long-listed for the National Book Award in Poetry with his 2021 collection *Sho*. The finalists will be revealed on Oct. 5.

Assistant Professor Rebekah Pratt and Medical School co-investigators Rahel Ghebre, Timothy Ramer, and Sophia Yohe—along with faculty from the University of Washington—were awarded \$2,910,214 from the National Cancer Institute, National Institutes of Health for their clinical trial “Reducing cervical cancer screening disparities in Somali immigrant women through primary care based HPV self-sampling intervention.”

Luciano Caixeta, assistant professor in the Department of Veterinary Medicine, is leading a team that received \$500,000 from the U.S. Department of Agriculture-National Institute of Food and Agriculture to refine immune-based solutions to prevent or treat mammary infections in dairy cattle.

Student Awards & Activities

Lindsey Erdmann, Humphrey School of Public Affairs graduate student, has been named a 2021 Tillman Scholar. This award recognizes the scholars’ high potential for impact as demonstrated through a proven track record, the pursuit of education, and commitment of their resources to service beyond themselves.

Carlson School of Management undergraduate students have partnered with Second Harvest Heartland, a Twin Cities-based food bank, to create a model to better understand where resources are underused to adjust its outreach and marketing efforts.

Thomas E. Burnett Jr.’s, alumni family is donating \$300,000 to establish a scholarship at the Carlson School of Management for the 20th anniversary of the 9/11 attack. This scholarship honors his life, leadership, and sacrifice on United Flight 93.