



Mission Fulfillment

May 2023

May 11, 2023

9:15 a.m.

Boardroom, McNamara Alumni Center

MIS - MAY 2023

1. Promotion and Tenure, and Annual Continuous Appointments – Review/Action

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 11, 2023

AGENDA ITEM: Promotion and Tenure, and Annual Continuous Appointments

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Executive Vice President and Provost Rachel Croson
Penny Edgell, Faculty Associate, Office of the Vice Provost for Faculty and Academic Affairs
Rocio Gomez-Pastor, Assistant Professor, Department of Neuroscience, Medical School, Twin Cities campus
Peter Kang, McKnight Land-Grant Assistant Professor & Gibson Chair of Hydrogeology, Department of Earth & Environmental Sciences, College of Science & Engineering, Twin Cities campus
Leslie Lekatz, Assistant Professor, Agriculture and Natural Resources, Crookston campus

PURPOSE & KEY POINTS

After careful review and due consideration, the senior academic officers of the University of Minnesota recommend to the Board of Regents for action those faculty being considered for promotion and/or tenure as well as academic professionals seeking approval for promotion and/or continuous appointment effective with the beginning dates of their terms of appointment in 2023-2024.

The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the docket who are members of the faculty of the University of Minnesota Twin Cities, the University of Minnesota Morris, and the University of Minnesota Crookston.

The Interim Chancellor of the University of Minnesota Duluth, in accord with the Agreement between the Regents of the University of Minnesota and the University Education Association, recommends for promotion and/or tenure those individuals, listed in the docket, who are members of the Duluth faculty.

The Executive Vice President and Provost recommends for continuous appointment status staff in the academic professional series in the Law Library, Law School, and University Libraries.

The docket includes detailed statistics concerning the composition of the faculty group and an overview of the current process.

BACKGROUND INFORMATION

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

Faculty Presenters

- Rocio Gomez-Pastor is assistant professor in the Neuroscience Department of the Medical School on the Twin Cities campus. Her research focuses on understanding the mechanisms underlying Huntington's and other neuro-degenerative diseases, with the long-term goal of identifying critical disease-modifying mechanisms that can be targeted for effective therapies. She has been the Principal Investigator on grants from the National Institutes of Health and the Huntington's Disease Society of America. She is the co-founder and co-director of the Medical School's new Go4Brains neuroscience summer program for high school students from backgrounds underrepresented in science and medicine.
- Peter Kang is McKnight Land-Grant Assistant Professor & Gibson Chair of Hydrogeology in the Department of Earth & Environmental Sciences, College of Science & Engineering, on the Twin Cities campus. Kang is an emerging leader in the study of how to improve water quality. His research is focused on flow processes through porous media, which has applications in groundwater remediation, aquifer storage, and other aspects of subsurface hydrogeologic systems. He has been a Principal or co-Principal Investigator on grants from the Department of Energy, the Minnesota Department of Health, and the National Science Foundation (NSF), among others. He received the prestigious NSF Faculty Early Career Development Program award and is also collaborating with local high school teachers to develop new teaching materials focused on the role of water in the earth sciences.
- Leslie Lekatz is assistant professor in the Agriculture and Natural Resources Department on the Crookston campus. An award-winning teacher and professor of animal science, Lekatz has developed and implemented a collaborative and productive research program in her main area of animal reproductive physiology and other aspects of animal well-being in an agricultural context. Her work has led to publications in high-ranking publications with a national reach. She has also worked to enhance the undergraduate experience by providing students with sustained opportunities for hands-on research and is beginning new research on the science of teaching and learning.

PRESIDENT'S RECOMMENDATION

The President recommends approval of these annual promotion and/or tenure recommendations.

Executive Summary

2022–23 Promotion and Tenure Presentation

Each of the faculty being promoted this year has demonstrated intellectual distinction in their chosen field and has been rigorously reviewed by their University colleagues and scholarly peers around the nation and/or world. We are proud to present this slate of faculty promotions to the Board of Regents.

The Promotion and Tenure Process

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

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

Regular Faculty

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

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

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

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

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

Contract (Term) Faculty

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

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

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

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

- 1) Each candidate's record is evaluated by a group of external scholars who have positions of national or international prominence in the discipline of the candidate. In some colleges, internal reviewers from the University may provide additional evaluation. Reviewers assess the research or creative activity of the candidate.
- 2) The faculty of each department or unit take a formal vote on promotion to the next rank and on conferral of indefinite tenure and provide a written report of the faculty discussion and the vote to the faculty member's college.
- 3) The chair or head of each unit forms an independent assessment and writes a separate report of the case. Regardless of the outcome of the vote, the entire case is forwarded to the college level.
- 4) Most colleges have their own promotion and tenure committee with representatives from the departments within the college. (Some smaller colleges send their materials to an All-University Promotion and Tenure Committee.) The second-level promotion and tenure committee (either collegiate or All-University) also evaluates the dossier and forwards their recommendations and formal vote in a report to the dean of the college or directly to the Executive Vice President and Provost; in either case, these reports are advisory.
- 5) The dean evaluates the dossier and provides a formal letter to the Executive Vice President and Provost with recommendations about promotion and/or tenure.

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

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

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

Contract Faculty: Review Process

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

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

Tenure Success Rate

The recommendation that faculty members receive indefinite tenure is one of the most important ones made by the Executive Vice President and Provost since this represents the commitment of the University to faculty members for the remainder of their careers. The metric for tenure success that is used at the University of Minnesota is based on a

comparison of the entering cohort of untenured assistant professors in a given year and the percentage of the cohort who has attained tenure seven years after beginning an appointment at the University. Over the course of the intervening probationary appointment, a number of untenured faculty receive reviews that suggest that their progress is unsatisfactory and may choose to leave the University. Some may receive notices of non-reappointment during the probationary period. Others may leave the University for another position. The number of untenured assistant professors who are recommended for tenure in their decision year is a fraction of the cohort that began.

Each year, the tenure success rate is calculated as a three-year rolling average. This year, the cohorts of probationary faculty began their appointments in 2013, 2014, and 2015. There were 344 faculty who began their appointments in this three-year group. After seven years, 51% had received tenure and were still employed at the University and 3% had received tenure and left the University. The three-year average tenure success rate is 54%.

The tenure success rate is relevant to the System Wide Strategic Plan Commitment IV related to the recruitment and retention of diverse faculty and the reduction in disparities in faculty promotion rates. The tenure success rate for this three-year cohort shows some variability in the success rate based on gender and race/ethnicity. The tenure success rate for Black, Indigenous, and People of Color (BIPOC) was 55% and 54% for white faculty. The success rate for women and men was 57% and 51% respectively.

Time in Rank as Associate Professor before Promotion to Professor

The time in rank as associate professor before being promoted to professor can provide an indication of the degree to which disparities exist in the rate at which different groups of faculty are being recommended for promotion to the rank of professor. Tables five and six show the average number of years in rank as associate professor by race/ethnicity and gender. The time in rank data are relevant to the System Wide Strategic Plan Commitment IV related to the reduction in disparities in faculty promotion rates.

Results of 2022–2023 Promotion and Tenure Review

In 2022–2023, a total of 266 cases were evaluated across the University of Minnesota system. There were 152 cases for regular faculty and 114 cases for contract faculty. Of the 152 cases for regular faculty, 120 cases came from the Twin Cities campus, 3 cases from the Crookston campus, 24 cases from the Duluth campus, and 5 cases from the Morris campus.

Table 1 contains all recommendations by gender and category of rank for both regular and term faculty. For regular faculty, there are 85 assistant professors on probationary appointments who were reviewed: 84 of them are recommended for tenure and promotion to the rank of associate professor and 1 is recommended for non-reappointment.

One associate professor on a probationary appointment is recommended for conferral of indefinite tenure in rank.

Of the 66 associate professors with tenure, 63 are recommended for promotion to professor and three are recommended for continuation in rank.

For contract faculty, 87 assistant professors are recommended for promotion to associate professor, and 26 associate professors are recommended for promotion to professor. One assistant professor is recommended for promotion to professor.

Of the 266 total cases, 141 are men (53%) and 125 are women (47%). For the regular faculty, 59% are men and 41% are women. For the contract faculty, 45% are men and 55% are women. In addition, 73 decisions or 28% involved faculty of color. These data are displayed in Tables 1 and 2, separated by gender and race/ethnicity. Tables 3 and 4 list the gender and race/ethnicity for all tenure stream and non-tenure stream faculty systemwide.

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

| <i>Regular Faculty (Tenure-Track and Tenured Cases)</i> | Male | Female | Total |
|---|-------------|---------------|--------------|
| Assistant professor probationary to associate professor with tenure | 54 | 30 | 84 |
| Associate professor probationary to associate professor with tenure | 0 | 1 | 1 |
| Associate professor with tenure to professor with tenure | 35 | 28 | 63 |
| Continuation in rank – associate professor with tenure | 0 | 3 | 3 |
| Non-reappointment – assistant professor probationary | 1 | 0 | 1 |
| <i>Total Tenure-Track/Tenured Cases</i> | 90 | 62 | 152 |
| | | | |
| <i>Term/Contract Faculty (Non-Tenure Track)</i> | Male | Female | Total |
| Assistant professor to associate professor without tenure | 37 | 50 | 87 |
| Assistant professor to professor without tenure | 0 | 1 | 1 |
| Associate professor to professor without tenure | 14 | 12 | 26 |
| <i>Total Term Faculty Cases</i> | 51 | 63 | 114 |
| | | | |
| GRAND TOTAL | 141 | 125 | 266 |

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

| Race/Ethnicity | Male | Female | Total |
|-------------------------------------|-------------|---------------|--------------|
| American Indian or Alaska Native | 1 | 3 | 4 |
| Asian | 26 | 21 | 47 |
| Black or African American | 6 | 5 | 11 |
| Hispanic/Latino | 5 | 1 | 6 |
| International/nonresident alien | 10 | 1 | 11 |
| Native Hawaiian or Pacific Islander | 2 | 0 | 2 |
| Two or more races | 2 | 1 | 3 |
| Unknown/not specified | 3 | 1 | 4 |
| White | 86 | 92 | 178 |
| Total | 141 | 125 | 266 |

TABLE 3
GENDER AND RACE/ETHNICITY FOR ALL TENURED/TENURE-TRACK FACULTY
SYSTEMWIDE

| Race/Ethnicity | Male | | Female | | Total | |
|-------------------------------------|--------------|------------|---------------|------------|--------------|-------------|
| American Indian or Alaska Native | 6 | <1% | 12 | <1% | 18 | <1% |
| Asian | 247 | 9% | 139 | 5% | 386 | 14% |
| Black or African American | 48 | 2% | 50 | 2% | 98 | 4% |
| Hispanic/Latino | 51 | 2% | 39 | 1% | 90 | 3% |
| International/nonresident alien | 80 | 3% | 48 | 2% | 128 | 5% |
| Native Hawaiian or Pacific Islander | 3 | <1% | 1 | <1% | 4 | <1% |
| Two or more races | 21 | <1% | 15 | <1% | 36 | 1% |
| Unknown/not specified | 21 | <1% | 24 | <1% | 45 | 2% |
| White | 1,110 | 42% | 730 | 28% | 1,840 | 70% |
| Total | 1,587 | 60% | 1,058 | 40% | 2,645 | 100% |

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

| Race/Ethnicity | Male | | Female | | Total | |
|-------------------------------------|------------|------------|------------|------------|--------------|-------------|
| | Count | Percentage | Count | Percentage | Count | Percentage |
| American Indian or Alaska Native | 1 | <1% | 5 | <1% | 6 | <1% |
| Asian | 118 | 8% | 84 | 6% | 202 | 14% |
| Black or African American | 17 | 1% | 22 | 2% | 39 | 3% |
| Hispanic/Latino | 15 | 1% | 24 | 2% | 39 | 3% |
| International/nonresident alien | 34 | 2% | 23 | 2% | 57 | 4% |
| Native Hawaiian or Pacific Islander | 2 | <1% | 1 | <1% | 3 | <1% |
| Two or more races | 13 | 1% | 11 | <1% | 24 | 2% |
| Unknown/not specified | 52 | 3% | 24 | 2% | 76 | 5% |
| White | 459 | 32% | 511 | 36% | 970 | 68% |
| Total | 711 | 50% | 705 | 50% | 1,416 | 100% |

**TABLE 5
YEARS IN RANK AS ASSOCIATE PROFESSOR BEFORE PROMOTION TO PROFESSOR
ROLLING THREE-YEAR AVERAGE BY RACE/ETHNICITY**

| | 2015-2017 | 2018-2020 | 2021-2023 | Grand Total |
|-----------------------------|-----------|-----------|-----------|-------------|
| Asian | 6.8 | 6.2 | 7.7 | 6.9 |
| Underrepresented Minorities | 6.3 | 9.9 | 7.5 | 7.9 |
| White/Not Specified | 7.8 | 8.5 | 8.1 | 8.1 |
| Grand Total | 7.5 | 8.1 | 8.0 | 7.9 |

**TABLE 6
YEARS IN RANK AS ASSOCIATE PROFESSOR BEFORE PROMOTION TO PROFESSOR
ROLLING THREE-YEAR AVERAGE BY GENDER**

| | 2015-2017 | 2018-2020 | 2021-2023 | Grand Total |
|-------------|-----------|-----------|-----------|-------------|
| Women | 8.2 | 9.0 | 8.5 | 8.6 |
| Men | 7.2 | 7.6 | 7.7 | 7.5 |
| Grand Total | 7.5 | 8.1 | 8.0 | 7.9 |

Promotion and Tenure Recommendations Effective 2022-2023

Refer to the Excel document, Promotion and Tenure Recommendations, for the candidate list.

The Continuous Appointment Process

Each year, the Executive Vice President and Provost recommends to the Board of Regents a group of academic professionals for continuous appointments. The conferral of continuous appointment status for an academic professional is parallel to the conferral of indefinite tenure for a faculty member and follows a similar process. There are currently 104 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

Nearly 80% of the academic professionals with continuous appointments or probationary status work in the University Libraries. The remainder hold positions as attorneys in the Law School or University Student Legal Services.

Review Process

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

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

2022–2023 Candidates for Continuous Appointment

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

The following individuals in the academic professional series have been recommended for continuous appointment, to be effective with the beginning of the 2023-2024 appointment period.

Continuous Appointment Recommendations

Law Library

Andrew Martineau

From

Assistant Librarian

To

Associate Librarian
with continuous appointment

Loren Turner

Assistant Librarian

Associate Librarian
with continuous appointment

Law School

Linus Chan

From

Teaching Specialist

To

Teaching Specialist
with continuous appointment

Caleb Smith

Teaching Specialist

Teaching Specialist
with continuous appointment

Libraries - Twin Cities

Sarah Jane Brown

From

Assistant Librarian

To

Associate Librarian
with continuous appointment

kalan Knudson Davis

Assistant Librarian

Associate Librarian
with continuous appointment

Mariya Gyendina

Assistant Librarian

Associate Librarian
with continuous appointment

Allison Langham-Putrow

Assistant Librarian

Associate Librarian
with continuous appointment

Danya Leebaw

Assistant Librarian

Associate Librarian
with continuous appointment

Promotion and Tenure Recommendations Effective 2023-2024
Presented to the Mission Fulfillment Committee of the Board of Regents
May 11, 2023

| <u>COLLEGE/CAMPUS</u> | <u>DEPARTMENT/UNIT</u> | <u>FROM</u> | <u>TO</u> |
|--|---|------------------------------|----------------------------------|
| <u>Biological Sciences, College of</u> | | | |
| Michael Freeman | Biochemistry, Molecular Biology, and Biophysics | Assistant Professor | TT Associate Professor T |
| Laurie Parker | Biochemistry, Molecular Biology, and Biophysics | Associate Professor | T Professor T |
| Emilie Snell-Rood | Ecology, Evolution and Behavior | Associate Professor | T Professor T |
| Daniel Schmidt | Genetics, Cell Biology, and Development | Assistant Professor | TT Associate Professor T |
| Ya Yang | Plant and Microbial Biology | Assistant Professor | TT Associate Professor T |
| <u>Dentistry, School of</u> | | | |
| Amy Tasca | Developmental and Surgical Sciences | Clinical Assistant Professor | C Clinical Associate Professor C |
| Laurence (Laars) Gaalaas | Diagnostic and Biological Sciences | Clinical Assistant Professor | C Clinical Associate Professor C |
| Ronald Zapata | Restorative Sciences | Assistant Professor | TT Associate Professor T |
| <u>Design, College of</u> | | | |
| Linsey Griffin | Graphics, Retail, Apparel and Products | Assistant Professor | TT Associate Professor T |
| Hyunjoo Im | Graphics, Retail, Apparel and Products | Associate Professor | T Professor T |
| Karen Lutsky | Landscape Architecture | Assistant Professor | TT Associate Professor T |
| <u>Education and Human Development, College of</u> | | | |
| Jed Elison | Institute of Child Development | Associate Professor | T Professor T |
| Sylia Wilson | Institute of Child Development | Assistant Professor | TT Associate Professor T |
| Rashne Jehangir | Organizational Leadership, Policy, and Development | Associate Professor | T Professor T |
| Tania Mitchell | Organizational Leadership, Policy, and Development | Associate Professor | T Professor T |
| Elizabeth Sumida Huaman | Organizational Leadership, Policy, and Development | Associate Professor | T Professor T |
| Lisa Kihl | School of Kinesiology | Associate Professor | T Professor T |
| <u>Food, Agricultural and Natural Resource Sciences, College of</u> | | | |
| Candice Hirsch | Agronomy and Plant Genetics | Associate Professor | T Professor T |
| Aaron Lorenz | Agronomy and Plant Genetics | Associate Professor | T Professor T |
| Seth Naeve | Agronomy and Plant Genetics | Associate Professor | T Professor T |
| Yuzhi Li | Animal Science | Associate Professor | T Professor T |
| Jason Kerwin | Applied Economics | Assistant Professor | TT Associate Professor T |
| Elton Mykerezzi | Applied Economics | Associate Professor | T Professor T |
| Brett Barney | Bioproducts and Biosystems Engineering | Associate Professor | T Professor T |
| Robert Koch | Entomology | Associate Professor | T Professor T |
| George Annor | Food Science and Nutrition | Assistant Professor | TT Associate Professor T |
| Chris Edgar | Forest Resources | Research Assistant Professor | C Research Associate Professor C |
| Julie Grossman | Horticultural Science | Associate Professor | T Professor T |
| Laura Shannon | Horticultural Science | Assistant Professor | TT Associate Professor T |
| Ashok Chanda | Plant Pathology | Assistant Professor | TT Associate Professor T |
| Pablo Olivera Firpo | Plant Pathology | Research Assistant Professor | C Research Associate Professor C |
| Cory Hirsch | Plant Pathology | Assistant Professor | TT Associate Professor T |
| <u>Hubert H. Humphrey School of Public Affairs</u> | | | |
| Yuan (Daniel) Cheng | Hubert H. Humphrey School of Public Affairs | Assistant Professor | TT Associate Professor T |
| Audrey Dorélien | Hubert H. Humphrey School of Public Affairs | Assistant Professor | TT Associate Professor T |
| Greta Friedemann-Sánchez | Hubert H. Humphrey School of Public Affairs | Associate Professor | T Professor T |
| Janna Johnson | Hubert H. Humphrey School of Public Affairs | Assistant Professor | TT Associate Professor T |
| <u>Liberal Arts, College of</u> | | | |
| Vincente Diaz | American Indian Studies | Associate Professor | T Professor T |
| Erin Durban | Anthropology | Assistant Professor | TT Associate Professor T |
| Karen Ho | Anthropology | Associate Professor | T Professor T |
| Sinem Casale | Art History | Assistant Professor | TT Associate Professor T |
| Joseph Farag | Asian and Middle Eastern Studies | Assistant Professor | TT Associate Professor T |
| Travis Workman | Asian and Middle Eastern Studies | Associate Professor | T Professor T |
| Christian Uwe | Cultural Studies and Comparative Literature | Assistant Professor | TT Associate Professor T |
| Adam Bledsoe | Geography, Environment and Society | Assistant Professor | TT Associate Professor T |
| Kathryn Grace | Geography, Environment and Society | Associate Professor | T Professor T |
| Daniel Griffin | Geography, Environment and Society | Assistant Professor | TT Associate Professor T |
| Kurt Kipfmüller | Geography, Environment and Society | Associate Professor | T Professor T |
| Benjamin Bigelow | German, Nordic, Slavic and Dutch | Assistant Professor | TT Associate Professor T |
| Danielle Brown | Hubbard School of Journalism and Mass Communication | Assistant Professor | TT Associate Professor T |
| Christopher Terry | Hubbard School of Journalism and Mass Communication | Assistant Professor | TT Associate Professor T |

| | | | | | |
|--------------------------|----------------------------------|---------------------|----|---------------------|---|
| Michael Bennett McNulty | Philosophy | Assistant Professor | TT | Associate Professor | T |
| Helen Kinsella | Political Science | Associate Professor | T | Professor | T |
| Robert Nichols | Political Science | Associate Professor | T | Professor | T |
| Nicola Grissom | Psychology | Assistant Professor | TT | Associate Professor | T |
| Bonnie Klimes-Dougan | Psychology | Associate Professor | C | Professor | C |
| Katerina Marcoulides | Psychology | Assistant Professor | TT | Associate Professor | T |
| Cheryl Olman | Psychology | Associate Professor | T | Professor | T |
| Jie Ding | School of Statistics | Assistant Professor | TT | Associate Professor | T |
| Adam Rothman | School of Statistics | Associate Professor | T | Professor | T |
| Elizabeth Wrigley-Field | Sociology | Assistant Professor | TT | Associate Professor | T |
| Lizbeth Finestack | Speech-Language-Hearing Sciences | Associate Professor | T | Professor | T |
| Chelsea Masteller Warren | Theatre Arts and Dance | Assistant Professor | TT | Associate Professor | T |

Management, Carlson School of

| | | | | | |
|----------------|-----------------------------------|---------------------|----|---------------------|---|
| Salman Arif | Accounting | Assistant Professor | TT | Associate Professor | T |
| Joshua Madsen | Accounting | Assistant Professor | TT | Associate Professor | T |
| Erik Loualiche | Finance | Assistant Professor | TT | Associate Professor | T |
| Mochen Yang | Information and Decision Sciences | Assistant Professor | TT | Associate Professor | T |
| Anant Mishra | Supply Chain and Operations | Associate Professor | T | Professor | T |

Medical School

| | | | | | |
|--------------------------|---|---------------------|----|---------------------|---|
| Ratan Banik | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| Aaron Berg | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| James Flaherty | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| Robert Gould | Anesthesiology | Associate Professor | C | Professor | C |
| Neil Hanson | Anesthesiology | Associate Professor | C | Professor | C |
| Megan Lanigan | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| Vinh Nguyen | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| Wendy Nguyen | Anesthesiology | Assistant Professor | C | Associate Professor | C |
| Joss Thomas | Anesthesiology | Associate Professor | C | Professor | C |
| Christina Boull | Dermatology | Assistant Professor | C | Associate Professor | C |
| Kurt Isenberger* | Emergency Medicine | Assistant Professor | C | Associate Professor | C |
| Jessie Nelson | Emergency Medicine | Associate Professor | C | Professor | C |
| Robert Levy | Family Medicine and Community Health | Assistant Professor | C | Associate Professor | C |
| Katherine Montag Schafer | Family Medicine and Community Health | Assistant Professor | C | Associate Professor | C |
| Tanner Nissly | Family Medicine and Community Health | Assistant Professor | C | Associate Professor | C |
| Jason Ricco | Family Medicine and Community Health | Assistant Professor | C | Associate Professor | C |
| Duncan Clarke | Genetics, Cell Biology, and Development | Associate Professor | T | Professor | T |
| Yasuhiko Kawakami | Genetics, Cell Biology, and Development | Associate Professor | T | Professor | T |
| Xavier Revelo | Integrative Biology and Physiology | Assistant Professor | TT | Associate Professor | T |
| Alessio Giubellino | Laboratory Medicine and Pathology | Assistant Professor | C | Associate Professor | C |
| Bartosz Grzywacz | Laboratory Medicine and Pathology | Assistant Professor | C | Associate Professor | C |
| Molly Klein | Laboratory Medicine and Pathology | Assistant Professor | C | Associate Professor | C |
| Emilian Racila | Laboratory Medicine and Pathology | Assistant Professor | C | Associate Professor | C |
| Amy Saenger* | Laboratory Medicine and Pathology | Associate Professor | C | Professor | C |
| Jesse Seegmiller | Laboratory Medicine and Pathology | Assistant Professor | C | Associate Professor | C |
| Tamas Alexy | Medicine | Assistant Professor | C | Associate Professor | C |
| Stuart Amateau | Medicine | Associate Professor | C | Professor | C |
| Takako Araki | Medicine | Assistant Professor | C | Associate Professor | C |
| Jason Baker* | Medicine | Associate Professor | C | Professor | C |
| Heather Beckwith | Medicine | Assistant Professor | C | Associate Professor | C |
| Sally Berryman* | Medicine | Assistant Professor | C | Associate Professor | C |
| Mima Boumitri | Medicine | Assistant Professor | C | Associate Professor | C |
| William Browne | Medicine | Associate Professor | C | Professor | C |
| Tereza Cervenka | Medicine | Assistant Professor | C | Associate Professor | C |
| Frank Cichocki | Medicine | Assistant Professor | TT | Associate Professor | T |
| Parastoo Fazeli | Medicine | Assistant Professor | C | Associate Professor | C |
| Brian Hanson* | Medicine | Assistant Professor | C | Associate Professor | C |
| Anjum Kaka* | Medicine | Assistant Professor | C | Associate Professor | C |
| Kristina Krohn | Medicine | Assistant Professor | C | Associate Professor | C |
| Thomas Leventhal | Medicine | Assistant Professor | C | Associate Professor | C |
| Samuel Maiser* | Medicine | Assistant Professor | C | Associate Professor | C |
| Mackenzi Mbai* | Medicine | Assistant Professor | C | Associate Professor | C |
| Charlene McEvoy* | Medicine | Assistant Professor | C | Associate Professor | C |
| Ankit Mehta* | Medicine | Assistant Professor | C | Associate Professor | C |
| Deepti Pandita* | Medicine | Assistant Professor | C | Associate Professor | C |
| Glennon Park* | Medicine | Assistant Professor | C | Associate Professor | C |
| Megan Petrik | Medicine | Assistant Professor | C | Associate Professor | C |
| Kurt Prins | Medicine | Assistant Professor | TT | Associate Professor | T |

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|-----------------------|---|---------------------|----|---------------------|---|
| Radha Rajasingham | Medicine | Assistant Professor | TT | Associate Professor | T |
| Ronald Reilkoff | Medicine | Assistant Professor | C | Associate Professor | C |
| Andrew Reinink* | Medicine | Assistant Professor | C | Associate Professor | C |
| Eugenia Shmidt | Medicine | Assistant Professor | C | Associate Professor | C |
| Mengistu Simegn* | Medicine | Assistant Professor | C | Associate Professor | C |
| Ben Trappey | Medicine | Assistant Professor | C | Associate Professor | C |
| Michael Usher | Medicine | Assistant Professor | C | Associate Professor | C |
| Ingunn Stromnes | Microbiology and Immunology | Assistant Professor | C | Associate Professor | T |
| Oladi Benthó | Neurology | Assistant Professor | C | Associate Professor | C |
| Muna Irfan* | Neurology | Assistant Professor | C | Associate Professor | C |
| Elizabeth Neil | Neurology | Assistant Professor | C | Associate Professor | C |
| Rocio Gomez-Pastor | Neuroscience | Assistant Professor | TT | Associate Professor | T |
| Patrick Rothwell | Neuroscience | Assistant Professor | TT | Associate Professor | T |
| Jan Zimmermann | Neuroscience | Assistant Professor | TT | Associate Professor | T |
| Christy Boraas | Obstetrics, Gynecology and Women's Health | Assistant Professor | C | Associate Professor | C |
| Samantha Hoffman | Obstetrics, Gynecology and Women's Health | Assistant Professor | C | Associate Professor | C |
| Sally Mullany | Obstetrics, Gynecology and Women's Health | Assistant Professor | C | Associate Professor | C |
| Jill Anderson | Ophthalmology and Visual Neurosciences | Assistant Professor | C | Associate Professor | C |
| Andrew Harrison | Ophthalmology and Visual Neurosciences | Associate Professor | T | Professor | T |
| Deborah Bohn | Orthopedic Surgery | Assistant Professor | C | Associate Professor | C |
| Andrew Georgiadis* | Orthopedic Surgery | Assistant Professor | C | Associate Professor | C |
| Bradley Nelson | Orthopedic Surgery | Associate Professor | C | Professor | C |
| Walter Truong* | Orthopedic Surgery | Assistant Professor | C | Associate Professor | C |
| Bryce Binstadt | Pediatrics | Associate Professor | T | Professor | T |
| Colleen Correll | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Kelly King | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Sarah Kizilbash | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Alicia Kunin-Batson | Pediatrics | Assistant Professor | TT | Associate Professor | T |
| Catherine Larson-Nath | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Ashley Loomis | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Igor Nestrail | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Laura Norton | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Maren Olson* | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Michael Pitt | Pediatrics | Associate Professor | C | Professor | C |
| Jen Poynter | Pediatrics | Associate Professor | T | Professor | T |
| Michelle Rheault | Pediatrics | Associate Professor | C | Professor | C |
| Kari Roberts | Pediatrics | Associate Professor | C | Professor | C |
| Kyriakie Sarafoglou | Pediatrics | Associate Professor | T | Professor | T |
| Muna Sunni | Pediatrics | Assistant Professor | C | Associate Professor | C |
| Tanya Freedman | Pharmacology | Assistant Professor | TT | Associate Professor | T |
| Afshan Anjum | Psychiatry and Behavioral Sciences | Assistant Professor | C | Associate Professor | C |
| David Atkinson* | Psychiatry and Behavioral Sciences | Assistant Professor | C | Associate Professor | C |
| Kathryn Cullen | Psychiatry and Behavioral Sciences | Associate Professor | T | Professor | T |
| Hildi Hagedom* | Psychiatry and Behavioral Sciences | Associate Professor | C | Professor | C |
| Kristina Reigstad | Psychiatry and Behavioral Sciences | Assistant Professor | C | Associate Professor | C |
| Alik Widge | Psychiatry and Behavioral Sciences | Assistant Professor | TT | Associate Professor | T |
| Clara Ferreira | Radiation Oncology | Assistant Professor | C | Associate Professor | C |
| An Church | Radiology | Assistant Professor | C | Associate Professor | C |
| Yigitcan Eryaman | Radiology | Assistant Professor | TT | Associate Professor | T |
| Bharathi Jagadeesan | Radiology | Associate Professor | C | Professor | C |
| Teresa Bisson | Rehabilitation Medicine | Assistant Professor | C | Associate Professor | C |
| Farha Ikramuddin | Rehabilitation Medicine | Assistant Professor | C | Associate Professor | C |
| Linda Koehler | Rehabilitation Medicine | Assistant Professor | C | Associate Professor | C |
| Kimberley Monden | Rehabilitation Medicine | Assistant Professor | TT | Associate Professor | T |
| Sara North | Rehabilitation Medicine | Assistant Professor | C | Associate Professor | C |
| Eric Waldron | Rehabilitation Medicine | Assistant Professor | C | Associate Professor | C |
| Rumi Faizer | Surgery | Associate Professor | C | Professor | C |
| Erik Finger | Surgery | Associate Professor | T | Professor | T |
| James Harmon | Surgery | Assistant Professor | C | Associate Professor | C |
| Vanessa Humphreville | Surgery | Assistant Professor | C | Associate Professor | C |
| Daniel Leslie | Surgery | Associate Professor | C | Professor | C |
| Elizabeth Lusczek | Surgery | Assistant Professor | C | Associate Professor | C |
| Bradley Segura | Surgery | Assistant Professor | TT | Associate Professor | T |

Nursing, School of

| | | | | | |
|--------------------|---|------------------------------|----|------------------------------|---|
| Niloufar Hadidi | Adult and Gerontological Health Cooperative | Associate Professor | T | Professor | T |
| Ryan Mays | Adult and Gerontological Health Cooperative | Assistant Professor | TT | Associate Professor | T |
| Stephanie Delkoski | Child and Family Health Cooperative | Clinical Assistant Professor | C | Clinical Associate Professor | C |
| Eunice Areba | Population Health and Systems Cooperative | Clinical Assistant Professor | C | Clinical Associate Professor | C |

Pharmacy, College of

| | | | | | |
|--------------------|---|---------------------|----|---------------------|---|
| Swati More | Center for Drug Design | Associate Professor | C | Professor | C |
| Reena Kartha | Experimental and Clinical Pharmacology | Assistant Professor | C | Associate Professor | C |
| Karunya Kandimalla | Pharmaceutics | Associate Professor | T | Professor | T |
| Keri Hager | Pharmacy Practice and Pharmaceutical Sciences | Associate Professor | C | Professor | C |
| Amanda Klein | Pharmacy Practice and Pharmaceutical Sciences | Assistant Professor | TT | Associate Professor | T |

Public Health, School of

| | | | | | |
|-----------------|---|---------------------|----|---------------------|---|
| Erika Helgeson | Division of Biostatistics | Assistant Professor | C | Associate Professor | C |
| Thomas Murray | Division of Biostatistics | Assistant Professor | TT | Associate Professor | T |
| Ashley Petersen | Division of Biostatistics | Assistant Professor | C | Associate Professor | C |
| Ryan Demmer | Division of Epidemiology and Community Health | Associate Professor | TT | Professor | T |
| Darin Erickson | Division of Epidemiology and Community Health | Associate Professor | TT | Professor | T |
| Jamie Stang | Division of Epidemiology and Community Health | Associate Professor | C | Professor | C |
| Weihong Tang | Division of Epidemiology and Community Health | Associate Professor | T | Professor | T |
| Rachel Widome | Division of Epidemiology and Community Health | Associate Professor | T | Professor | T |
| Bjom Berg | Division of Health Policy and Management | Assistant Professor | TT | Associate Professor | T |
| Sarah Gollust | Division of Health Policy and Management | Associate Professor | T | Professor | T |
| Rachel Hardeman | Division of Health Policy and Management | Associate Professor | T | Professor | T |
| Sayeh Nikpay | Division of Health Policy and Management | Associate Professor | TT | Associate Professor | T |
| Tetyana Shippee | Division of Health Policy and Management | Associate Professor | T | Professor | T |
| Rebecca Wurtz | Division of Health Policy and Management | Associate Professor | C | Professor | C |

Science and Engineering, College of

| | | | | | |
|-----------------------|--|------------------------------|----|------------------------------|---|
| James Flaten | Aerospace Engineering and Mechanics | Associate Professor | C | Professor | C |
| Paolo Provenzano | Biomedical Engineering | Associate Professor | T | Professor | T |
| David Wood | Biomedical Engineering | Associate Professor | T | Professor | T |
| Xiang Cheng | Chemical Engineering and Materials Science | Associate Professor | T | Professor | T |
| David Flannigan | Chemical Engineering and Materials Science | Associate Professor | T | Professor | T |
| Renee Frontiera | Chemistry | Associate Professor | T | Professor | T |
| Aaron Massari | Chemistry | Associate Professor | T | Professor | T |
| William Pomerantz | Chemistry | Associate Professor | T | Professor | T |
| Ian Tonks | Chemistry | Associate Professor | T | Professor | T |
| Xue Feng | Civil, Environmental, and Geo-Engineering | Assistant Professor | TT | Associate Professor | T |
| Erin Surdo | Civil, Environmental, and Geo-Engineering | Teaching Assistant Professor | C | Teaching Associate Professor | C |
| Kangjie Lu | Computer Science and Engineering | Assistant Professor | TT | Associate Professor | T |
| Shana Watters | Computer Science and Engineering | Teaching Associate Professor | C | Teaching Professor | C |
| Peter Kang | Earth and Environmental Sciences | Assistant Professor | TT | Associate Professor | T |
| Sairaj Dhople | Electrical and Computer Engineering | Associate Professor | T | Professor | T |
| Tony Low | Electrical and Computer Engineering | Associate Professor | T | Professor | T |
| Kevin Leder | Industrial and Systems Engineering | Associate Professor | T | Professor | T |
| Suhasa Kodandaramaiah | Mechanical Engineering | Assistant Professor | TT | Associate Professor | T |
| Tsao-Hsien Chen | School of Mathematics | Assistant Professor | TT | Associate Professor | T |
| Ru-Yu Lai | School of Mathematics | Assistant Professor | TT | Associate Professor | T |
| Patrick Kelly | School of Physics and Astronomy | Assistant Professor | TT | Associate Professor | T |

Veterinary Medicine, College of

| | | | | | |
|--------------------|------------------------------------|---------------------|----|---------------------|---|
| Zheng Xing | Veterinary and Biomedical Sciences | Associate Professor | C | Professor | C |
| Kristi Flynn | Veterinary Clinical Sciences | Assistant Professor | C | Associate Professor | C |
| Wanda Gordon-Evans | Veterinary Clinical Sciences | Associate Professor | C | Professor | C |
| Daniel Heinrich | Veterinary Clinical Sciences | Assistant Professor | C | Associate Professor | C |
| Alexandra Bianco | Veterinary Population Medicine | Assistant Professor | C | Associate Professor | C |
| Luciano Caixeta | Veterinary Population Medicine | Assistant Professor | TT | Associate Professor | T |
| Noelle Noyes | Veterinary Population Medicine | Assistant Professor | TT | Associate Professor | T |
| Alberto Rovira | Veterinary Population Medicine | Associate Professor | C | Professor | C |

University of Minnesota Crookston

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|------------------|-----------------------------------|---------------------|----|---------------------|---|
| Leslie Lekatz | Agriculture and Natural Resources | Assistant Professor | TT | Associate Professor | T |
| Timothy Dudley | Math, Science, and Technology | Associate Professor | T | Professor | T |
| Mohammad Hossain | Math, Science, and Technology | Assistant Professor | TT | Associate Professor | T |

University of Minnesota Duluth**Arts, Humanities, and Social Sciences, College of**

| | | | | | |
|--------------------|---|---------------------|----|---------------------|---|
| Joseph Bauerkemper | American Indian Studies | Associate Professor | T | Professor | T |
| Carter Meland | American Indian Studies | Assistant Professor | TT | Associate Professor | T |
| Rebecca Webster | American Indian Studies | Assistant Professor | TT | Associate Professor | T |
| John O'Neill | Art and Design | Assistant Professor | TT | Associate Professor | T |
| Gideon Mailer | History, Political Science, and International Studies | Associate Professor | T | Professor | T |

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|---------------------|------------------------------|---------------------|----|---------------------|---|
| Richard Robbins III | Music | Assistant Professor | TT | Associate Professor | T |
| Caitlin Quinn | Theatre | Assistant Professor | TT | Associate Professor | T |
| Daniel Nolan | World Languages and Cultures | Assistant Professor | TT | Associate Professor | T |

Business and Economics, Labovitz School of

| | | | | | |
|-------------------|--------------------------------------|---------------------|----|---------------------|---|
| Yufei Ren | Economics and Health Care Management | Assistant Professor | TT | Associate Professor | T |
| Nik Rashdi Hassan | Management Studies | Associate Professor | T | Professor | T |
| Marat Bakpayev | Marketing | Assistant Professor | TT | Associate Professor | T |

Education and Human Service Professions, College of

| | | | | | |
|----------------|------------------------|---------------------|----|---------------------|---|
| Jessica Hanson | Applied Human Sciences | Assistant Professor | TT | Associate Professor | T |
|----------------|------------------------|---------------------|----|---------------------|---|

Science and Engineering, Swenson College of

| | | | | | |
|-----------------------|---------------------------------------|---------------------|----|---------------------|---|
| Huai (Howard) Deng | Biology | Assistant Professor | TT | Associate Professor | T |
| Amanda Grusz | Biology | Assistant Professor | TT | Associate Professor | T |
| Sam Toan | Chemical Engineering | Assistant Professor | TT | Associate Professor | T |
| Prashanth Poddutoori | Chemistry and Biochemistry | Assistant Professor | TT | Associate Professor | T |
| Kathryn Schreiner | Chemistry and Biochemistry | Associate Professor | T | Professor | T |
| Michael Pluimer | Civil Engineering | Assistant Professor | TT | Associate Professor | T |
| Eleazar Leal Gonzalez | Computer Science | Assistant Professor | TT | Associate Professor | T |
| Andrew Sutton | Computer Science | Assistant Professor | TT | Associate Professor | T |
| Byron Steinman | Earth and Environmental Sciences | Associate Professor | T | Professor | T |
| Bryan Freyberg | Math and Statistics | Assistant Professor | C | Associate Professor | T |
| Harsh Jain | Math and Statistics | Assistant Professor | TT | Associate Professor | C |
| Kathleen Petersen | Math and Statistics | Associate Professor | T | Professor | T |
| Venkata Gireesh Menta | Mechanical and Industrial Engineering | Assistant Professor | TT | Associate Professor | T |

University of Minnesota Morris

| | | | | | |
|---------------|---------------------------------|---------------------|----|---------------------|---|
| Priyanka Basu | Division of the Humanities | Assistant Professor | TT | Associate Professor | T |
| Elliot James | Division of the Social Sciences | Assistant Professor | TT | Associate Professor | T |
| Tim Lindberg | Division of the Social Sciences | Assistant Professor | TT | Associate Professor | T |

Employment Status

C - Contract/term faculty

TT - Probationary; tenure-track

T - Indefinite tenure

*Without salary faculty at Medical School affiliate site (e.g. VA Hospital, HCMC)

Promotion and Tenure, and Annual Continuous Appointments

Board of Regents | Mission Fulfillment Committee | May 11, 2023

Rachel Croson

Executive Vice President
and Provost

Penny Edgell

Faculty Associate
Office of the Vice Provost for
Faculty and Academic Affairs



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Faculty Tenure and Promotion

Board of Regents Policy Faculty Tenure

Defines regular faculty:

- Tenured with indefinite appointments
- Tenure-track who are eligible for tenure

Defines contract faculty:

- Annual appointments or multi-year appointments



BOARD OF REGENTS POLICY: *Faculty Tenure*

PREAMBLE

The Board of Regents adopts these regulations with the conviction that a well-defined statement of rules is essential to the protection of academic freedom and to the promotion of excellence at the University of Minnesota. A well-designed promotion and tenure system ensures that considerations of academic quality will be the basis for academic personnel decisions, and thus provides the foundation for academic excellence.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Minnesota are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, faculty have the responsibility of furthering the institution's programs of research, teaching, and service, and are accountable for their performance of



Basic Principles: Promotion

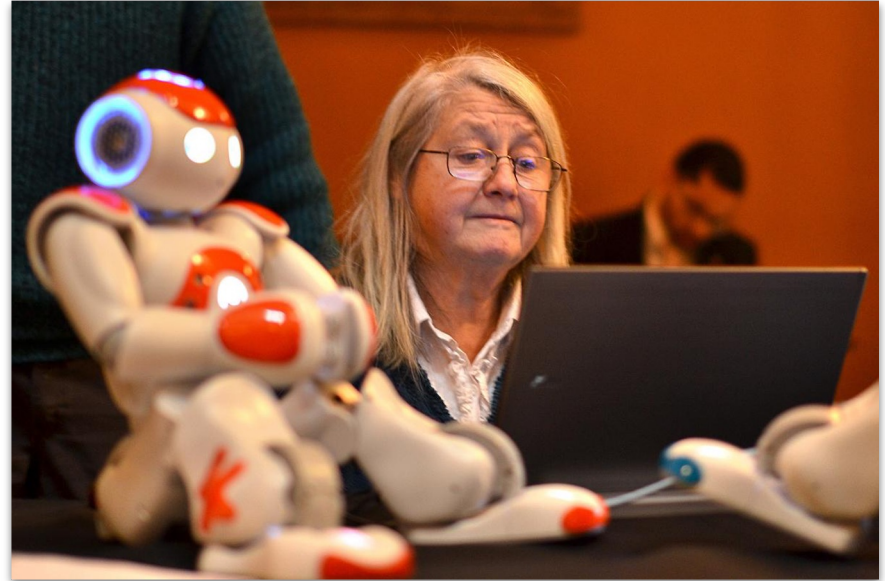


- **Each unit has a set of standards and criteria** for research or creative activity, teaching, and service in addition to those of the University
- **Annual reviews are mandated each year** of the probationary period
- **Faculty may resign or receive terminal appointments** during the probationary period



Basic Principles: Tenure

- **Ranks**
Assistant Professor
Associate Professor
Professor
- **Regular faculty have both rank and tenure or the possibility of achieving tenure**
- **Contract faculty have rank only**



Review Process



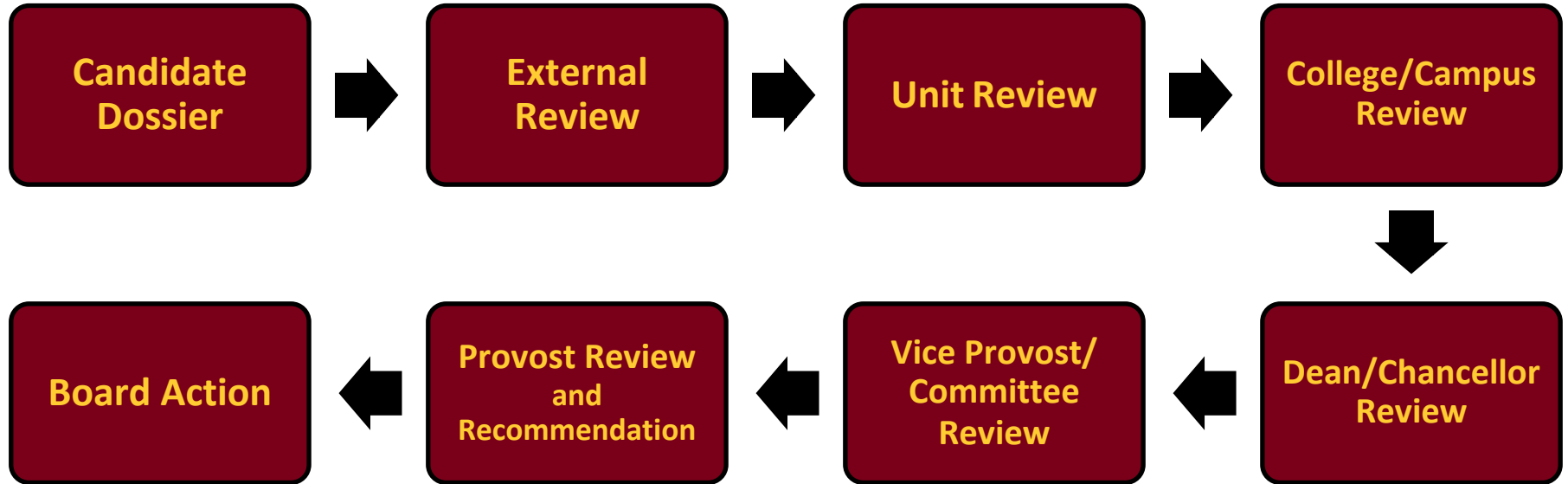
Each candidate creates a dossier

- Curriculum vitae
- Statements about research or other creative activity, teaching and service
- Teaching data from student ratings and peer reviews of teaching
- Samples of scholarship or other creative activity

A candidate file is sent to external experts in the discipline for evaluation



Promotion and Tenure Review Process



Promotion and Tenure Systemwide

Two Types of Faculty Candidates

| | |
|--|------------|
| Tenured/tenure-track candidates (regular faculty—tenure and/or promotion in rank) | 152 |
| Non-tenure-track candidates (contract faculty—promotion in rank) | 114 |
| Total candidates | 266 |



Tenure Success Rate

- Consider three cohorts of entering assistant professors (2013–2015)
- Four possible outcomes 7 years later
 - received tenure and are still at the University
 - received tenure and left the University
 - left the University without tenure
 - are still at the University on the tenure clock
- 53.5% of this group received tenure



MPact 2025

Commitment 4: Community & Belonging

Goal 1, Action 3

Reduce disparities in faculty promotion rates

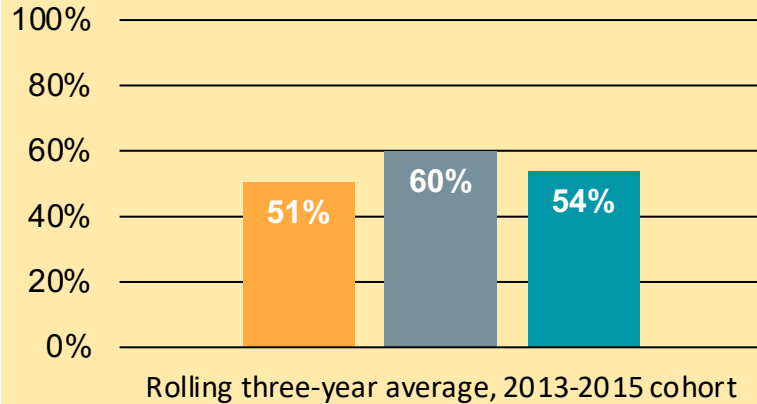
Metric

| Baseline (2019-2020) | Current (2022-2023) |
|--|--|
| Overall promotion rate 59.1%; BIPOC 58.5% | Overall promotion rate 53.5%; BIPOC 55.3% |



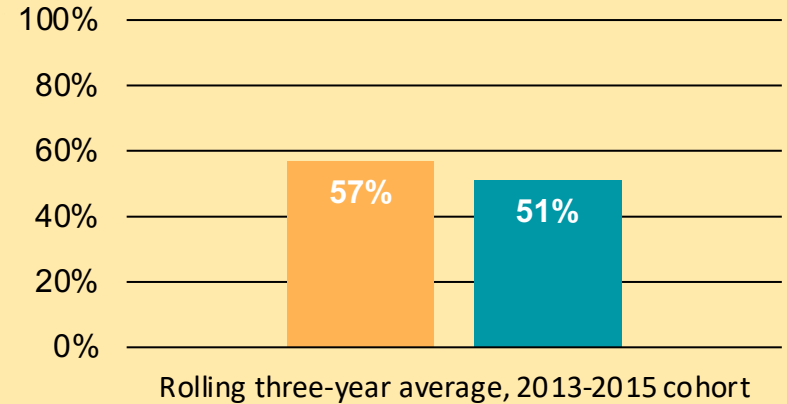
Tenure Success Rate

Race/Ethnicity



- Underrepresented Race/Ethnicity (49 individuals)
- Asian (18 individuals)
- White/Unknown (117 individuals)

Gender



- Women (83 individuals)
- Men (101 individuals)



Making Sure Our Faculty Thrive



- Attract excellent faculty and ensure a broad applicant pool
- Continued focus on all aspects of the faculty career
- Strive for a faculty body that reflects educational priorities and our student body
- Ensure that opportunities for promotion and advancement are equitable and transparent



Discussion



Recommendations

- That the regular faculty candidates on the list be approved for tenure and/or promotion as indicated;
- That the contract faculty candidates listed be approved for promotion to the rank indicated;
- That the academic professional candidates listed receive continuous appointments and promotions as indicated.



Panel

- **Rocio Gomez-Pastor**, Medical School
Twin Cities campus
- **Peter Kang**, College of Science & Engineering
Twin Cities campus
- **Leslie Lekatz**, Agriculture and Natural Resources
Crookston campus





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 11, 2023

AGENDA ITEM: Tuition and Pricing Strategy: Next Steps

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Mary Holz-Clause, Chancellor, Crookston campus
David McMillan, Interim Chancellor, Duluth campus
Janet Schrunk Ericksen, Acting Chancellor, Morris campus

PURPOSE & KEY POINTS

The purpose of this item is to discuss principles that should direct University tuition and pricing strategies. The discussion will outline the direction and next steps for implementing a tuition and pricing strategy of “Experiment, evaluate, implement” that meets these principles, including pilot initiatives targeting enrollment challenges on the Crookston, Duluth, and Morris campuses. The details of each pilot will be described, as well as the plan for how to evaluate the success of the pilots and determine which should be continued at individual locations, rolled out systemwide, or discontinued.

BACKGROUND INFORMATION

Between September 2022 and February 2023, the committee discussed tuition and pricing tactics for each of the five campuses as part of MPact 2025 enrollment goals.

University of Minnesota Board of Regents
Mission Fulfillment Committee
May 11, 2023
Tuition & Pricing Strategies

Policy Context

[Board of Regents policy: *Tuition & Fees*](#) provides the following guiding principles related to undergraduate tuition:

The University is a publicly-supported institution whose programs benefit individual students, the state, and the nation. The following principles shall guide the assessment, collection, and management of tuition and fees at the University:

Subd. 1. Shared Responsibility.

The University's tuition and fee assessments shall reflect the shared responsibility, benefits, and needs of the individual student, the University, and the state.

Subd. 2. Access, Retention, and Timely Progress.

The tuition rate structure shall provide appropriate incentives for access, retention, and timely progress toward the degree.

Subd. 3. Determinants of Tuition Rates and Related Fees. Tuition rates and related fees shall take into account the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations for the University's instructional programs.

[Board of Regents policy: *Student Financial Aid*](#) provides the following guiding principles related to financial support for students:

- (a) award financial aid to students on the basis of merit and of need;
- (b) assist as many students as possible in securing grants, scholarships, loans, and employment and provide counseling in the use of such resources to help finance their education

Overview of Tuition & Pricing Strategies

The following strategies are currently used at the University of Minnesota and are recommended to continue.

Differential pricing for in-state and out-of-state

- Rationale: Support from the State of Minnesota, and best practices of peer institutions supports price differentials based on geographic location when there is sufficient student demand
- Current Practice: The University of Minnesota Duluth, Morris and Twin Cities campuses currently charge non-resident, non-reciprocity undergraduate students higher tuition rates than in-state students.

| Campus | Undergraduate Resident Tuition 2022-23 (full-time) | Undergraduate Nonresident Tuition 2022-23 (full-time) | Differential (Nonresident tuition less resident tuition) |
|-------------|--|---|--|
| Crookston | \$11,362 | \$11,362 | \$0 |
| Duluth | \$12,638 | \$18,028 | \$5,390 |
| Morris | \$12,840 | \$14,934 | \$2,094 |
| Rochester | \$12,808 | \$12,808 | \$0 |
| Twin Cities | \$14,006 | \$33,246 | \$19,240 |

- Considerations: This practice balances the shared responsibilities of generating revenue from tuition and state support; maintains affordability for in-state residents; accounts for student demand from different geographies; and allows us to influence the enrollment mix of in-state and out-of-state students.

Reciprocity

- Rationale: Allows Wisconsin, North Dakota, South Dakota, and Manitoba residents to attend at discounted rates and are treated as residents for the purposes of admissions.
- Current practice: Wisconsin, North Dakota, South Dakota, and Manitoba residents pay a rate discounted from the out of state rate as described in each reciprocity agreement that is summarized in the most recent [Minnesota Tuition Reciprocity Annual Report](#).
- Considerations: Reduces pricing barriers for neighboring state residents; offers expanded set of affordable colleges for Minnesota students; most agreements have existed for 40-50 years; potentially significant negative impacts of not participating; would need to identify who has the authority to decide to withdraw.

Banded tuition

- Rationale: Undergraduate students are only charged up to 13 credits per semester
- Current practice: Degree-seeking undergraduate students are only charged up to 13 credits, where any credits beyond 13 are available at no additional charge.
- Considerations: Promotes full-time enrollment and timely graduation; opportunities for students to explore the curricular offerings; helps in keeping educational costs lower for students.

Surcharge for specific colleges

- Rationale: Generates additional revenue for high-demand colleges/majors; can allow high-demand units to expand capacity; potentially allows institutions to recognize and charge for programs with higher than average instructional costs.
- Current practice: Degree-seeking undergraduate students enrolled in the Twin Cities College of Science and Engineering and Carlson School of Management and the Swenson College of Science and Engineering on the Duluth Campus are charged a tuition surcharge.

- Considerations: Can create economic incentives/disincentives for students around educational choice; adds modest additional administrative costs.

The following strategies are not currently used by the University of Minnesota and after review are not recommended to be implemented at this time.

Cohort pricing

- Rationale: Provide a high degree of certainty about tuition costs for students and families.
- Considerations: Greatly reduced flexibility for administration and Board; any economic shocks, such as reductions revenue or increases in cost, would need to be absorbed solely by new entering classes; much higher administrative complexity; significantly complex student communication requirements; certainty only for those students who remain in the same area of study with continuous enrollment, graduate in four years, and elect no curricular enhancements that might add time (e.g., study abroad, internships, double majors).

Upper/lower division differentials

- Rationale: Junior and senior level courses are expected to be more specialized and expensive to teach than lower-division courses
- Considerations: Ability to offer a lower entering rate to freshmen; creates price incentive to not advance to upper division (transfer out); increases administrative burden significantly; complex student communication requirements

Income-sharing agreements

- Rationale: Functions like a student loan but where students pay back a set percentage of their income based on term of agreement
- Considerations: Less regulation in place to protect students and universities; other early adopters of ISA programs have stopped or suspended their program (i.e. Purdue and Utah) in the face of legal challenges

Rolling fees into tuition

- Rationale: Provides more simplicity and transparency for students and families by charging a combined rate of tuition plus fees
- Considerations: Students still have other parts of cost of attendance to consider, the simplicity gains may be overstated; most other institutions still segment tuition and fees which makes peer comparisons difficult; students appreciate the transparency of fees tied to specific spending areas; the allocation of fee revenue is tied to specific programming and costs and differs from the current allocation of tuition revenue so it would add administrative complexity

Proposed Tuition and Pricing Model: Experiment, Evaluate, Implement

The key elements of the proposed model are to:

- Empower campuses to identify new ideas to try, make policy changes, or approve temporary exceptions to enable experimentation.
- Evaluate these new ideas based on data, such as impact on enrollment, student success outcomes, and student debt.
- Decide whether to implement the idea permanently, on the individual campus or across the system as a whole.

With over 41,000 undergraduate students enrolled systemwide, it is important to make tuition pricing and policy decisions that are data-driven, so that the effects on enrollment, student success, student debt and other measures are fully understood. This model is one that Big10 peers such as [Ohio State](#) and [Michigan](#), have followed, by piloting and evaluating potential changes to their pricing and financial aid strategies.

Overview of Pilot Projects

Crookston Pilot: Explore new tuition models for fully online degrees

Most Crookston online students attend college while they are working or pursuing other activities such as raising children and other caretaking duties. The average number of credits taken per semester by Crookston students has risen from 6 credits (ten years ago) to 10.1 this year.

With this part-time enrollment, online students typically pay Crookston's per-credit tuition charge and never elevate to the banded tuition space where tuition savings occur. Their part-time status also leaves online students with limited opportunities for financial aid. While federal financial aid is generally prorated for part-time status, prior attendance often leads these students to run out of eligibility before completing their degrees. Institutional aid has historically been directed to on-campus, full-time first year and transfer students, with only 20% of scholarship dollars (Promise, Institutional or Donor-provided) going to online students although they make up roughly 66% of the Crookston student population.

This pilot would permit Crookston to decouple tuition for fully online undergraduate degrees from that charged for in-person undergraduate degrees. This will allow us to identify degrees whose markets might sustain either a higher or lower tuition rate, will allow us to explore "flat" tuition rates for entire degrees, or other structures that deviate from the per-credit or banded model of our in-person undergraduate education.

Our intention would be to use academic year 2023–2024 to identify degrees, tuition structures, and tuition levels, which would then be submitted for Board approval in the FY25 budget. We note that we might choose to identify or develop new degrees for this pilot, and those would similarly be approved by the Board as they are developed.

Duluth Pilot: Midwest Tuition Rate

As part of UMD's effort to grow student enrollment, UMD is proposing the implementation of a new Midwest Tuition Rate, with the goal of increasing enrollment of new NHS and NAS NRRR

undergraduates from Midwest states. This rate would be easily communicated and provide a compelling message within recruitment marketing materials.

A previous program, the Midwest Student Exchange Program (MSEP) had offered discounted tuition (105% of resident tuition) to students from Midwestern states beyond the reciprocity states. However, the MSEP program has seen significant departures, with Michigan withdrawing in 2019 and Illinois withdrawing in 2021.

Under the new Midwest Tuition Rate pilot at Duluth, undergraduate degree-seeking students with a home residency in Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, or Ohio would pay the Undergraduate Resident Tuition Rate, which is currently \$6,319 per semester. Currently, Duluth non-resident, non-reciprocity students are assessed \$2,695 more at the per-semester, 13-credit band tuition rate than residents and students from reciprocity states.

The overall financial impact in year 1 (FY24) could result in a worst case net tuition revenue loss of up to \$163,000 because it would include students currently on the 105% MSEP rate. This would be offset by any new students Duluth is able to recruit in year 1 and once this new rate is in place for the full recruitment cycle, it is expected to quickly improve our Midwest recruitment efforts and an overall increase in revenue of \$75,000 is projected beginning year 2 (FY25), which grows quickly to \$477,800 by year 5 (FY28).

Morris Pilot: Summer Scholarships

The Morris Summer Scholarships program would provide financial aid for up to six credits for qualified students to enroll in in-person or online summer courses.

Morris campus summer term courses have been almost entirely online since before the pandemic, and the campus has focused on offering at least one course in every area of the general education program. While summer enrollment has been healthy, financial aid limitations and the structure of majors has still limited utilization of summer courses.

All 34 majors offered at Morris have now been restructured so that sequences can be completed over three years rather than requiring four years. This pilot strengthens support for 3-year pathways to degree, 3+1 and other pathways to graduate/professional schools within the University of Minnesota system, and overall retention and progress to degree.

A 2022 market research survey of prospective Morris students and their families indicated significant interest in the three-year option, with more than 60% of respondents selecting either “interested” or “very interested” to a question regarding the opportunity to finish an undergraduate degree in three years. While students admitted to the Morris campus and who choose to attend college elsewhere frequently select a more expensive institution, no other liberal arts college in the state offers a clear three-year path to the bachelor’s degree across all majors. This point of significant distinction, particularly with summer support for enrollment and participation in high impact practices, will help elevate Morris among the options students and their families have.

In addition, we know that Morris students who complete at least 30 credits by the end of their first year are significantly more likely to be retained within the system for their second year (91% versus 46% first-year retention) and to graduate in 4 years (63% versus 13% four-year graduation rates). At Morris in particular, many of our students could reach the 120 credits necessary to

graduate in three years if they took classes over the summer. By the end of their third year, 51% of Morris students had earned 110 credits or more, meaning that an additional 10 credits earned over the previous two summers would have been enough to enable them to graduate.

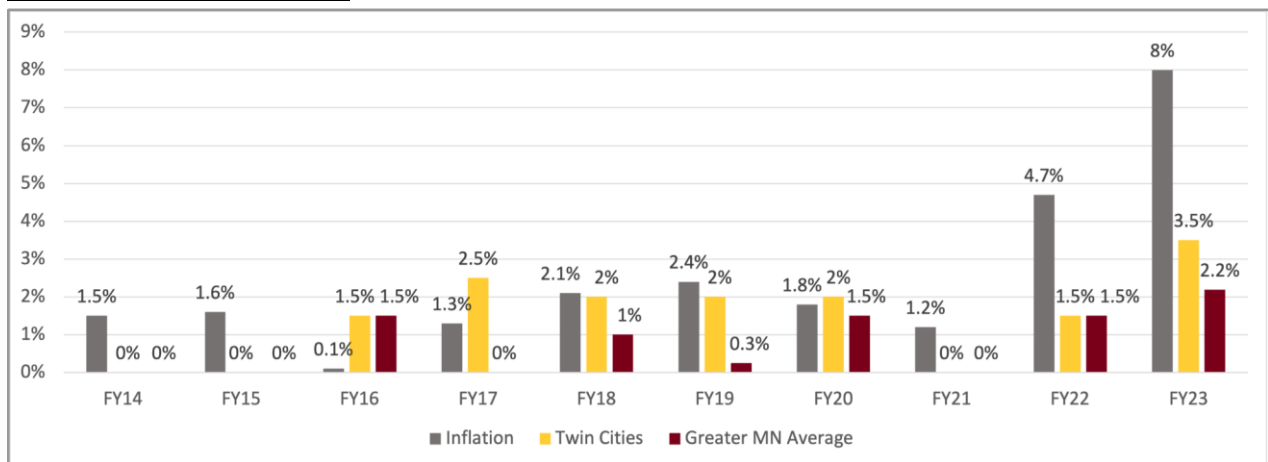
Based on these data, we predict that this initiative will increase our recruitment, retention, and graduation rates, as well as increase our success in transitioning students into graduate and professional programs within the University.

On this last point, Morris graduates are well prepared for graduate and professional schools, and approximately 30% of recent graduates choose graduate or professional school. The pathway from Morris to the Twin Cities School of Nursing Master of Nursing and Doctor of Nursing Practice programs have a record of success to build on, and in fall 2022 an early assurance program between Morris and the Twin Cities College of Pharmacy launched, giving high school seniors the opportunity to apply simultaneously to both the Morris BA program and the College of Pharmacy’s Doctor of Pharmacy program. Work underway now includes development of a 4+1 pathway from Morris to the Applied Economics Master’s program in the Twin Cities College of Food, Agricultural, and Natural Resource Sciences, with preliminary exploration of options from Morris to Master’s programs in environmental studies/sciences at Duluth. We believe that with increased access to summer classes, students will be well-prepared to enter these pathways after three years at Morris, thus making Morris an attractive option for highly qualified students.

Previously Provided Data

Next we reprint some data that has previously been presented to the Board on tuition increases versus inflation, net price of each campus versus their peers/competitors, and the costs of destinations of students who are admitted but did not attend one of our campuses.

Tuition increases over time



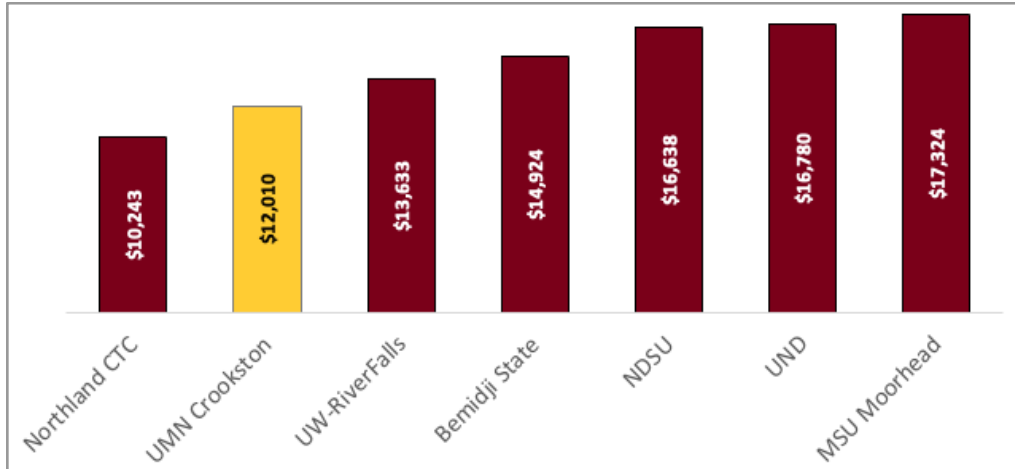
Resident undergrad tuition rate change, Twin Cities campus and average of Greater Minnesota campuses, compared to inflation (source: Bureau of Labor consumer price index rates)

For seven out of the past 10 years Twin Cities tuition increases have been lower than the rate of inflation. For nine out of the past 10 years the Greater Minnesota campus’ tuition has been lower than the rate of inflation.

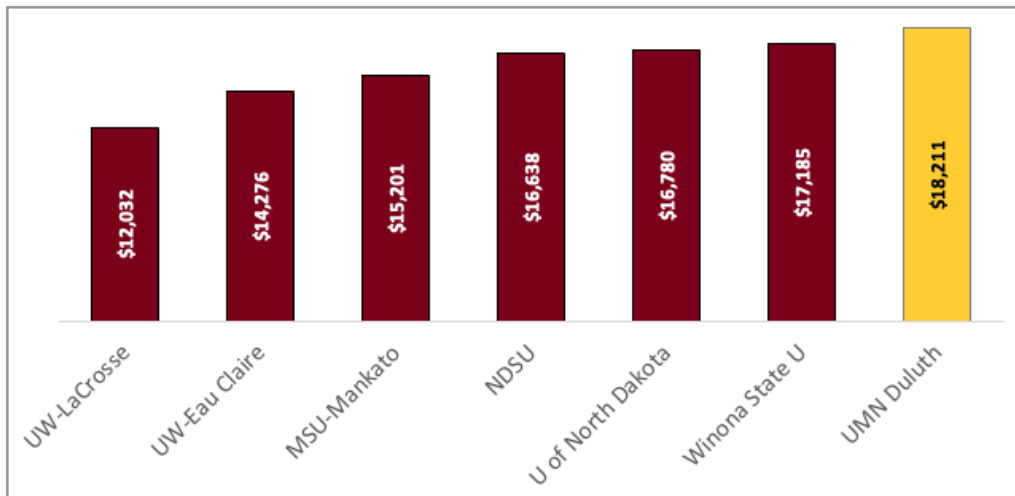
Pricing Comparisons

The following charts compare each campus to appropriate peers based on net price for in-state students living on campus, using IPEDS data for academic year 2021–22. Note that for schools outside of the state of Minnesota, the graphs represent the price that an in-state student would pay, not necessarily what a Minnesota student would pay if they attended.

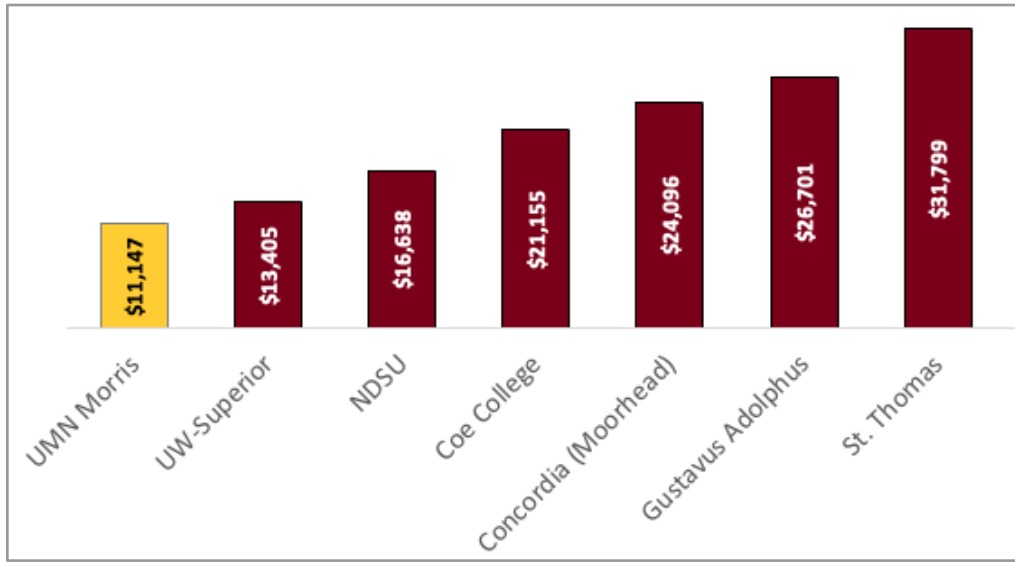
Crookston



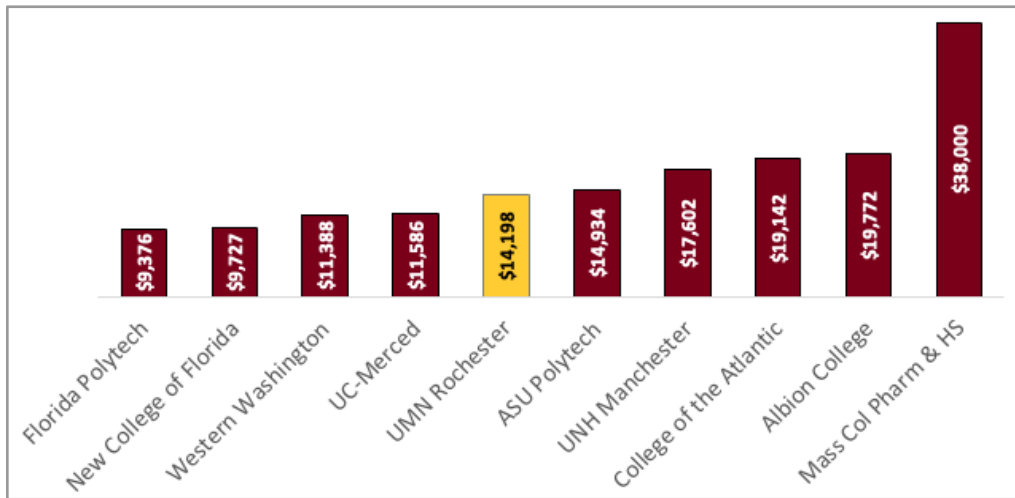
Duluth



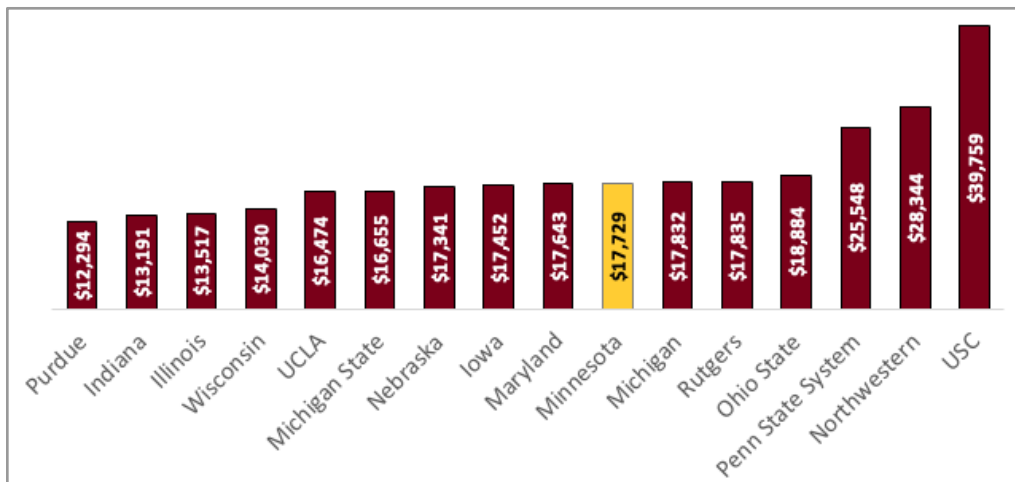
Morris



Rochester

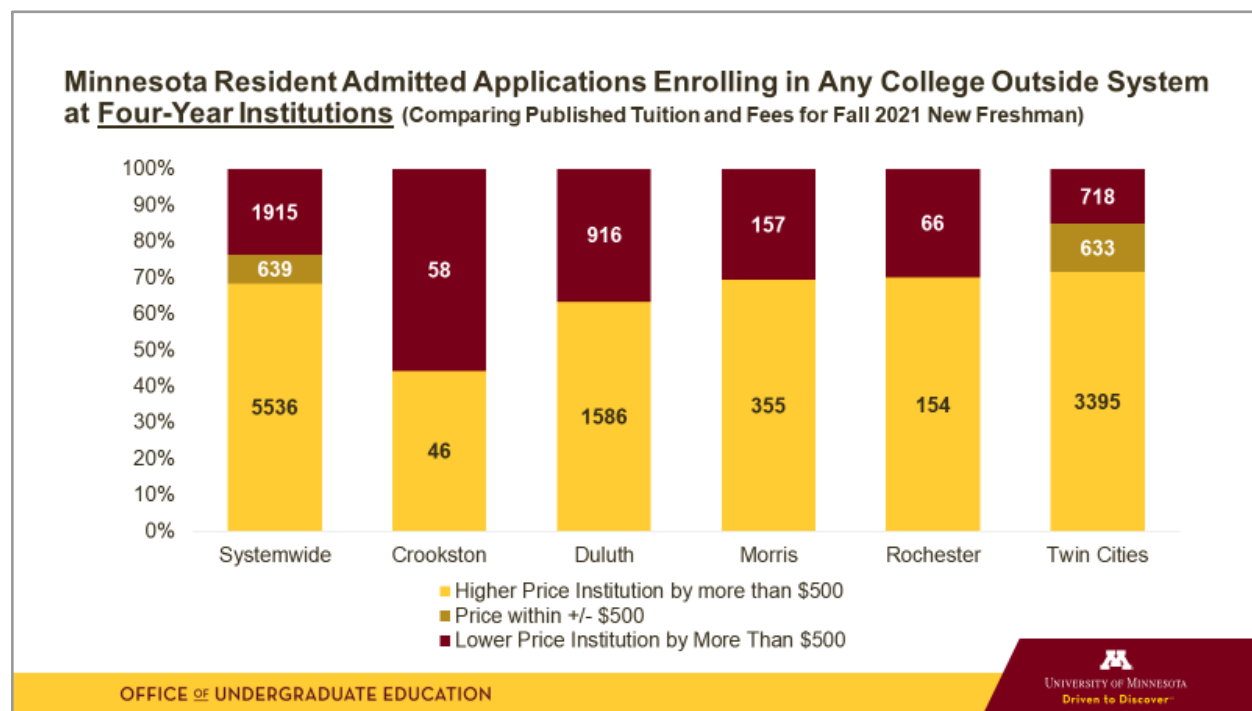


Twin Cities



Destination Colleges

When admitted students choose another University to attend, we also track what they chose. Below we have reprinted a slide of Fall 2021 enrollment decisions for admitted students enrolling outside the system.



Systemwide, 68% of admitted MN residents who didn't enroll in the system chose a four-year institution that was priced at least \$501 higher. Another 24% chose a lower-priced four-year institution. Eight percent chose a similarly priced four-year institution within +/- \$500. These findings suggest that most admitted students are making college decisions based on factors other than sticker price, consistent with the national data described below in this docket. Each of the individual campus rates, listed below, follow similar patterns with the exception of Crookston.

Crookston: 44% of admitted MN residents who didn't enroll in the system chose a higher price four-year institution (+\$501) and 56% chose a lower price four-year institution (-\$501), which includes in-state and out-of-state four-year institutions.

Duluth: 63% of admitted MN residents who didn't enroll in the system chose a higher price four-year institution and 37% chose a lower price four-year institution (-\$501) and less 1% chose a similar priced four-year institution (within +/- \$500), which includes in-state and out-of-state four-year institutions.

Morris: 69% of admitted MN residents who didn't enroll in the system chose a higher price four-year institution and 31% chose a lower price four-year institution (-\$501), which includes in-state and out-of-state four-year institutions.

Rochester: 70% of admitted MN residents who didn't enroll in the system chose a higher price four-year institution (+\$501) and 30% chose a lower price four-year institution (-\$501), which includes in-state and out-of-state four-year institutions.

Twin Cities: 72% of admitted MN residents who didn't enroll in the system chose a higher price four-year institution (+\$501), 15% chose a lower price four-year institution (-\$501) and 13% chose a similar priced four-year institution (within +/- \$500), which includes in-state and out-of-state four-year institutions.

Tuition impacts on state grants

We are also aware of the impact of tuition rate changes on state grants. For example, if tuition rates are lowered, MN state grant recipients would have their state grant reduced, which limits the benefit of cutting tuition but retains the costs of doing so. For example, if Duluth lowered tuition by \$4,000, MN state grant recipients would experience a \$2,000 reduction in their state grant award, so they would only receive a \$2,000 reduction in net tuition charges, while Duluth would lose the full \$4,000 of revenue. However, Minnesota families who don't qualify for the state grant or out of state families would experience the full \$4,000 reduction in charges.

Does reducing tuition increase enrollment?

Summary

- It is difficult to disentangle sticker price, discounting strategies, and students' value perceptions of specific colleges/universities when trying to understand students' college choices. Careful studies go beyond correlations, using econometric techniques to control for extraneous and endogenous factors to get at causality.
- These studies find no relationship between sticker tuition prices and enrollment.
- In contrast, many studies find positive and significant effects of increasing grants or gift aid, and of increasing marketing of existing pricing and financial aid on enrollment.

Survey results

Decades of research has contributed to understanding aspects affecting students' decisions in selecting a college (i.e. [Cabrerera and La Nasa, 2002](#); [Hearn, 1991](#)). National studies provide some additional context on students' perspectives in the college search process. The US Department of Education surveyed high school students on the important aspects they considered when selecting a college in a nationally represented study. In this study, the top five factors that were very important for students' college choices were:

- Academic quality/reputation (74% stating very important),
- Desired program of study (74% stating very important),
- Job placement (73% stating very important),
- Cost of attendance (67% stating very important), and
- Graduate school placement (58% stating very important ([LaFave, A., Kelly, E., and Ford, J., 2018](#))).

Note that the importance of cost varied by income. Students from the lowest socio-economic status (SES) quintile placed greater importance on cost of attendance (74% responding very important), compared with only 56% students from the highest SES quintile.

In addition to this national context, the University of Minnesota Twin Cities campus surveys non-applicants from Minnesota about why they did not apply to the Twin Cities campus. The top 4 reasons students gave for not applying were: U of M Twin Cities location (41%), Concerns about safety of the campus (30%), U of M Twin Cities is too expensive (28%), and U of M Twin Cities is too

close to home (28%).¹ The national and University survey findings suggest that college costs or pricing are an important factor, but just one of many other aspects that students are considering when selecting a college.

Causal analysis

Additional research has investigated how cost and pricing have affected students in their college choices. It should be noted that it is difficult to disentangle sticker price, discounting strategies and students' value perceptions of specific colleges/universities when trying to understand students' college choices. Careful studies go beyond correlations, using econometric techniques to control for extraneous and endogenous factors to get at causality.

Of the two studies that attempt to identify a relationship using econometric techniques neither found statistically significant relationships between enrollment and sticker price increase ([Deming and Walters, 2018](#); [Levine, Ma, and Russell, 2020](#)). While Levine, Ma, and Russell did find that a 10% increase in sticker prices led to a slight reduction in SAT test scores, this did not manifest in overall enrollment declines.

A larger body of research exists on the effects of discounting or scholarships on enrollment, finding that increases in gift aid significantly and robustly increases enrollment ([Dynarski, 2000](#); [Cornwell, Mustard, and Sridhar, 2006](#); [Deming and Dynarski, 2010](#); [Castleman and Long, 2016](#)). Some of the enrollment increases could be due to students shifting away from two-year to four-year institutions, private to public sectors, or different states ([Goodman, 2008](#); [Bruce and Carruthers, 2014](#)). A meta-analysis of multiple research studies identified that an additional \$1,000 of gift aid increases college enrollment by 3-4 percentage points but in some cases it can be up to a 6 percentage point increase ([Deming and Dynarski, 2010](#)). Further, in an experimental study, a private liberal arts college increased tuition by \$8,600 and provided a random sample of admitted high ability students with \$7,000, where the treated "discount" group enrolled at a rate of 2.9 percentage points higher than the control group ([Monks, 2009](#)). These studies span both statewide and institution specific programs, but highlight the potential benefits of the high-aid model that the University of Minnesota uses.

One of our own faculty, Dr. Joel Waldfogel, has also published on this question for the MBA degree rather than the undergraduate degree. He similarly finds that enrollment is very inelastic relative to list price ("...a 33 per cent increase in the price ...would reduce the matriculation rate by about 10 per cent..."), and that both enrollment and revenue is increased with the addition of discounting/scholarships, which he refers to as "personalized pricing." ([Waldfogel, 2015](#)).

Another set of effective strategies related to tuition pricing stem from targeted marketing to prospective students in the college search process. For example, the University of Michigan sent early messaging to eligible students that they would receive free tuition if they applied and were admitted, which led to an increase in applications and enrollment ([Dynarski, S., Libassi, C.J., Micheltore, K., and Owen, S., 2018](#)). Other examples similarly show the benefits of institutions and programs that provide targeted marketing to prospective students ([Hoxby and Turner, 2013](#); [Smith, Horwell, Hurwitz, 2022](#))

¹A direct marketing firm, Educational Advisory Board (EAB), surveys Minnesota non-applicant students for the Twin Cities campus only. EAB invited 70,000 college-bound students nationally who did not apply to UMTC to complete the survey and reported 390 responses from Minnesota residents.

Tuition & Pricing Strategy: Next Steps

Board of Regents | Mission Fulfillment Committee | May 11, 2023

Rachel Croson

Executive Vice President
and Provost

David McMillan

Interim Chancellor, Duluth campus

Mary Holz-Clause

Chancellor, Crookston campus

Janet Schrunk Ericksen

Acting Chancellor, Morris campus



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MPact 2025

Commitment 5: Fiscal Stewardship

Action

Develop leading-edge tuition and pricing model.

Metric

Define tuition and pricing model by 2023.



Tuition & Pricing Principles and Metrics

- **Access:** Ensure need-based aid is sufficient to allow all qualified and admitted students to attend
 - Promise, Promise Plus, Native American Promise, increase institutional gift aid for degree-seeking students by 10%
- **Affordability:** Net tuition rates are appropriate for each campus' market
 - Ensure average student debt for those who borrow is under the national average by at least \$2,500
- **Excellence:** Provide sufficient revenue to maintain a world-class research institution, especially in the context of decreasing state appropriations
 - USNWR rankings, Shanghai rankings



Key Takeaways from Retreat Discussion



- Support for these principles and related MPact 2025 measures
- Support for a tuition strategy of high aid, especially for students with high need (need-based aid)
- Support to develop separate and individualized pricing strategies for the Crookston, Duluth, and Morris campuses to target their enrollment challenges
- Clear direction to better communicate net price



Overview of Tuition & Pricing Strategies

- Current strategies to continue
 - Differential pricing for in-state and out-of-state
 - Reciprocity
 - Banded tuition
 - Surcharge for specific colleges
- Strategies we are not recommending at this time
 - Cohort pricing
 - Upper/lower division differentials
 - Income-sharing agreements
 - Rolling fees into tuition

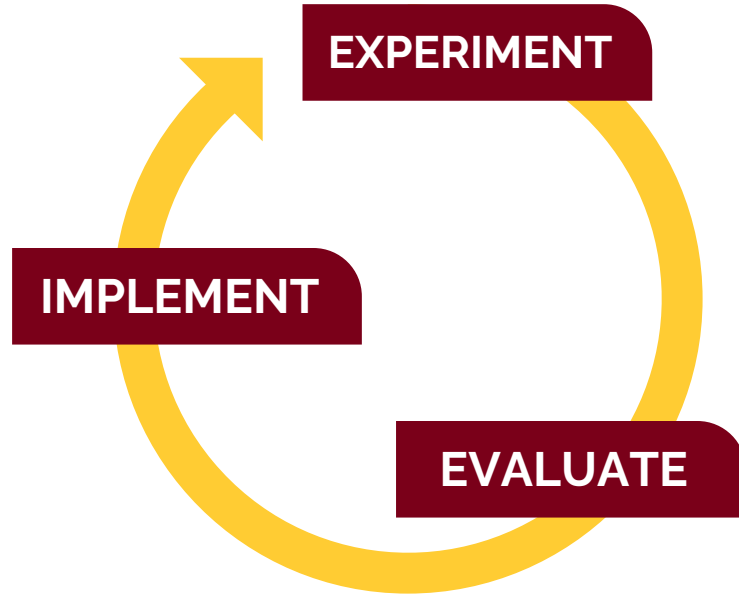


Proposed Model

Experiment: Empower campuses to identify new ideas to try, make policy changes, or approve temporary exceptions to enable experimentation.

Evaluate: Evaluate new ideas informed by data, such as impact on enrollment, student success outcomes, and student debt.

Implement: Decide whether to implement the idea permanently, on the individual campus or across the system as a whole.



Experiment: Three Proposed Pilots



- **Crookston:** Explore new tuition models for specific fully online degrees
- **Duluth:** Regional pricing mirroring the Midwest Student Exchange Program
- **Morris:** Summer scholarships to promote participation in 3-year degree options



Crookston

- Pilot will provide flexibility to decouple tuition levels and structures
- 2023–2024 identifying online undergraduate degrees that might have decoupled tuition
- Propose specific degrees and pricing in FY25 budget



Duluth

- What
 - Regional pricing for undergraduate degree-seeking students from Midwestern states that were formerly part of the Midwest Student Exchange Program (MSEP)
 - Midwest Tuition rate would be 100% of in-state tuition rate
 - Begin in Fall 2023
- Why
 - UMD lost students when several states left MSEP
 - Regional competitors have similar Midwest tuition waivers in place
- Projections
 - Relatively small initial impact
 - Especially expect to see an increase in students from IL
 - Project significant increase of new NHS and NAS NRNR undergraduates beginning FY 2025



Morris

- Summer scholarships that support enrollment (online or in-person)
 - Starting Summer 2024
- Supports UMN Morris attractiveness to students in
 - 3-year BA degree completion option
 - 3+1 and other pathways to graduate/professional school
 - High impact practices
- Positive impacts
 - Recruitment, retention and persistence
 - Boost timely graduation
 - Increase facilities use in summer





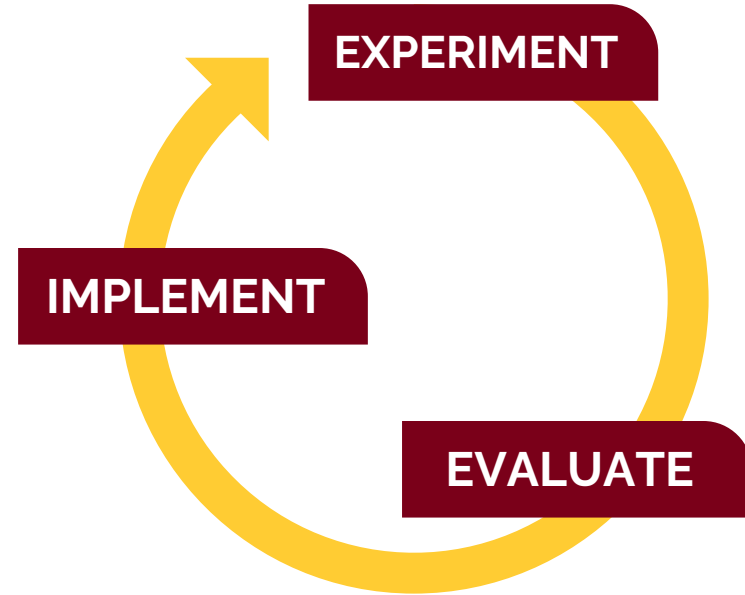
Moving Ahead

- **Experiment:** Run pilots for two-three years
- **Evaluate:** e.g.
 - Enrollment (esp. from relevant populations)
 - Student success outcomes
 - Student debt
- **Implement:** Determine which strategies should be continued at their individual locations, rolled out systemwide, or discontinued



Discussion

- Annual updates to the Board on pilots
- Based on the discussion today
 - Principles will be incorporated into proposed revisions to tuition and fee policies (currently under comprehensive review)
 - Pilots will be incorporated into the budget review process





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 11, 2023

AGENDA ITEM: Board of Regents Policy: *Disability Services*

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Enjie Hall, Director, Disability Resource Center
Tina Marisam, Associate Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is to review proposed amendments to Board of Regents Policy: *Disability Services*. The proposed amendments are the result of a comprehensive review of the policy and consultation with the Senate Committees on Educational Policy and Disability Issues, as well as other stakeholders. The proposed revisions update the policy's language and conform to current policy formatting conventions.

BACKGROUND INFORMATION

Board of Regents Policy: *Disability Services* was adopted in 1992 and last amended in July 2010.

PRESIDENT'S RECOMMENDATION

The President recommends adoption of the proposed amendments to Board of Regents Policy: *Disability Services*.



BOARD OF REGENTS POLICY: *Disability Services Resources*

SECTION I. SCOPE.

This policy governs the University of Minnesota's (University) commitment to equitable access and equal opportunity for disabled students, faculty, staff, and guests.

SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University ~~of Minnesota (University)~~ to equitable access and equal opportunity for disabled students, faculty, staff, and guests ~~with disabilities~~:

- (a) The University is committed to providing equitable access and equal opportunity in its programs, facilities, and employment without regard to disability, as is stated in Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action.
- (b) The University values ~~the richness and disability as an important aspect of human diversity that people with disabilities bring to the University community. The University and~~ believes access to educational, work, co-curricular, and other opportunities for disabled people ~~with disabilities~~ enriches the academic and social environment for all members and guests of the University community.
- (c) The University seeks to foster an inclusive community of faculty, staff, and students engaged participating in research, scholarship, artistic activity, teaching and learning, or community engagement.
- (d) The University strives to use inclusive design practices to: (1) develop curricula and educational materials; (2) design buildings and other physical spaces; and (3) develop or select products and services that can be used by students, faculty, staff, and guests with different diverse backgrounds, learning styles, abilities needs, and disabilities ~~consistent with the concepts of universal design~~.

SECTION III. IMPLEMENTATION.

The University shall:

- (a) proactively provide disabled people with equitable access to and equal opportunity in its programs activities, facilities, technology, communications, employment, and research, teaching, outreach, and educational programs ~~to people with documented disabilities~~;

- (b) provide reasonable accommodations to disabled persons ~~with documented disabilities~~ in accordance with applicable state and federal law; and
- (c) promote and practice creating or adopting ~~accessible~~ media, technology, instructional methods, building design for new and renovated facilities, and procurement practices that are inclusive ~~to and accessible to disabled~~ students, faculty, staff, and guests ~~with disabilities~~.

REVISION HISTORY

Adopted: January 10, 1992
Amended: March 8, 1996; July 7, 2010

Board of Regents Policy: *Disability Services*

Enjie Hall, Director, Disability Resource Center

Tina Marisam, Associate Vice President, Equity and Diversity

May 11, 2023



Proposed changes to reflect Board policy formatting conventions

- Add *Scope* section
- Add reference to related Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*



Proposed changes to update and clarify policy language

- Change title from *Disability Services* to *Disability Resources*
- Shift to identity-first language (e.g., disabled person instead of person with a disability)
- Shift from “universal design” to “inclusive design” terminology
- Other minor edits to increase clarity and update language



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Crookston Duluth Morris Rochester Twin Cities



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 11, 2023

AGENDA ITEM: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to seek approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; and conferral of tenure for new hires, as outlined below.

I. Request for Approval of New Academic Programs

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to create a Master of Professional Studies in Dietetics, effective fall 2023.
- Medical School (Twin Cities campus)—requests approval to create a family medicine rural training residency, effective summer 2025.
- School of Public Health (Twin Cities campus)—requests approval to create a Master of Science in Occupational Hygiene degree, effective fall 2024.
- School of Public Health (Twin Cities campus)—requests approval to create a Doctor of Philosophy in Occupational Hygiene degree, effective fall 2024.
- College of Biological Sciences (Twin Cities campus)—requests approval to create an undergraduate minor in Biotechnology, effective fall 2023.
- Carlson School of Management (Twin Cities campus)—requests approval to create an undergraduate minor in Entrepreneurship, effective fall 2023.
- College of Education and Human Development (Twin Cities campus)—requests approval to create an undergraduate minor in Special Education, effective fall 2023.
- Swenson College of Science and Engineering (Duluth campus)—requests approval to create a Bachelor of Science degree in Earth and Environmental Science, effective fall 2023.
- Swenson College of Science and Engineering (Duluth campus)—requests approval to create a Bachelor of Arts degree in Earth and Environmental Science, effective fall 2023.

II. Request for Approval of Changed Academic Plans

- College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Second Language Education subplan in the Master of Education in Curriculum and Instruction to Multilingual Education, effective fall 2023.
- College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Special Education Licensure Subplan in the Bachelor of Science in Special Education to Special Education Licensure-ABS, effective fall 2023.
- College of Education and Human Development (Twin Cities campus)—requests approval to add a new Special Education-ECSE subplan to the Bachelor of Science in Special Education, effective fall 2023.
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the name of the Master of Science in Agricultural Education to Agricultural Education and Communication, effective fall 2023.
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the name of the Initial Licensure subplan to the Agriculture Education Initial Licensure subplan in the Master of Science in Agricultural Education and Communication, effective fall 2023.
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to add an Advanced Studies and Research subplan to the Master of Science in Agricultural Education and Communication, effective fall 2023.
- College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Classical and Near Eastern Studies Master of Arts and Doctor of Philosophy degrees to Classical and Near Eastern Religions and Cultures, effective fall 2023.
- Rochester campus and the College of Science and Engineering (Twin Cities campus)—request approval to create an integrated BSHS/MS subplan, effective fall 2023.
- College of Arts, Humanities, and Social Sciences (Duluth campus)—requests approval to create two new subplans in the undergraduate Bachelor of Arts in History, effective fall 2023.
- Swenson College of Science and Engineering (Duluth campus) and the Medical Laboratory Sciences Program (Twin Cities)—request approval to add a new Medical Laboratory Science subplan to both the Bachelor of Arts and the Bachelor of Science degrees in Biology, effective fall 2023.

III. Request for Approval of Discontinued Academic Plans

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to discontinue the Nutritional Sciences MPS degree, effective summer 2023.
- College of Arts, Humanities, and Social Sciences (Duluth campus)—requests approval to discontinue the undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies, effective summer 2023.

IV. Request for Conferral of Emeritus Title

- Larry Baker, professor emeritus, Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural and Natural Resource Sciences.
- Mark Zimmerman, professor emeritus, Department of Earth and Environmental Sciences, College of Science and Engineering.

BACKGROUND INFORMATION

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.

Approvals are sought in compliance with Board of Regents Policy: *Faculty Emeriti* as follows:

- Special Circumstances: Section III, Subd. 2.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
May 11, 2023
Consent Report: Academic Program Changes**

I. Request for Approval of New Academic Plans

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to create a Master of Professional Studies in Dietetics, effective fall 2023. This degree focuses on coursework that combines advanced knowledge of nutrition, dietetics, and evidence-based practice. Graduates will be positioned to interpret and communicate evidence-based nutrition concepts to socioeconomically and culturally diverse audiences including content experts, educators, media, patients/clients, and the public. The MPS prepares students for the Entry-level Registration Examination for Dietitians, and meets new regulation standards implemented by the program accrediting body effective January 2024. The Dietetics MPS is considered the terminal degree for registered dietitians and will replace the existing Nutritional Sciences MPS degree.

Medical School (Twin Cities campus)—requests approval to create a family medicine rural training residency, effective summer 2025. The Medical School’s Department of Family Medicine and Community Health requests approval to establish a rural residency training track in Family Medicine in partnership with CentraCare. The University of Minnesota/CentraCare Willmar Rural Family Medicine Residency will consist of one year of training in an established urban residency program and then two years of training in a rural health system in Willmar. There will be two residents per year for a total of six residents in the program. The Willmar rural training track will address the current and projected shortage in the rural healthcare workforce in Minnesota by training family physicians who will form the foundation of healthcare delivery and help build effective bridges to specialty care as needed for rural patients. The program will have direct financial support from via CentraCare.

School of Public Health (Twin Cities campus)—requests approval to create a Master of Science in Occupational Hygiene degree, effective fall 2024. The Division of Environmental Health Sciences proposes establishing a Master of Science degree in Occupational Hygiene. This represents curricular restructure from the current Industrial Hygiene subplans in the MS and the MPH degrees in Environmental Health to a stand-alone MS degree. The curriculum remains the same for the standalone degree as was in the former program track/subplan. This restructure is required by the Council on Education for Public Health, the organization that accredits the School of Public Health. The Occupational Hygiene program focuses on the health and safety of people at work, the community at large, and the environment. Specific concerns are with the recognition, evaluation, and control of potential workplace hazards, including chemical, physical, and biological

agents. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

School of Public Health (Twin Cities campus)—requests approval to create a Doctor of Philosophy in Occupational Hygiene degree, effective fall 2024. The Division of Environmental Health Sciences proposes establishing a Doctor of Philosophy in Occupational Hygiene. This represents a curricular restructure from the current Industrial Hygiene subplan in the PhD in Environmental Health to a stand-alone PhD. The curriculum remains the same for the standalone degree as was in the former program track/subplan. This restructure is required by the Council on Education for Public Health, the organization that accredits the School of Public Health. The Occupational Hygiene program focuses on the health and safety of people at work, the community at large, and the environment. Specific concerns are with the recognition, evaluation, and control of potential workplace hazards, including chemical, physical, and biological agents. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Biological Sciences (Twin Cities campus)—requests approval to create an undergraduate minor in Biotechnology, effective fall 2023. The proposed minor allows students to combine a broad range of scientific areas in biotechnology with specific sets of professional skills to prepare them for the biotechnology workforce. Courses in the minor were selected from across the University and give students interdisciplinary experience in: project management and technical writing; advanced quantitative skills; biotechnology-relevant scientific areas; communication and business-related skills; and an experiential component that connects students with Directed Research in biotechnology, a Biodesign Challenge project, or an industrial internship. The minor will be offered in a primarily classroom (in-person) modality using existing courses and resources from across the University.

Carlson School of Management (Twin Cities campus)—requests approval to create an undergraduate minor in Entrepreneurship, effective fall 2023. The Entrepreneurship minor will be open to undergraduate students whose primary college is not CSOM and enables students to build upon a foundation of basic entrepreneurial knowledge and skills with additional courses that allow for application within a chosen discipline. This is a flexible University-wide minor that integrates applied entrepreneurship coursework within a specific discipline with a broader range of entrepreneurial skills and concepts with wide application across multiple career tracks. The minor will be offered in a primarily classroom (in-person) modality using existing courses and resources from across the University.

College of Education and Human Development (Twin Cities campus)—requests approval to create an undergraduate minor in Special Education, effective fall 2023. The Special Education minor is designed to meet the needs of students who are interested in working with children, including those interested in elementary and secondary teaching, counseling, family social science, social work, occupational and physical therapy, mental health professionals, and those interested in neuroscience fields, among others. Emphasis includes implementing evidence-based practices by

examining students' areas of strength and challenges and using data to determine effective academic, functional, and social-emotional treatment plans to ensure that persons with special needs meet their full potential. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

Swenson College of Science and Engineering (Duluth campus)—requests approval to create a Bachelor of Science degree in Earth and Environmental Science, effective fall 2023. The B.S. offers students the opportunity to customize learning through specialized subplan tracks within the degree in Environmental Science, Geology, and/or Hydrology; or take a flexible approach with the General subplan. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

Swenson College of Science and Engineering (Duluth campus)—requests approval to create a Bachelor of Arts degree in Earth and Environmental Science, effective fall 2023. The B.A. offers students a foundation in the basic sciences and requires a second field of study (e.g. minor, major, degree) selected by the student. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

II. Request for Approval of Changed Academic Plans

College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Second Language Education subplan in the Master of Education in Curriculum and Instruction to Multilingual Education, effective fall 2023. The subplan name is being updated to reflect current professional language.

College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Special Education Licensure Subplan in the Bachelor of Science in Special Education to Special Education Licensure-ABS, effective fall 2023. The subplan name is being updated to clarify that graduates of this subplan receive a license as an Academic and Behavioral Strategist (ABS) to teach in the field of special education in grades kindergarten through age 21.

College of Education and Human Development (Twin Cities campus)—requests approval to add a new Special Education-ECSE subplan to the Bachelor of Science in Special Education, effective fall 2023. This new subplan is for students who intend to become special education teachers at the completion of their degree. Graduates of this track receive a license in Early Childhood Special Education (ECSE), preparing them to work with infants, toddlers, and preschoolers (through age 6) with delays/disabilities and their caregivers.

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the name of the Master of Science in Agricultural Education to Agricultural Education and Communication, effective fall 2023. This name change better

reflects the degree, which is designed to advance knowledge about agriculture, food, and natural resources while developing professional skills within the context of education and communication.

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the name of the Initial Licensure subplan to the Agriculture Education Initial Licensure subplan in the Master of Science in Agricultural Education and Communication, effective fall 2023. The new subplan name clearly defines the licensure aspect of the curricular track for students in the degree program, as recommended by the program’s accrediting body.

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to add an Advanced Studies and Research subplan to the Master of Science in Agricultural Education and Communication, effective fall 2023. The new subplan differentiates a curricular track for those who are seeking career advancement post-licensure.

College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Classical and Near Eastern Studies Master of Arts and Doctor of Philosophy degrees to Classical and Near Eastern Religions and Cultures, effective fall 2023. The department changed its name and is now requesting to change the name of its degree programs to align. This is a name change only, not a change in program requirements.

Rochester campus and the College of Science and Engineering (Twin Cities campus)—request approval to create an integrated BSHS/MS subplan, effective fall 2023. The Rochester campus (UMR) and the Bioinformatics and Computational Biology (BICB) program in the College of Science and Engineering propose to offer an integrated Bachelor of Science in Health Sciences (UMR) and Master of Science in BICB (CSE) degree. Students admitted to the integrated degree program subplan take 10 BICB credits during their senior undergraduate year and complete the MS by taking the remaining credits as a full-time graduate student during their fifth year. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Arts, Humanities, and Social Sciences (Duluth campus)—requests approval to create two new subplans in the undergraduate Bachelor of Arts in History, effective fall 2023. As part of a curricular restructure, the program proposes replacing the General History subplan track with the Global History subplan track and to add two subplan tracks in History and Social Science, and Specialist History. This reconfiguration provides students with options to customize their learning.

Swenson College of Science and Engineering (Duluth campus) and the Medical Laboratory Sciences Program (Twin Cities)—request approval to add a new Medical Laboratory Science subplan to both the Bachelor of Arts and the Bachelor of Science degrees in Biology, effective fall 2023. This new Medical Laboratory Science subplan prepares students for careers in health care, including nursing, dentistry, pharmacy, physician assistant, and a diverse array of health care

technician programs. Students will take targeted coursework to prepare for their application to the University of Minnesota Twin Cities Medical Laboratory Science (MLS) Certificate program in the College of Pharmacy. Students who complete the full certificate will be prepared to perform complex testing in laboratories requiring advanced technical skills and problem-solving abilities that are in demand in hospitals, clinics, and doctors' offices as well as in research, forensic, and reference laboratories. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

III. Request for Approval of Discontinued Academic Plans

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to discontinue the Nutritional Sciences MPS degree, effective summer 2023. The degree is being discontinued due to changes in specialized accreditation requirements resulting in the proposed Dietetics MPS degree. Students will be directed to the new Dietetics MPS degree proposed in this same report.

College of Arts, Humanities, and Social Sciences (Duluth campus)—requests approval to discontinue the undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies, effective summer 2023. The Lesbian, Gay, Bisexual, Transgender, and Queer Studies minor is being discontinued due to lack of faculty to deliver the minor. Students will be directed to the Women, Gender, and Sexuality Studies minor.

University of Minnesota Board of Regents
Mission Fulfillment Committee
May 11, 2023

Consent Report: Conferral of Faculty Emeritus Title

The President requests approval to grant Dr. Larry Baker and Dr. Mark Zimmerman faculty emeritus status. Board of Regents Policy: *Faculty Emeriti* defines this status as “a tenured faculty member who has retired from the University under any circumstances, including a terminal agreement or completion of a phased retirement, after at least five years of employment at the University and at an age where retirement is allowable under University policy.” The policy allows for special circumstances and states that, “On the recommendation of the president, the Board of Regents may award the title of emeritus to a faculty member not meeting the definition or make a promotion in the emeritus rank.”

Dr. Baker is a research professor in the Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural and Natural Resource Sciences, with extensive teaching, mentoring, and outreach experiences. He has a stellar publication record, including path-breaking work in urban ecosystems. He has contributed to the teaching mission of the University and has advised graduate students. Dr. Baker’s public engagement is exemplary, leading to on-the-ground changes in policy as a result of his research. He is retiring in May 2023, and with emeritus status, he can continue his work with the University in retirement. The tenured faculty of the Department of Bioproducts and Biosystems Engineering voted to support approval of the granting of faculty emeritus status to Dr. Baker in December 2022.

Dr. Zimmerman retired as a research professor in Earth Sciences, College of Science & Engineering, at the end of 2022, and as faculty emeritus can continue working with students, assisting with grant writing, and collaborating with other labs worldwide to advance the discipline. During his 23 years in the Rock and Mineral Physics Laboratory, he has supervised 18 graduate students, mentored over 20 undergraduate students, brought in several million dollars of research funding as PI or Co-PI on externally supported projects, and has an exceptional publication record for the field of rock and mineral physics. He is internationally recognized as the expert in these types of laboratory experiments, and, as a laboratory manager, he has ensured that the University is known world-wide as the premiere laboratory for investigation of high-temperature rock mechanics. The tenured faculty of the Department of Earth and Environmental Sciences voted to support approval of the granting of faculty emeritus status to Dr. Zimmerman in October 2022.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 11, 2023

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

- A. University, Student, Faculty, and Staff Activities and Awards
- B. MnDrive: Discovering Solutions to our Greatest Challenges

A. University, Student, Faculty, and Staff Activities and Awards

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

B. MnDrive: Discovering Solutions to our Greatest Challenges

This report is prepared by the Office of the Vice President for Research and is submitted to the Minnesota Legislature as required by Minnesota state statute.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
May 11, 2023**

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

University Highlights

The University of Minnesota will lead a \$10 million multi-state effort to help rural, tribal, and underserved communities access federal funding for energy and environmental improvement efforts. The [University's selection as an Environmental Justice Thriving Communities Technical Assistance Center was announced by the U.S. Environmental Protection Agency.](#)

The University of Minnesota [Center for Transportation Studies and its partners have been awarded \\$6 million by the Federal Transit Administration](#) to design and lead a new Mobility, Access and Transportation Insecurity: Creating Links to Opportunity Program. The Center is also [part of a team of nine Midwestern research partners, led by the University of Michigan, to which the U.S. Department of Transportation has awarded \\$15 million.](#) The award will help lead the transition to connected and automated vehicles, with the team led by Zhi-Li Zhang, professor of Computer Science and Engineering, and CTS associate director Gina Baas. Researchers include Rajesh Rajamani, Raphael Stern, Nikolaos Papanikolopoulos, and Feng Qian.

Dozens of University graduate programs were recognized for their excellence in the [latest U.S. News rankings](#), including 72 programs and schools earning places among the top 30 in their field.

The School of Nursing [is ranked 14th in National Institutes of Health funding to schools of nursing and 9th among public universities](#), according to data compiled by the Blue Ridge Institute for Medical Research.

The University of Minnesota Medical School recently [moved to No. 21 among all medical schools with funding from the National Institutes of Health and No. 8 among all public medical schools in the 2022 Blue Ridge Ranking.](#) With more than \$340 million in funding, the Medical School earned 554 NIH awards in disciplines such as biochemistry, emergency medicine, otolaryngology, neurology, and family medicine and community health.

The University of Minnesota School of Public Health [has received \\$1 million in funding from the Patient Centered Outcomes Research Institute](#) to design a model that provides more accurate and personalized descriptions of a patient's health risk.

The Katharine J. Densford International Center for Nursing Leadership at the University of Minnesota School of Nursing [was awarded associate member status in the Conference of Non-Governmental Organizations in Consultative Relationship with the United Nations.](#) It is the first school of nursing to achieve the status in the world.

The Rochester campus has been awarded the [Campus Prevention Network Seal of Prevention](#), which represents the highest standard for online prevention education, with a rigorous set of criteria to ensure awardees are making a measurable impact across the critical areas of sexual assault, alcohol and drug misuse, mental health, and diversity and inclusion.

The Native American Student Success program at Morris received [the Indigenous Student Affairs Network's Innovative Practice Award](#). The award recognizes institutions for creating and/or implementing an original or highly effective Indigenous Student Affairs program or practice on their campus or in their local community.

Faculty and Staff Awards and Activities

Dean of the College of Science & Engineering Andrew G. Alleyne was [elected to the National Academy of Engineering](#). NAE election is the highest professional honor awarded to an engineer.

Clinical Associate Professor Misty Wilkie, PhD, RN, FAAN, (Turtle Mountain Band of Chippewa/Métis) [was elected to the Minnesota Organization of Registered Nurses \(MNORN\) board of directors](#). MNORN, a constituent member of the American Nurses Association, advances the profession of nursing in Minnesota through advocacy, leadership development, education, and mentorship.

Scott Lanyon, Vice Provost and Dean of Graduate Education, has been [selected as the winner of the 2023 Peter R. Stettenheim Service Award](#). This award recognizes his sustained and generous contributions of time, energy, mentorship, and leadership in the American Ornithological Society.

Rajeane Moone, associate director of education for the Center for Healthy Aging and Innovation at the School of Public Health, [has been named a "2022 Influencer in Aging" by Next Avenue](#).

Barbara Kleist, program manager of the Institute on Community Integration, has [received the 2023 Policy Award from the American Association on Intellectual and Developmental Disabilities](#). This award honors Kleist for significant contributions to public policy that have advanced the field and resulted in positive outcomes for people with intellectual and developmental disabilities.

Carrie Henning-Smith, associate professor in the School of Public Health, [has been elected to two new leadership positions at the National Rural Health Association](#), the nation's largest professional organization focused on rural health. Henning-Smith will serve as chair of NRHA's Research and Education Constituency Group, and she will also serve on the NRHA's Board of Trustees.

Marlene Zuk, professor in the College of Biological Sciences, is one of three [recipients of the BBVA Foundation Frontiers of Knowledge Award in Ecology and Conservation Biology](#) "for outstanding contributions to the behavioral and evolutionary ecology of animals."

Chris Kim, professor in the College of Science and Engineering, will lead a new university effort to study quantum-inspired computing. The work, spread over three separate projects, [is funded by more than \\$8 million in awards from the National Science Foundation and the Defense Advanced Research Projects Agency](#). The research will use a new technique that leverages semiconductor

chips to more efficiently solve complex problems intended for annealing-based quantum computers.

Ambika Bhagi-Damodaran, assistant professor in the College of Science and Engineering, [is one of 25 early-career researchers across the U.S. and Canada to receive a 2023 Cottrell Scholar Award](#). The award, given by the Research Corporation for Science Advancement, honors “outstanding teacher-scholars who are recognized by their scientific communities for the quality and innovation of their research programs and their academic leadership skills.” Bhagi-Damodaran will receive \$100,000 to support their work.

Ka I Ip, assistant professor in the Institute for Child Development, [has been awarded a \\$100,000 Root Causes and Interventions for Mental Health Problems grant](#), which is jointly supported by the University of Minnesota President’s Initiative on Student Mental Health and the Masonic Institute for the Developing Brain.

Tetyana Shippee, associate professor in the School of Public Health, [has recently been appointed to three national organizations focused on long-term care policies and practices](#).

Rachel Hardeman, associate professor in the School of Public Health and Blue Cross Endowed Professor of Health and Racial Equity and director of SPH’s Center for Antiracism Research for Health Equity, [has been honored by STAT News as one of the 2023’s “Status Leaders” for her work in exposing racism’s role in maternal health disparities](#).

Pao Houa Her, assistant professor; Tetsuya Yamada, professor; and Kao Kalia Yang, Edelstein-Keller Writer in Residence; all from the College of Liberal Arts, [have been awarded 2023 Guggenheim Fellowships](#). The trio is among just 171 honorees from around the nation selected by a rigorous peer review process from nearly 2,500 applicants. According to Forbes, the University of Minnesota is among the top ten institutions with affiliated winners this year.

Fang Li, professor in the Medical School, [has been named a 2023 Health Care Hero by the Minneapolis/St. Paul Business Journal](#) for his research on COVID-19. The honor acknowledges Li’s pioneering discoveries on COVID-19.

[Five University of Minnesota faculty were recently inducted into the National Academies of Practice](#). The prestigious honor acknowledges their outstanding achievements and recognizes them as leaders in their professions. Awardees were Christine Arenson, director of the National Center for Interprofessional Practice and Education; Julia Ponder, associate dean, College of Veterinary Medicine; Stacy Remke, senior clinical teaching specialist, School of Social Work; William Robiner, professor of medicine, Medical School; and Kerry Witherell, director of clinical programs in audiology, Department of Speech Language Hearing Sciences.

Student Awards & Activities

PhD candidate Charles Osingada’s article “Patient Perceptions and Predictors of Intention to Use Telehealth for Follow-Up Care: A Mixed Methods Study Among Clients Living With HIV in Kampala, Uganda” [was named a Distinguished Abstract by MNRS](#).

Doctor of Nursing Practice student Tumani Jackson, BSN, RN, [was accepted as a 2023 Health Equity Scholar at the Center for Health Equity Education and Advocacy \(CHEEA\) at Harvard Medical School.](#)

Janie Tormanen, freshman at the U of MN Crookston, [recently received notice that three of her poems have been accepted for publication.](#)

Joud Sakor and Sophia Moore, undergraduate students at the U of MN Rochester, were [accepted into the American College of Cardiology Young Scholars Program](#), a year long mentorship program to provide an introduction to the field of cardiology, open up research opportunities and accessibility to the yearly ACC conference, and introduce them to scientists from around the world.

[Two Morris computer science programming teams placed in the top third of the North Central North America region of the International Collegiate Programming Competition](#), an algorithmic programming contest for college students. The UMN Morris teams are Goated on the Keys—Joshua Eklund, Richard Lussier, and Erik Rauer—which placed 32nd, and Team 0—Ash Plasek, John Walbran, and Ollie Willette—which placed 34th.

Seven UMD students, one UMD alumna, and one Duluth-area professional engineer [completed a two-week trip to Nyansakia, Kenya in January 2023 as part of an Engineers Without Borders project.](#)



Report on MnDRIVE initiative to Minnesota state legislature

Prepared by Joshua Miraglia

February 20, 2023

Report Preparation Costs:

Per the requirements set forth in Minnesota Statue 3.197, the cost to prepare this report was \$600.

Background

MnDRIVE – Minnesota’s Discovery, Research, and InnoVation Economy – is a landmark partnership between the University of Minnesota and the State of Minnesota that aligns areas of University research strength with the state’s key and emerging industries to address grand challenges. Beginning in FY 2014, the state began investing approximately \$18 million annually in four research areas identified by University faculty and deans and corporate partners as the most promising areas for partnership: Robotics, sensors and advanced manufacturing; Global food ventures; Advancing industry, conserving our environment; and Discoveries and treatments for brain conditions. The University of Minnesota Informatics Institute (UMII), which fosters and accelerates data-intensive research, receives partial funding from MnDRIVE and provides key support to these projects. In its 2017 session, the Minnesota Legislature passed additional funding (\$4 million annually) for a MnDRIVE cancer initiative, Cancer Clinical Trials.

MnDRIVE represents a unique, collaborative research model involving interdisciplinary research projects across the University that address grand challenges and include industry partnerships as a key component. The University of Minnesota’s Office of the Vice President for Research (OVPR) provides accountability measures for the initiative and serves as an advocate for the program at the Legislature. Each of the five research areas have committees and advisory boards to oversee project implementation and outreach.

Metrics & Results

During the fourth biennium of MnDRIVE funding (July 1, 2019 through June 30, 2021 covering fiscal years 2020-2021) the OVPR worked with principal investigators of each of the five MnDRIVE areas projects to gather data every six months. The OVPR requested information on:

1. Invention disclosures to the Office of Technology and Commercialization
2. Funding acquired from external grants (e.g., NSF, NIH, USDA, corporate funding)
3. Success stories resulting from MnDRIVE research and participation

MnDRIVE researchers acquired more than \$132 million in external funding and submitted 143 disclosures for inventions to UMN Technology Commercialization.



Success Stories

Robotics

A new low-cost, magnetic sensor technology developed in the University's College of Science and Engineering is being used to improve the efficiency and usability of wake boats, a popular pastime in the land of 10,000 lakes. Rajesh Rajamani, a professor in the Department of Mechanical Engineering, designed a sensor for cars that uses magnetic fields to estimate the positions of other nearby cars and detect imminent collisions. Now, Rajamani's startup company Innotronics is using that same sensor technology to detect the position of actuators that help machines move. The technology was licensed by Fortune 500 company Parker Hannifin and is now being used on MasterCraft boats optioned with the company's new SurfStar system. The sensor is built into SurfStar's actuators to allow for greater precision, consistency, and control of the wave height and shape, allowing MasterCraft to deliver easily customizable surf waves for its consumers to enjoy on the water behind their boat.

<https://cse.umn.edu/college/news/cse-startup-innotronics-delivers-tech-research-market>

Global Food

Soybeans make up 30% of Minnesota's total agricultural exports and remain the state's top export commodity. In 2016, soybeans accounted for \$2.1 billion in exports from Minnesota, and the state ranked third in the nation for soybean production as of 2019. Aphid infestations pose a significant threat to soybean crop health and yields. A project led by Bob Kock in the University's Department of Entomology, is developing aphid-resistant soybean plants that could make it easier for organic farmers to combat the harmful pests and could also reduce pollution caused by insecticide use in Minnesota.

[https://mndaily.com/265322/news/university-researchers-developing-aphid-resistant-soybeans/\(Lorenz,Aaron\)](https://mndaily.com/265322/news/university-researchers-developing-aphid-resistant-soybeans/(Lorenz,Aaron))

Environment

PFAS chemicals historically have been used in a wide spectrum of consumer goods and have since been implicated as a land and water contaminant linked to a range of health risks. Of particular concern is the fact that PFAS chemicals have started cropping up at municipal compost facilities that turn materials such as grass clippings and food waste into a nutrient-filled substance that is used to enrich soil. UMN environmental health researcher Matt Simcik and environmental engineering researcher William Arnold have been developing technology to keep PFAS from moving from landfills into groundwater. MnDRIVE Environment funding is supporting this work which, upon completion, might be used to protect water at compost sites.

<https://mndrive-environment.umn.edu/2021/01/20/is-pfas-a-problem-for/>



Brain Conditions

A team of researchers, led by Alik Widge, M.D., Ph.D., assistant professor in the University's Department of Psychiatry and Behavioral Sciences and MnDRIVE Neuromodulation Scholar, was awarded a \$6.6 million grant from the National Institute of Mental Health (NIMH) to develop a new implantable brain stimulation device to treat mental illness, including addiction. The device will use methods of syncing and unsyncing brain waves to develop a novel, human-ready neuromodulation device that uses electrical impulses to help misfiring brain rhythms fall into synchrony.

<https://med.umn.edu/news/university-minnesota-researchers-awarded-66m-develop-new-device-treat-mental-health-disorders>

Cancer Clinical Trials

Colorectal cancer screening is extremely important to detect cancer early and improve patient outcomes. In Minnesota, screening rates for colorectal cancer are 75 percent, but that number decreases to 50-55 percent in non-white populations. Screening rates in 2020 and 2021 have declined even more due to the COVID-19 pandemic. At Native American Community Clinic (NACC), a clinic that provides free health care services to Native Americans, screening rates are especially low at about 25 percent. A new project funded by MNCCTN aims to assess the effectiveness of a proactive outreach colorectal cancer screening program for NACC patients. The study, led by UMN Professor of Medicine Aasma Shaukat, will use a proactive outreach approach that incorporates a mailed invitation to screen, followed by navigation to a colonoscopy if the initial screening is positive.

<https://cancer.umn.edu/mncctn/news/minnesota-cancer-clinical-trials-network-funds-colorectal-cancer-screening-study>