



Mission Fulfillment

June 2023

June 8, 2023

2:15 p.m.

Boardroom, McNamara Alumni Center

MIS - JUN 2023

1. Systemwide Enrollment Coordination

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 8, 2023

AGENDA ITEM: Systemwide Enrollment Coordination

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus
Amy B. Hietapelto, Interim Vice Chancellor for Academic Affairs, Duluth campus

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on system enrollment coordination. The item will include an overview of the history and role of the Systemwide Enrollment Council, a survey of the national and regional context and current data on undergraduate enrollment, and an update on current and planned systemwide enrollment efforts.

The item will cover:

- Shared admissions activities.
- Curricular collaborations and pathway programs.
- International partnerships.
- System marketing efforts.

The docket also contains background information about the System Enrollment Council and additional data.

BACKGROUND INFORMATION

The committee most recently discussed system enrollment management at the following meetings:

- June 2022: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee
- October 2021: *System Strategic Enrollment Plan*, Mission Fulfillment Committee
- June 2021: *System Undergraduate Enrollment Update*, Mission Fulfillment Committee

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 8, 2023
Systemwide Enrollment Coordination

History of System Enrollment Council

After its first meetings starting in 2012, the University created a formal System Enrollment Council (SEC) in 2016 including the vice chancellors and vice provost for undergraduate education and admissions directors. The SEC meets monthly and provides an annual report to the Board of Regents with a rotating chair role across the system. The SEC addresses issues related to impacts of changing state demographics, increased costs of attendance, affordability, student success practices, and curricular collaborations.

The SEC work related to these issues involves developing improved strategies for recruiting and admissions, curricular enhancements and new pathways, best practices for student success, and new financial aid initiatives related to MPact measures around enrollment, graduation and retention rates, and debt. Enrollment initiatives for recruitment and admissions have included a systemwide marketing campaign, ShareMyApp and waitlist management across the system, a Minnesota Office of Higher Education direct admit project, a re-enrollment initiative, and international recruitment.

Following progress in practices around enrollment, the SEC has also begun to increase understanding of how to enhance student success through analytics and sharing of best practices. The council has begun work on the development of a student success platform that all campuses can utilize. A component of this initiative is to convene annual work on student success looking at the tools and resources available to support this work.

National and Regional Context

Higher education institutions have been bracing for the arrival of the “enrollment cliff” as the large “Millennial” generation has moved out of their prime college-going years and into the workforce, followed by the smaller “Generation Z.” The decline has been forecast to arrive after 2025 nationally, but is taking place at different times in different regions of the country due to state-level differences in birth rates, migration, and college attendance. The COVID-19 pandemic accelerated those changes by reducing college-going rates and student retention, putting pressure on college enrollments across the country. These landscape factors are not limited to the University of Minnesota, as higher education institutions across the state and the country are seeing an overall downward enrollment trend.

Projections from the Western Interstate Commission for Higher Education (WICHE) show that over the next ten years, the number of high school graduates is expected to decline in every region of the country except the South, following a brief peak in 2025. Projections for Minnesota have improved in recent years due to greater than anticipated in-migration, but likewise continue to show an expected peak in high school graduates in 2025, followed by a drop back to approximately current levels. The most recent WICHE projections for Minnesota show a second short and modest period

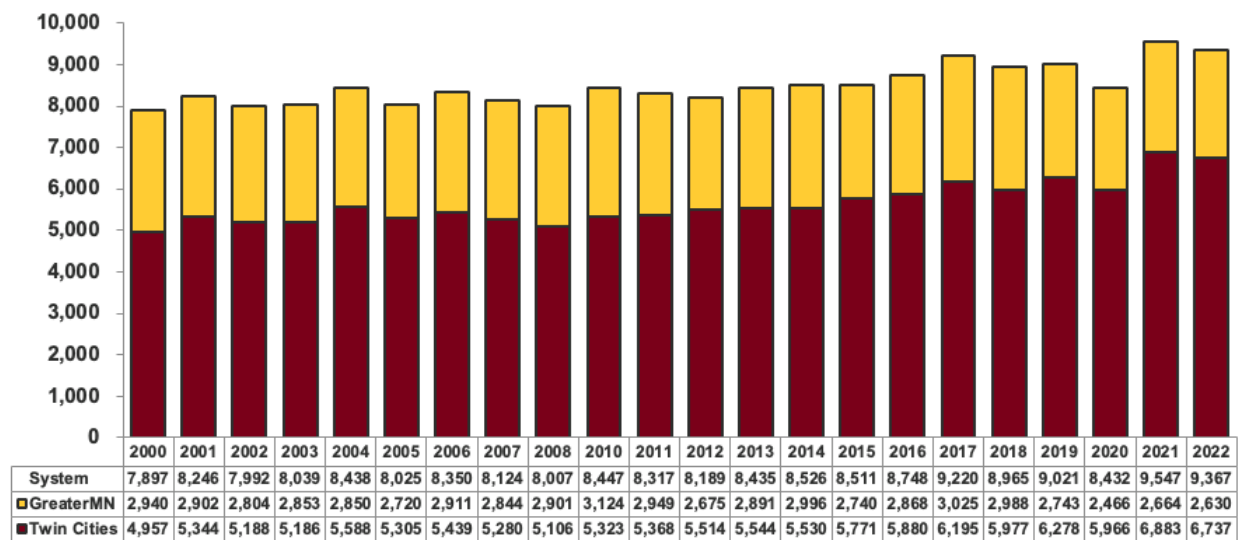
of growth expected after 2030 before a greater decrease starting around 2035, although those long-range projections are subject to greater uncertainty.

These challenging long-term trends were further impacted by the COVID-19 pandemic. Data from the National Student Clearinghouse (NSC) show a decrease in college going rates for new high school graduates along with a decline in institutional transfer since the beginning of the pandemic. Those new students enrolling in college were also more likely to attend a school closer to home. Students already enrolled also showed a decrease in retention, particularly for new entering first-year students.

Compared to Fall 2019, [NSC data show undergraduate student enrollment](#) nationally is down by 1,230,000 undergraduates. Enrollment of first-time students is down by 150,000 first-time students and [transfer students](#) by 296,200.

The sharp declines in community college enrollment leading into and during the pandemic have substantially reduced the pool of transfer students entering four-year institutions. Nationally, the decrease in transfer enrollment was nearly double that of first-year students.

University of Minnesota New Freshman (NHS) Headcount Enrollment:
Twin Cities and Greater Minnesota Campuses



Student Academic Experiences and Success

Nationally, we are seeing that K-12 students have struggled academically during and following the pandemic. This is leaving incoming college students less prepared in both academics and maturity. These setbacks are leaving colleges and universities with the challenge of finding new ways to support students in the classroom and their overall college experience.

[National Assessment of Educational Progress tests](#) have shown the following:

- There is the largest decrease in math proficiency recorded in NAEP history
- Percentage of 8th graders scoring as proficient in math declined from 34% to 26%
- Percentage of 8th graders scoring as proficient in reading declined from 34% to 31%

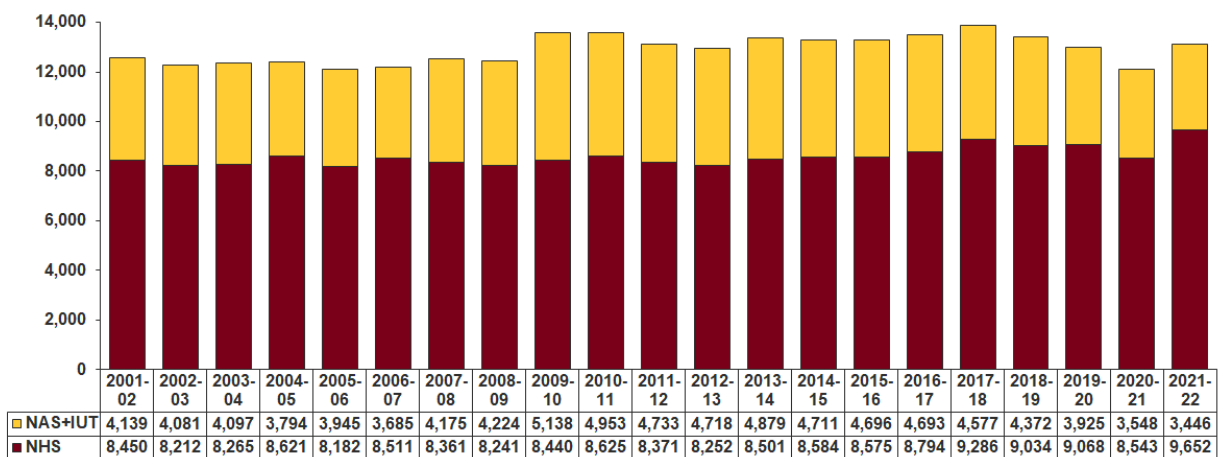
- On the [NCES School Pulse Panel survey](#), public schools indicated 50% of students were behind grade level in 2021–22 and 49% in 2022–23, compared to 36% in 2019–20

These are challenges that our faculty, advisors, and academic leaders will be facing in the coming years.

Transfer Strategies

With the enrollment challenges facing higher education generally in terms of declining demographics and the declining trends of college-going students. The transfer student population is a significant portion of the University’s overall enrollment and it is critical for the University to be attentive to strong transfer student enrollment strategies. Each campus faces its own particular challenges.

Systemwide Total New Freshmen (NHS) and New Transfers (NAS+IUT) by Academic Year



On the Twin Cities campus, we have centralized transfer admissions processes. Previously, each freshman-admitting college managed their own transfer admissions. In this model, if a student applied and was denied to one college, they were not considered for enrollment in another college. Under this new centralized model, the TC Office of Admissions manages transfer admissions for the entire campus. Now, if a student applies and is denied to one college, we are able to consider that student for admission to another college that may also match their academic goals. This new model will allow the University to yield more transfer students.

The Duluth campus also uses centralized transfer admissions processes, and this year we have focused on improving transfer course evaluation processes to enhance our reputation as being transfer friendly. One outcome of the changes implemented is that general education courses students have taken elsewhere will transfer to UMD’s Liberal Education Program in the same ways or as similar as possible. Additionally, we have expanded our transfer course evaluation policy so that students who transfer to UMD with a completed Associate of Science degree will have fulfilled our Liberal Education Program requirement; previously the policy was limited to students who had completed an Associate of Arts degree, a Bachelor’s degree, or the Minnesota Transfer Curriculum. And, we have implemented updated transfer course evaluation protocols, which are informed by

the American Association of Collegiate Registrars and Admissions Officers (AACRAO), to improve evaluation turnaround time and facilitate more equitable evaluations.

Systemwide Marketing Campaign

Through a partnership between the System Enrollment Council and University Relations, the University engaged in the first-ever systemwide marketing and recruitment campaign in 2020. Under the leadership of University Relations, a digital campaign was launched with the goal of increasing applications and enrollment on each of the campuses. There was a \$1 million dollar investment in 2020–2021 to develop and launch the campaign and a continued investment of \$500k to continue the campaign.

The campaign features the unique offerings on each campus so students may find their best fit. The key message of this campaign was “Five campuses, one world class education.” The second year of the campaign focused on the Crookston, Duluth, and Morris campuses and was targeted at high school juniors and seniors. Campus messages are included on campus admissions sites, the overall campaign is featured on the [University of Minnesota System website](#), and the [campaign videos are available on YouTube](#).

Details about individual campus enrollment and marketing are available in the following docket materials:

- Crookston campus: [MIS September 2022](#) (starting on page 6)
- Morris campus: [MIS October 2022](#) (starting on page 3)
- Duluth campus: [MIS December 2022](#) (starting on page 76)
- Rochester campus: [MIS February 2023](#) (starting on page 3)
- Twin Cities campus: [MIS February 2023](#) (starting on page 33)

System Enrollment Coordination

Board of Regents | Mission Fulfillment Committee | June 8, 2023

Robert B. McMaster

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

Amy B. Hietapelto

Interim Vice Chancellor
for Academic Affairs
University of Minnesota, Duluth



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



Today's Discussion

- History and role of the Council
- National and regional enrollment landscape
- Collaborations
 - MOHE direct-admissions project
 - System collaboration
 - Curriculum and pathways
 - International recruitment
 - P-20 Partnership
- Financial support and affordability
- Collaborative Marketing Effort - Fall 2022 update
- Discussion



History of the System Enrollment Council



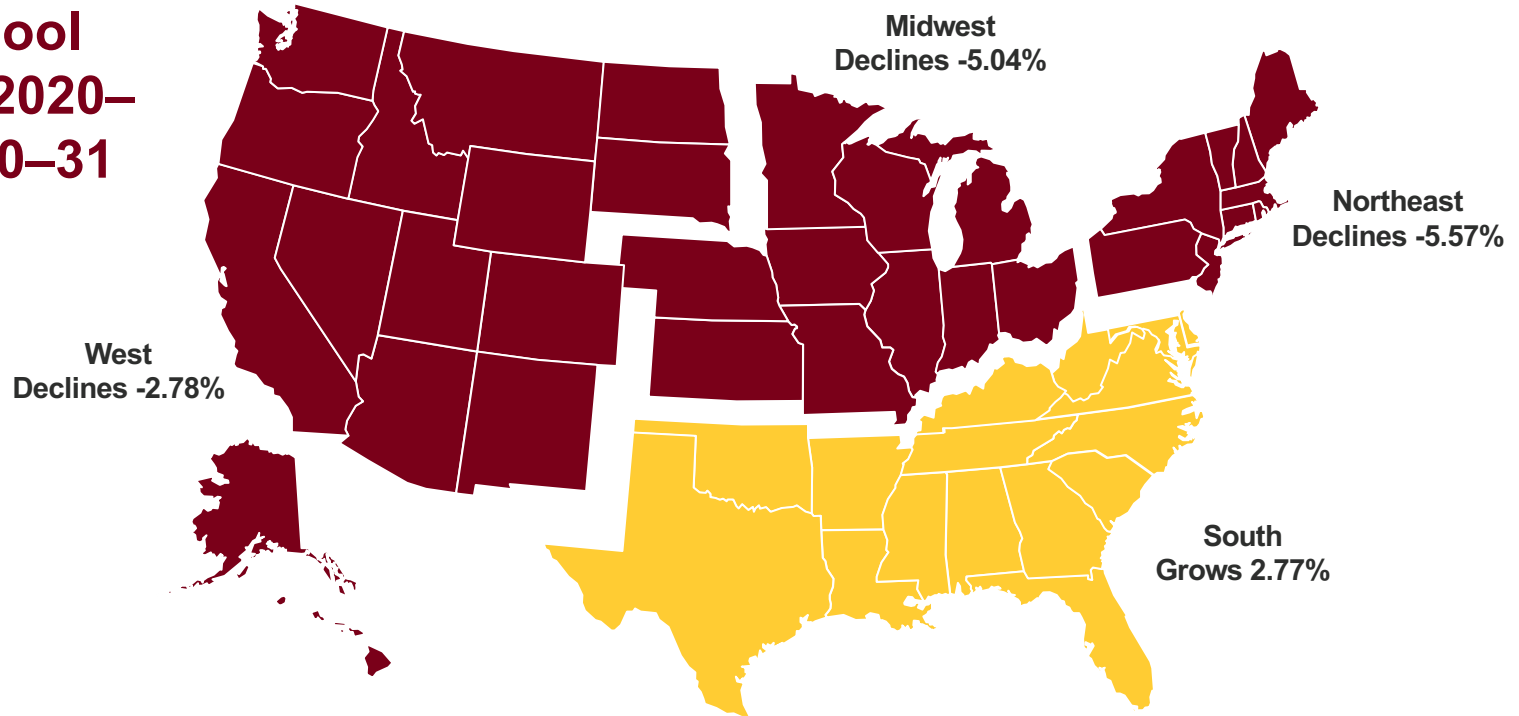
- First meeting ~2012, formalized 2016
- Enrollment managers and admissions staff from all five campuses, data analyst
- Executive Committee with Vice Chancellors and Vice Provost/Dean
- Monthly meetings, annual retreat
- Rotation of Chair/Vice Chair
- Yearly report to the Board of Regents



National and Regional Enrollment Landscape



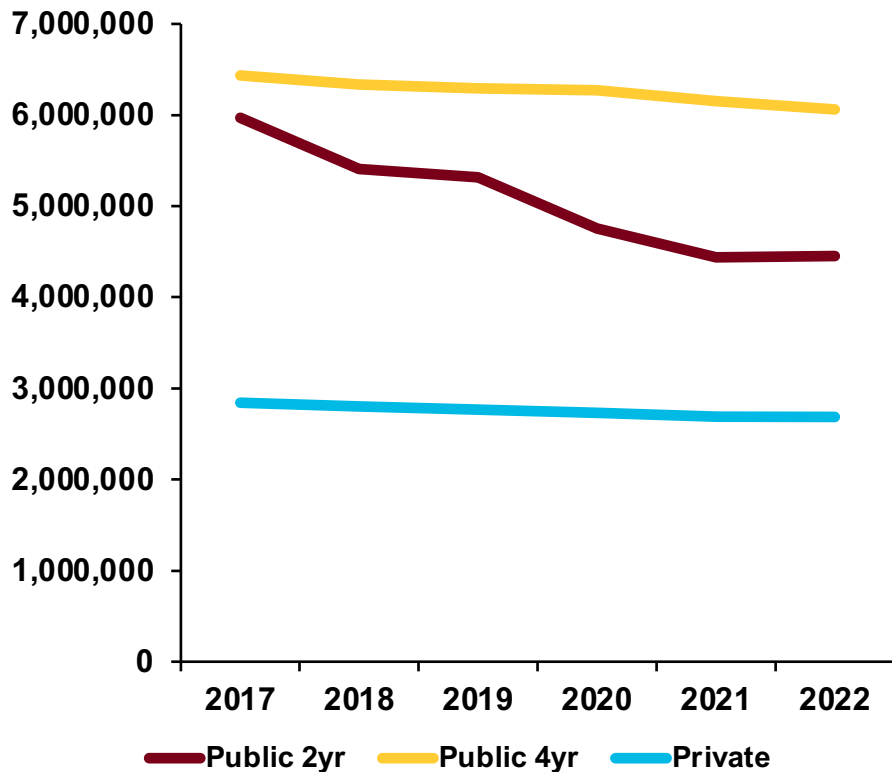
Regional Changes in High School Graduates 2020– 2021 to 2030–31



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



U.S. Nationwide Total Undergraduate Headcount Enrollment



Sector	2017-2019	2019-2020
Public 2-Year	-11.0%	-16.2%
Public 4-Year	-2.2%	-3.7%
Private 4-Year	-2.6%	-3.0%

“Undergraduate enrollment was essentially flat at highly selective state flagships institutions (+0.5%), while comprehensive state institutions bore the brunt of undergraduate declines. In contrast, highly selective private nonprofit four-years saw 2.8 percent growth in undergraduate enrollment”

-- National Student Clearinghouse Research Center

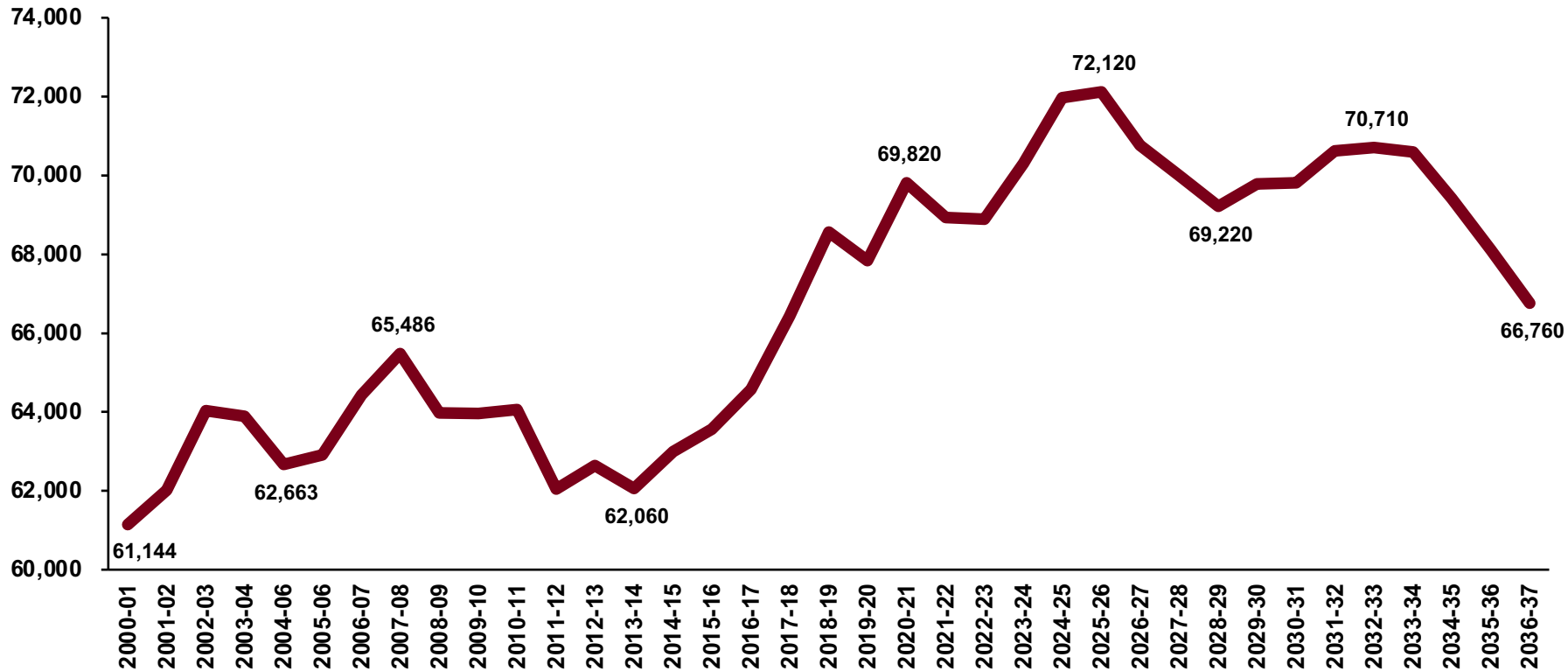
National Student Clearinghouse Research Center: Current Term Enrollment Estimates: <https://nscresearchcenter.org/current-term-enrollment-estimates/>



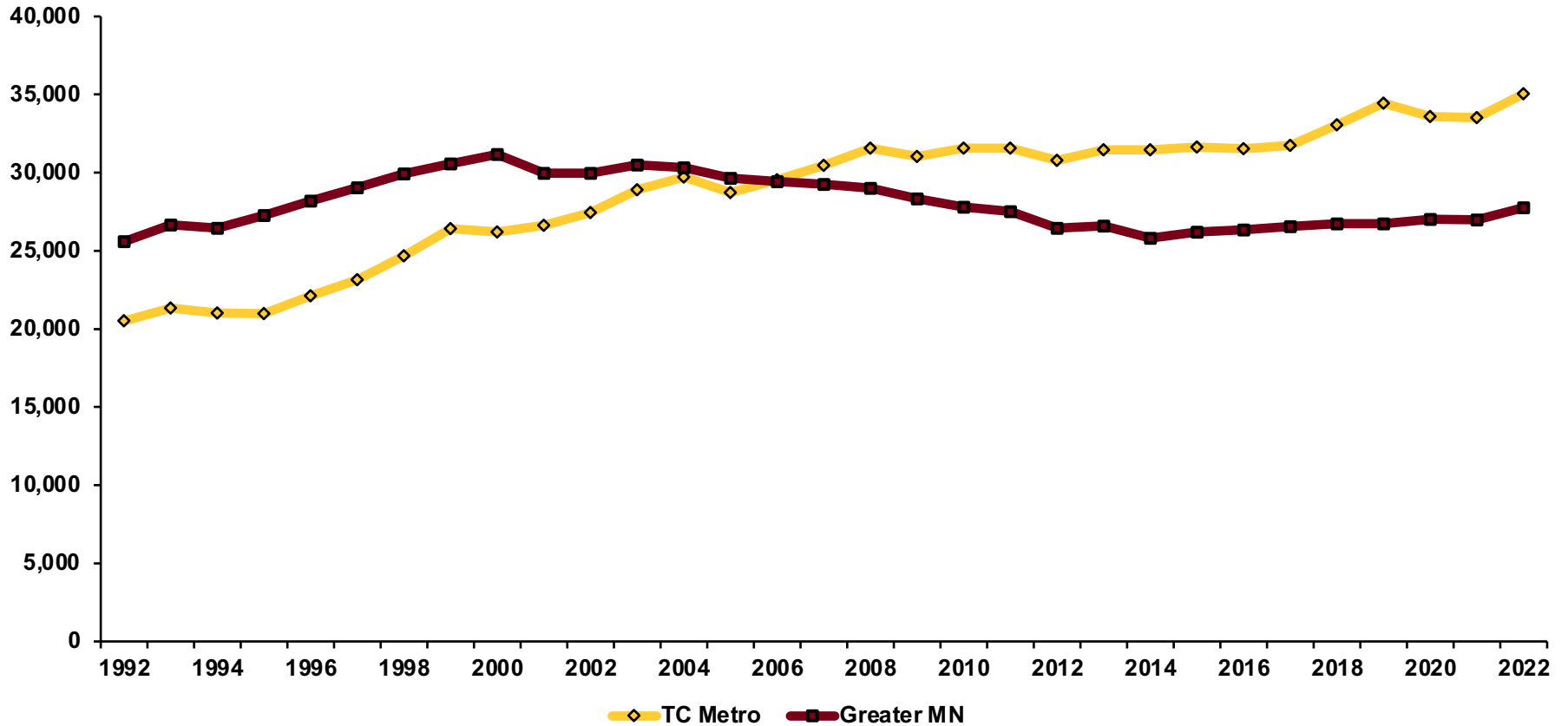
Enrollment Cliff

Minnesota Historic and Projected High School Graduates

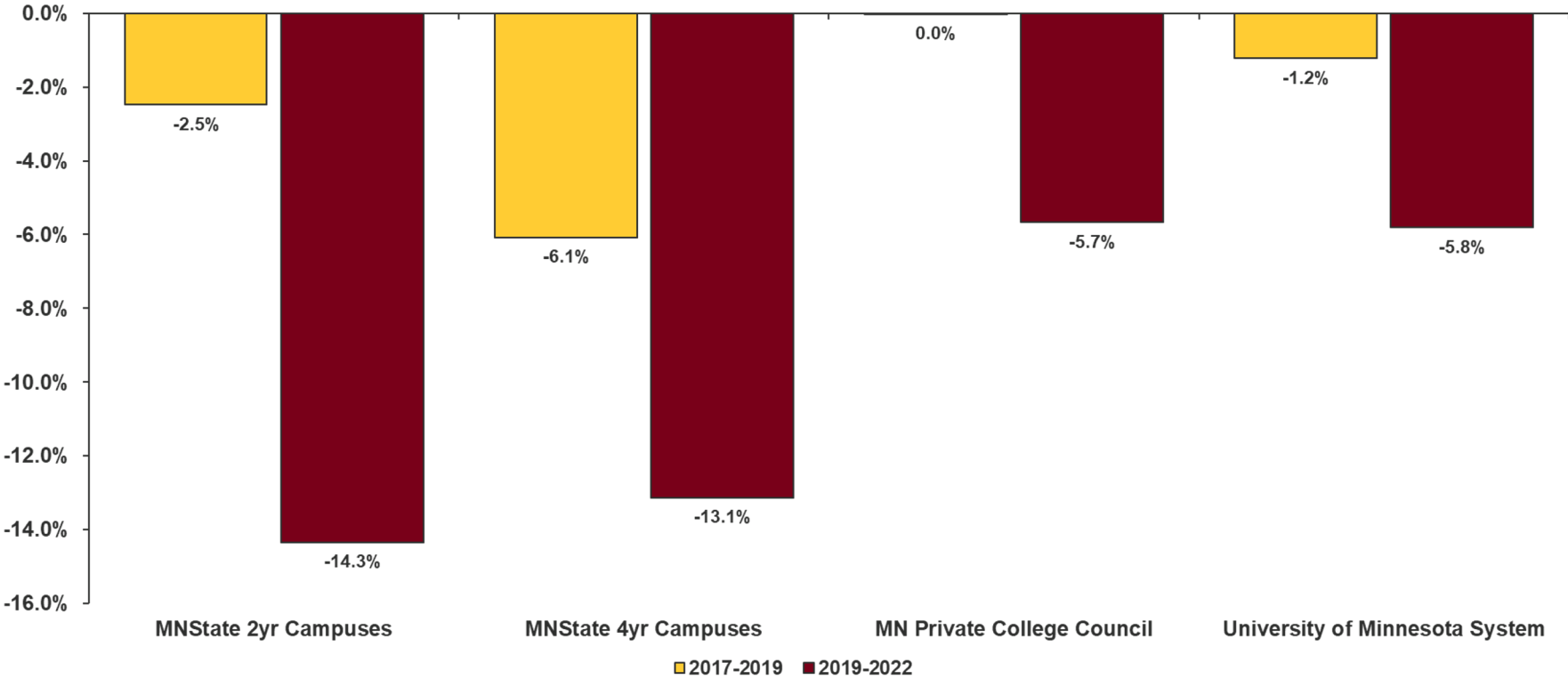
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*



Minnesota High School Graduates by Region



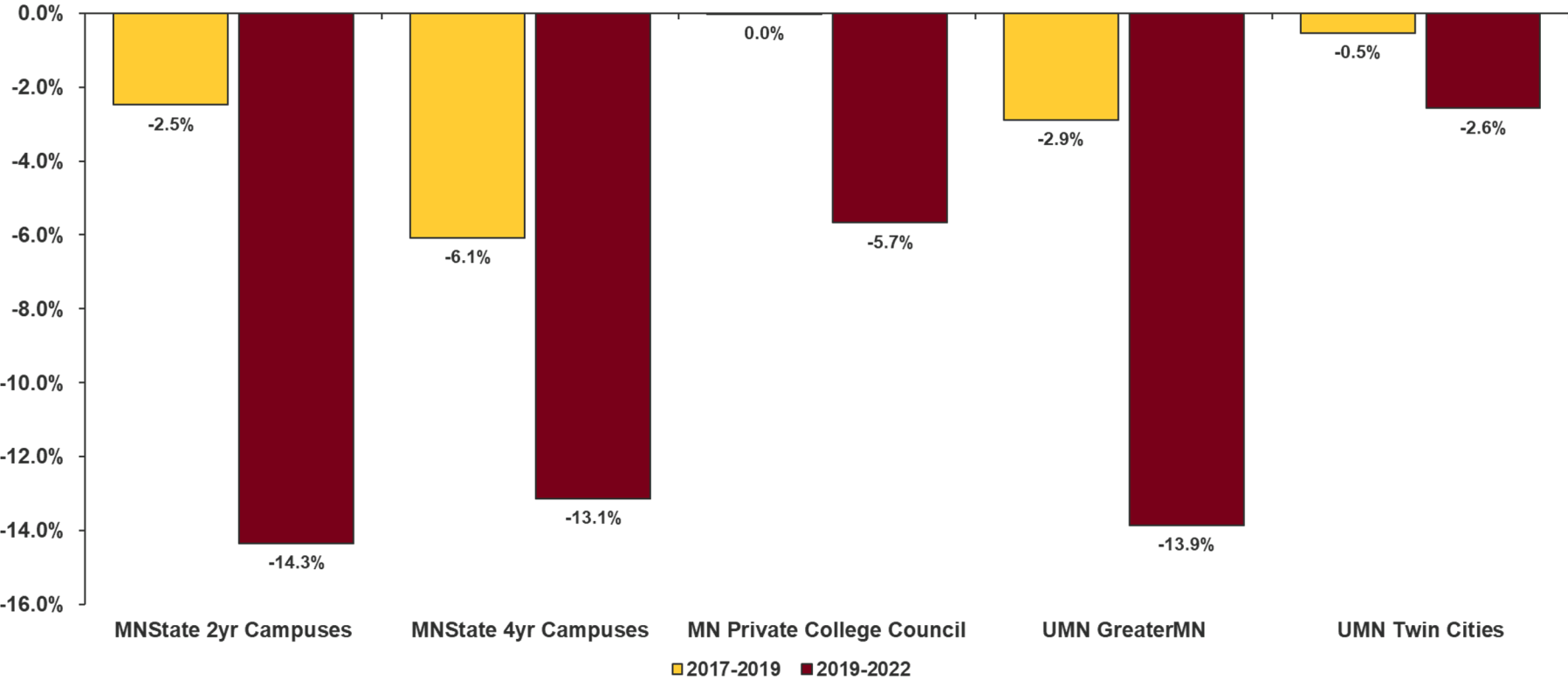
Pre-Pandemic and Pandemic Era Changes in Undergraduate Enrollment



Note: Data for MN Private College Council is through 2021



Pre-Pandemic and Pandemic Era Changes in Undergraduate Enrollment



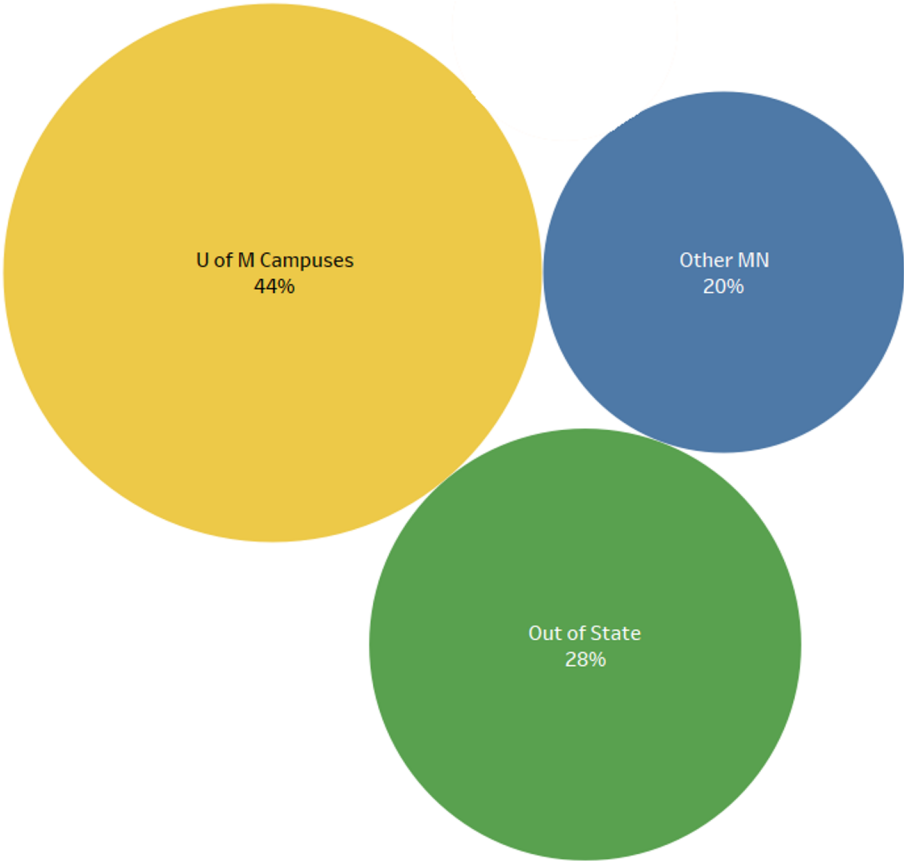
Note: Data for MN Private College Council is through 2021



Enrolling Minnesota Residents (Fall 2022)

	Fall 2022							
	Enrolled at Admitted Campus Campus	Enrolled at Other System Campus	Enrolled in MN Institution	Enrolled at Out of State Institution				
				Out of State Subtotal	States sharing Reciprocity with MN			
					ND Institution	SD Institution	WI Institution	IA Institution
Systemwide Total (Unduplicated)	6,719 44%	N/A	3,023 20%	4,323 28%	333 2%	123 1%	1,154 8%	496 3%
Crookston	120 20%	175 30%	134 23%	103 17%	19 3%	15 3%	27 5%	12 2%
Duluth	1,656 27%	1,245 20%	1,456 24%	1,403 23%	196 3%	60 1%	415 7%	216 4%
Morris	206 15%	365 27%	393 29%	246 18%	37 3%	19 1%	81 6%	32 2%
Rochester	150 25%	182 31%	150 25%	71 12%	7 1%	2 0%	21 4%	9 2%
Twin Cities	4,587 44%	324 3%	1,630 15%	3,248 31%	135 1%	52 0%	844 8%	327 3%

Enrolling Minnesota Residents (Fall 2022)



8% of records were suppressed or missing in the NSC



MPact 2025

Commitment 1: Student Success

Goal

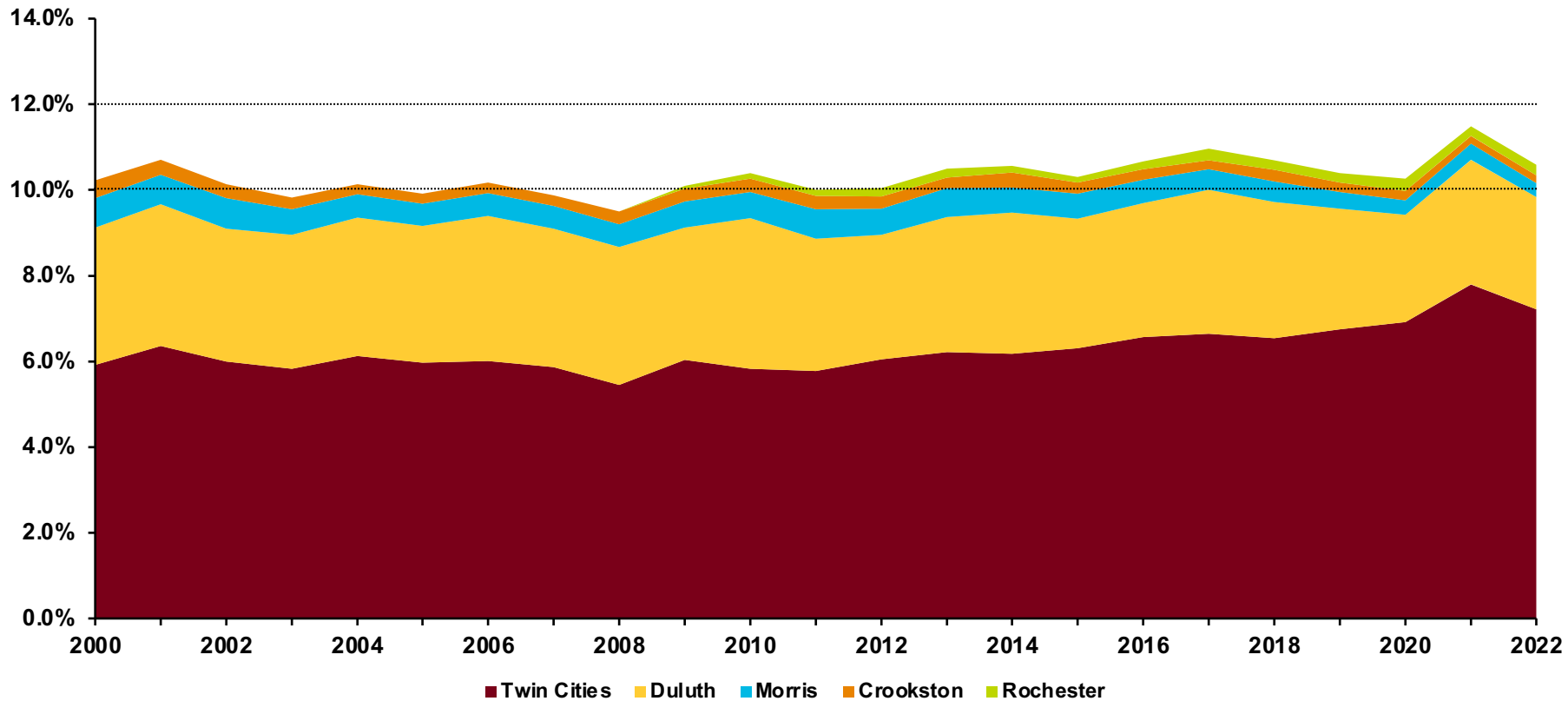
Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.

Metric

Increase percentage of Minnesota high school graduates who attend University of Minnesota campuses as freshmen.



University of Minnesota New Freshmen (NHS) Headcount Enrollment as a Percentage of Minnesota Public High School Graduates



MPact 2025

Commitment 1: Student Success

Goal

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

Action / Metric

Establish comprehensive systemwide strategic enrollment management strategy /
Develop systemwide enrollment plan



Collaborations



Admissions

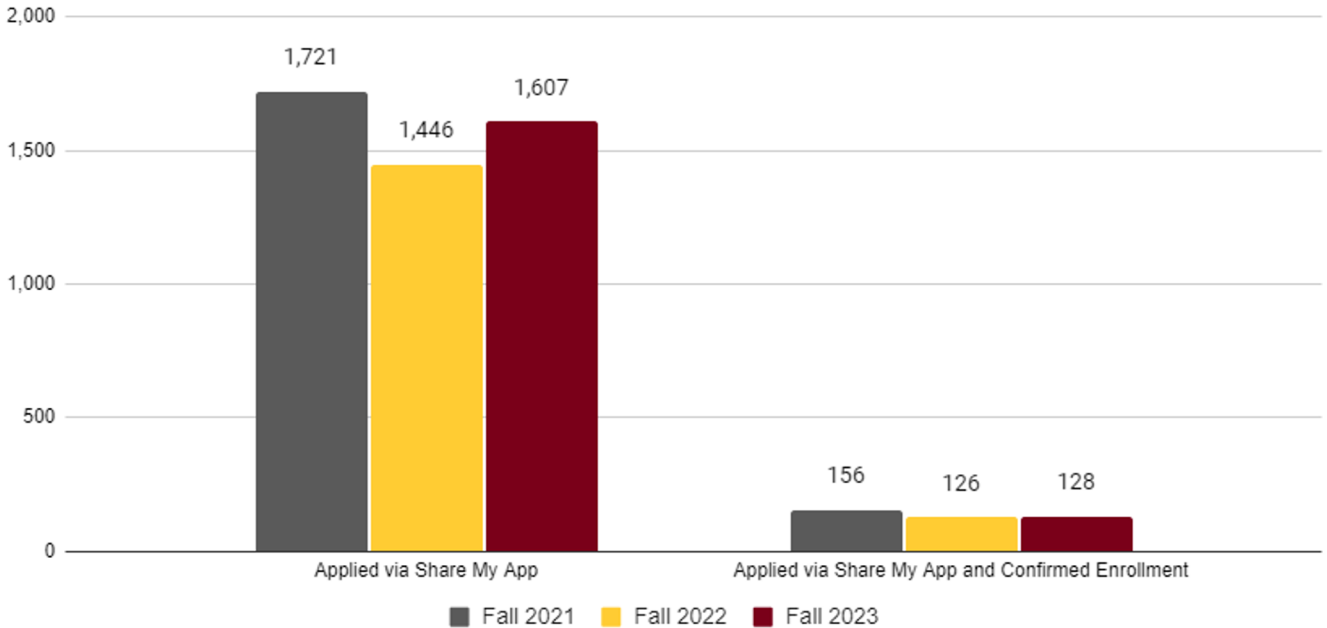
- Regular meetings of admissions directors
- MOHE Direct Admit Project to UMC, UMD, UMM
- Creation of a shared admissions technology position
 - All campuses now use same technology platform (Slate) for CRM and application management
- Coordinated System admissions programs for high school counselors
- Re-enrollment initiative (all five campuses)
- Enhanced strategy for international enrollments



Twin Cities applicants shared with other system campuses:

- Share My App
- Waitlist
- Deny

Number of students that used Share My App: Any campus



Curricular Collaborations and Pathway Programs

Crookston

- A 2+2 pathway into **Mortuary Science BS (UMC/UMTC)**
- Through the **Veterinary Food Animal Scholars Program, or VetFAST**, Animal Science majors gain early acceptance and complete both **BS and DVM** degrees in 7 years (**UMC/UMTC**)

Duluth

- Pathway to expedited 18-month **Master of Nursing program** for majors within SCSE and CEHSP (4+1.5) (**UMD/UMTC**)
- Pathway for students to earn both **MBA and Pharmacy Doctorate** degrees in 4 years (**UMD/UMTC delivered in Duluth**)
- A 3+4 pathway to complete **BS and Pharmacy Doctorate** in 7 years (**UMD/UMTC delivered in Duluth**)
- Forthcoming: Integrated Degree Program pathway for biology (SCSE) to the **Medical Laboratory Science** program (**UMD/UMTC**)



Curricular Collaborations and Pathway Programs

Morris

- Pathway to expedited 18-month **Master of Nursing program for any major (4+1.5) (UMM/UMTC)**
- Pathway for students in chemistry, biochemistry, or related fields to the **Doctor of Pharmacy program (UMM/UMTC)**
- Forthcoming: a 4+1 Integrated Degree Program pathway for economics majors to the **Master of Science of Applied Economics (UMM/UMTC)**

Rochester

- 4+1 program pathway from the BS in Health Studies (BSHS) degree to the **MS in Bioinformatics and Computational Biology (BICB) (UMR/UMTC)**
- Public Health 4+1 pathway to **Master's of Public Health in Environmental Health (UMR/UMTC)**
- **Doctor of Pharmacy Early Assurance pathway (UMR/UMTC)**



International Degree Completion Partnership Programs

- Approximately two dozen partnerships with international universities (1+1+1, 1+2+1, 1+3, 2+2, 4+1) in Austria, Bangladesh, China, Egypt, Germany, Malaysia, Taiwan, Vietnam, with more under development.
- Exploring possible opportunities with outside vendors for additional recruitment, especially at Greater Minnesota Campuses



P-20 Council



- Cooperation among Minnesota Office of Education, Higher Education, University of Minnesota, and Minnesota State
- Supports the State of Minnesota goal of 70% of individuals having some credential (certificate, AA, BA/BS/or higher degree)
- Focus on four areas
 - Data Use and Capacity
 - Credentials of Value
 - Dual Credit
 - Financial Aid and Literacy



MPact 2025

Commitment 5: Fiscal Stewardship

Goal

Reduce student debt.

Action / Metric

Ensure average student debt for those who borrow is under the national average by at least \$2,500



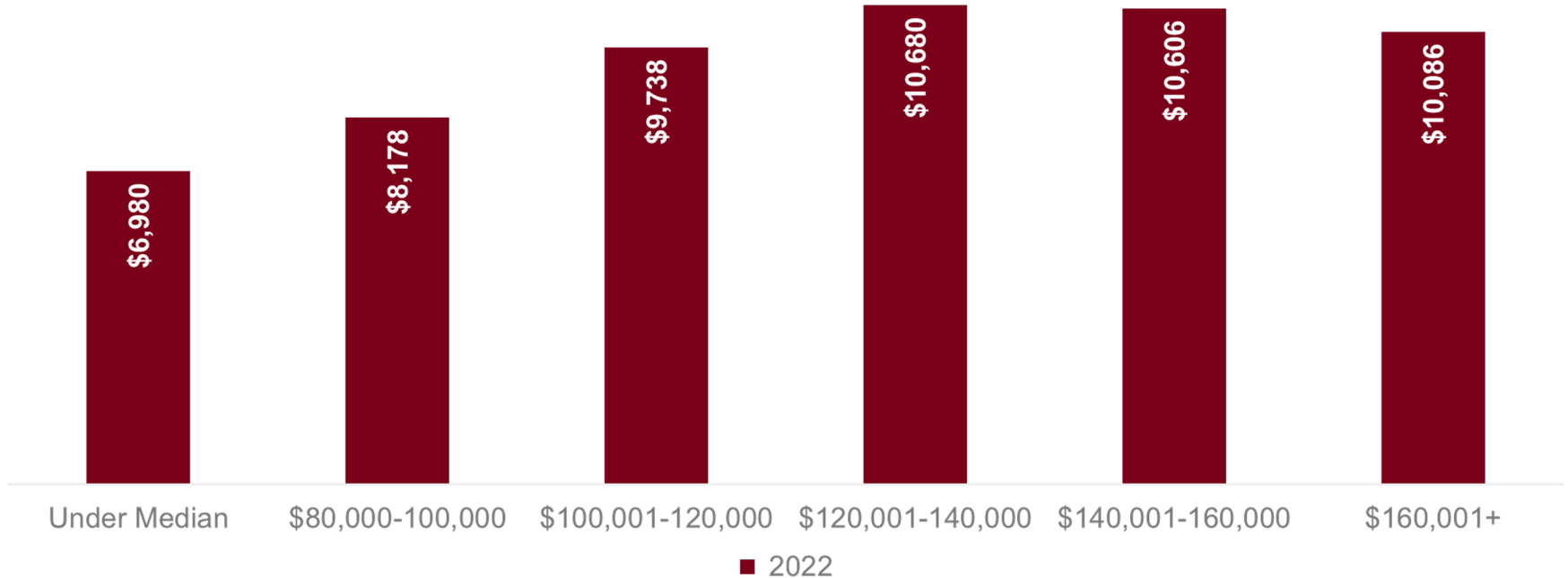
New Developments in Financial Aid

- Pell, State Grant, Promise, Promise Plus, Native American Promise
- Minnesota Northstar Promise
- Native American Scholarship
- Greater Minnesota pilots
 - Decoupling (Crookston)
 - Midwest Tuition Rate (Duluth)
 - Summer support (Morris)
- Bentson Scholarship Match



Debt is higher for middle-income Minnesota families

Systemwide average student loan debt by income for one academic year



Collaborative Marketing Effort





Background

- Ran first-ever systemwide recruitment campaign in 2020–2021
- Focused on unique offerings of each campus so students can find their best fit
- Supports Systemwide Strategic Plan Commitment 1
- Exclusively digital campaign
- Very positive results: applications, web traffic, and awareness all up; many in double digits

2022 Campaign Objectives

- Increase awareness of Crookston, Duluth, Morris campuses
- Promote University of Minnesota as a system - a campus for everyone
- Drive traffic to campus websites
- Measured with a robust plan



Campaign Results

- *The systemwide campaign was a strong traffic driver to the campus and system websites.*
- After the 2020 campaign, stealth applications (those not being tracked) increased as follows:
 - Crookston: up 6%
 - Duluth: up 82%
 - Twin Cities: up 85%
 - Morris and Rochester: No data available
- For the 2022 campaign, which focused on Crookston, Morris, and Duluth, traffic to these campus application and admission pages **was up 34% from 2020**
- Paid search continues to be the most efficient driver of site traffic, and is a top provider of qualified leads
- *Consider continuing comprehensive, systemwide, year-round paid search campaign*



Discussion

1

How do we prepare for the demographic cliff?

2

What additional collaborations should we consider in admissions?

3

How do we help to increase the percentage of MN high-school students who go to college?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 8, 2023

AGENDA ITEM: Distributed Learning Strategy Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Eric Watkins, Vice Provost for Distributed Learning

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on efforts to develop a long-term strategy that leads to innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs. Key points include:

- Overview of current online programs, including enrollment data trends.
- Update on systemwide programs.
- Opportunities in offering degree completion programs.
- Details about infrastructure needed to enable online program development.

BACKGROUND INFORMATION

The committee last discussed distributed learning strategy at its June 2022 meeting.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
June 8, 2023
Distributed Learning Strategy**

Administrative Leadership

The [Office of Distributed Learning](#) provides leadership for the development of innovative, coordinated, and scaled systemwide online and hybrid educational programs throughout the University of Minnesota system that increase access, equity, and meet workforce needs.

Current University of Minnesota Online Programs

Most online undergraduate programs in the University system are at the Crookston campus. We will seek to expand online and hybrid programs where appropriate, given state workforce needs, faculty expertise, and alignment with mission.

Bachelor's Degrees

Area of Study	Campus
Bachelor of Science in Accounting	Crookston
Bachelor of Science in Agricultural Business	Crookston
Bachelor of Science in Applied Agricultural Communication Studies	Crookston
Bachelor of Science in Applied Health	Crookston
Bachelor of Science in Applied Studies	Crookston
Bachelor of Science in Communication	Crookston
Bachelor of Science in Criminal Justice	Crookston
Bachelor of Science in English	Crookston
Bachelor of Science in Finance	Crookston
Bachelor of Science in Health Management	Crookston
Health Services Executive Bachelor of Science	Crookston
Bachelor of Science in Information Technology Management	Crookston
Bachelor of Science in International Business	Crookston
Bachelor of Science in Management	Crookston
Bachelor of Manufacturing Management	Crookston
Bachelor of Science in Marketing	Crookston
Bachelor of Applied Science in Psychology	Duluth
Bachelor of Manufacturing Management in Quality Management	Crookston
Bachelor of Science in Software Engineering	Crookston
Bachelor of Science in Sport and Recreation Management	Crookston
Bachelor of Arts in Tribal Administration and Governance	Duluth

Master's Degrees

Area of Study	Campus
Master of Arts in Applied Child and Adolescent Development	Twin Cities
Master of Professional Studies in Applied Sciences Leadership	Twin Cities
Master of Business Administration	Twin Cities
Master of Business Taxation	Twin Cities
Master of Science in Clinical Research	Twin Cities
Master of Computer Science	Twin Cities
Master of Science in Computer Science	Twin Cities
Master of Science in Dental Hygiene	Twin Cities
Master of Education	Duluth
Master of Science in Electrical and Computer Engineering	Twin Cities
Master of Education in Family Education	Twin Cities
Executive Master of Health Care Administration	Twin Cities
Master of Health Informatics	Twin Cities
Master of Arts in Integrative Health and Wellbeing Coaching	Twin Cities
Master of Education, Professional Studies in Learning Technologies	Twin Cities
Master of Public Health in Maternal and Child Health	Twin Cities
Distance Public Health Administration and Policy MPH	Twin Cities
Executive MPH in Public Health Administration and Policy	Twin Cities
Executive MPH in Public Health Practice	Twin Cities
Master of Science in Scientific and Technical Communication	Twin Cities
Master of Professional Studies in Sexual Health	Twin Cities
Master of Tribal Administration and Governance	Duluth
Master of Tribal Resource and Environmental Stewardship	Duluth

Doctorate Degrees: Doctor of Nursing Practice (DNP)

Area of Study	Campus
Adult/Gerontological Clinical Nurse Specialist DNP	Twin Cities
Adult Gerontological Primary Care Nurse Practitioner DNP	Twin Cities
Health Innovation and Leadership DNP	Twin Cities
Integrative Health and Healing DNP	Twin Cities
Nurse-Midwifery DNP	Twin Cities
Nursing Informatics DNP	Twin Cities
Post-Master's Doctor of Nursing Practice	Twin Cities
Pediatric Clinical Nurse Specialist DNP	Twin Cities
Psychiatric/Mental Health Nurse Practitioner DNP	Twin Cities
Women's Health/ Gender-Related Nurse Practitioner DNP	Twin Cities

Minors

Online minors provide a pathway for students throughout the system to gain a credential that leverages the tremendous breadth of the University.

Area of Study	Campus
Accounting	Crookston
Agricultural Business	Crookston
Communication	Crookston
Cybersecurity and Information Assurance	Crookston
English	Crookston
Entrepreneurship	Crookston
Finance	Crookston
Health Management	Crookston
Horticulture	Twin Cities
Humanities	Crookston
Infant and Early Childhood Mental Health	Twin Cities
Insect Science	Twin Cities
Integrative Therapies and Healing Practices	Twin Cities
International Business	Crookston
Learning Technologies	Twin Cities
Management	Crookston
Marketing	Crookston
Sport and Recreation Management	Crookston
Sustainability	Crookston
Writing	Crookston

Undergraduate Certificates

Area of Study	Campus
Agricultural Business Certificate	Crookston
Applied Business Certificate	Twin Cities
Business Administration Certificate	Duluth
Election Administration Certificate (undergraduate)	Twin Cities
Finance Certificate	Crookston
Health Management Certificate	Crookston
Long Term Care Management Certificate	Twin Cities
Manufacturing Management Certificate	Crookston
Sport and Recreation Management Certificate	Crookston

Graduate Certificates

Area of Study	Campus
Applied Biostatistics Certificate	Twin Cities
Election Administration Certificate (graduate)	Twin Cities
Human Sexuality Certificate	Twin Cities
Indigenous Environmental Systems and Economics Graduate Certificate	Duluth
Infant and Early Childhood Mental Health Certificate	Twin Cities
Integrative Therapies and Healing Practices Certificate	Twin Cities
K-12 Technology Integration Certificate	Twin Cities
Leadership for Managers Certificate	Twin Cities
Leadership for Science Professionals Certificate	Twin Cities
Leadership in Health Information Technology for Health Professionals Certificate	Twin Cities
Medical Industry Certificate	Twin Cities
Online Learning Certificate	Twin Cities
Parent Education Certificate	Twin Cities
Public Health Core Concepts Certificate	Twin Cities
Regulatory Affairs for Food Professionals Certificate	Twin Cities
Sex Therapy Certificate	Twin Cities
Strategic Management Certificate	Twin Cities
Strategic Marketing Certificate	Twin Cities
Talent Development and Gifted Education Certificate	Twin Cities
Technical Communication Certificate	Twin Cities
Transgender and Gender-Diverse Health Certificate	Twin Cities
Tribal Administration and Leadership Graduate Certificate	Duluth
Tribal Natural Resource Stewardship, Economics, and Law Graduate Certificate	Duluth
Tribal Sovereignty and Federal Indian Law Graduate Certificate	Duluth

Licensing Programs

Area of Study	Campus
Parent and Family Education Licensure	Twin Cities

Course Enrollment Trends

Enrollment in courses that are fully, primarily, or partially online has been increasing. The largest increase was seen during the pandemic; however, the upward trend in this type of course offering can be seen throughout the system.

Total Credits per Academic Year (not including independent study and study abroad)					
	2017-18	2018-19	2019-20	2020-21	2021-22
CROOKSTON					
Completely Online	23,293	24,881	25,165	29,080	25,131
Completely Online % of credits	43.6%	46.2%	48.6%	59.2%	55.9%
Primarily Online	0	0	0	0	0
Primarily Online % of class credits	0.0%	0.0%	0.0%	0.0%	0.0%
Partially Online	0	0	0	1,404	657
Partially Online % of class credits	0.0%	0.0%	0.0%	2.9%	1.5%
In Person Term Based	30,086	29,028	26,648	18,665	19,201
In Person % of class credits	56.4%	53.8%	51.4%	38.0%	42.7%
Total Credits	53,379	53,909	51,813	49,149	44,989
DULUTH					
Completely Online	21,971	23,765	31,462	214,313	49,134
Completely Online % of credits	7.3%	8.0%	10.8%	77.3%	18.5%
Primarily Online	1,131	746	461	0	0
Primarily Online % of class credits	0.4%	0.3%	0.2%	0.0%	0.0%
Partially Online	10,309	10,953	11,646	47,520	33,715
Partially Online % of class credits	3.4%	3.7%	4.0%	17.1%	12.7%
In Person Term Based	266,831	262,055	247,336	15,371	182,436
In Person % of class credits	88.9%	88.1%	85.0%	5.5%	68.8%
Total Credits	300,242	297,518	290,905	277,204	265,286
MORRIS					
Completely Online	1,600	1,412	2,087	18,401	8,951
Completely Online % of credits	3.4%	3.1%	5.0%	49.6%	26.0%
Primarily Online	0	0	0	48	0
Primarily Online % of class credits	0.0%	0.0%	0.0%	0.1%	0.0%
Partially Online	56	21	28	8,753	2,036
Partially Online % of class credits	0.1%	0.0%	0.1%	23.6%	5.9%
In Person Term Based	45,880	43,730	39,907	9,869	23,399
In Person % of class credits	96.5%	96.8%	95.0%	26.6%	68.0%
Total Credits	47,536	45,163	42,022	37,071	34,386

TWIN CITIES/ROCHESTER					
Completely Online	101,281	112,832	188,764	1,029,866	230,003
Completely Online % of credits	7.3%	8.1%	13.6%	74.6%	17.3%
Primarily Online	11,258	8,646	6,691	6,879	3,977
Primarily Online % of class credits	0.8%	0.6%	0.5%	0.5%	0.3%
Partially Online	22,254	21,838	23,874	74,822	74,918
Partially Online % of class credits	1.6%	1.6%	1.7%	5.4%	5.6%
In Person Term Based	1,258,288	1,246,087	1,169,969	269,666	1,022,360
In Person % of class credits	90.3%	89.7%	84.2%	19.5%	76.8%
Total Credits	1,393,082	1,389,402	1,389,298	1,381,233	1,331,258
INSTRUCTIONAL MODE DEFINITIONS					
Completely Online: All content is online with no in-person class meetings					
Primarily Online: Only 1-3 face-to-face class meetings with the rest of the content online					
Partially Online: More than 3 face-to-face class meetings with a significant amount of online delivery					
In-person: All class meetings are on-campus					

Non-Credit Offerings

The University of Minnesota partnership with Coursera, which dates to 2013, has been an excellent way to bring University of Minnesota knowledge and expertise to a much wider audience. As of April 2023, Coursera had over 123 million users registered on their learning platform. While these users are primarily interested in data science, computer science, and business, there is growing user demand for other educational pathways, including those related to the health sciences and disciplines adjacent to core areas. Currently, the University of Minnesota offers 13 specializations (collections of non-credit courses) and 70 individual non-credit courses, ranging from computer science and creativity to human resources and health informatics. The University of Minnesota has had over 2,300,000 total enrollments in our courses and close to 420,000 course completions. Recently, the Office of Distributed Learning has discussed new opportunities for non-credit specialization and some possible credit-based opportunities with several University units. Coursera has been a great way to introduce thousands of learners from across the globe to the tremendous educational opportunities at the University of Minnesota and has also brought in revenue.

Coursera Non-Credit Specializations

Area of Study	Campus
Analytics for Decision Making	Twin Cities
Cybersecurity in the Cloud	Twin Cities
Healthcare Marketplace	Twin Cities
Human Resource Management	Twin Cities
Information Systems	Twin Cities

Integrative Health and Medicine	Twin Cities
Integrative Nursing	Twin Cities
Nursing Informatics Leadership	Twin Cities
Recommender Systems	Twin Cities
Social Determinants of Health: Data to Action Specialization	Twin Cities
Software Development Lifecycle	Twin Cities
Software Testing and Automation	Twin Cities
User Interface Design	Twin Cities

Peer Comparisons

The most recent data on online programs and enrollments was gathered from Big Ten Academic Alliance (BTAA) schools for the 2020–21 academic year. Eleven of the fourteen BTAA schools provided data. System-level data was shared by Penn State, Indiana, Ohio State, Rutgers, and Minnesota. Several key takeaways included that 1) Penn State and Indiana outpace other BTAA schools in terms of both the number of programs offered and the number of graduates from online programs; and 2) Penn State, Indiana, Rutgers, and Illinois had more online graduates than the University of Minnesota. One final note: Illinois, Maryland, and Wisconsin would have shown substantially more online programs and students if they had reported system data. See the following figures for more detailed data.

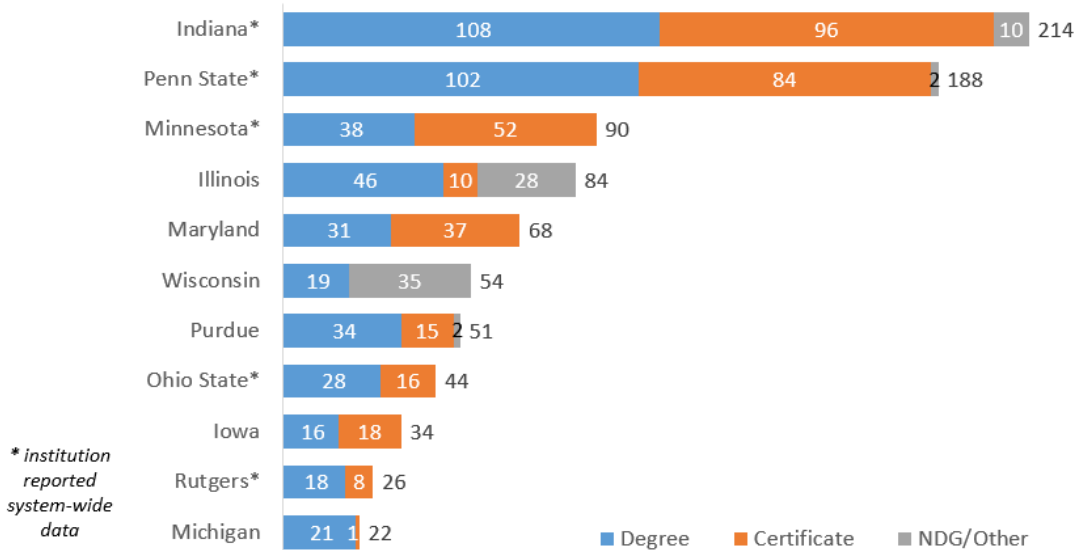
Big Ten Online Programs by Level/Type

Institution	Undergrad	UG Cert	Graduate	Grad Cert	NDG/Other	Total
Indiana*	31	30	77	66	10	214
Penn State*	44	18	58	66	2	188
Minnesota*	20	16	18	36	0	90
Illinois	1	0	45	10	28	84
Maryland	0	0	31	37	0	68
Wisconsin	5	0	14	0	35	54
Purdue	1	0	33	15	2	51
Ohio State*	7	6	21	10	0	44
Iowa	7	8	9	10	0	34
Rutgers*	3	3	15	5	0	26
Michigan	1	0	20	1	0	22

*institution reported systemwide data

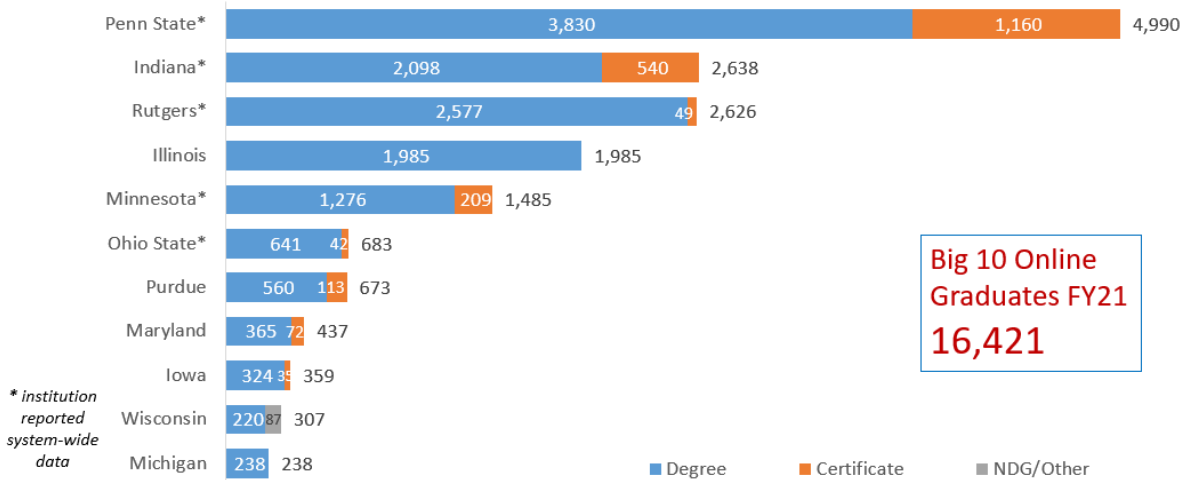
Online Programs

Online Programs Offered



Online Programs

Online Program Graduates (FY21)



Distributed Learning Strategy Update

Board of Regents | Mission Fulfillment Committee | June 8, 2023

Rachel Croson

Executive Vice President
and Provost

Eric Watkins

Vice Provost for
Distributed Learning



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

MPact 2025

Commitment 1: Student Success

Goal

Establish innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs.

Metric

Add one new distributed education program leveraging systemwide expertise each year.



Why Distributed Learning?

- Fully distributed learning
 - Access and opportunity
 - Flexibility
 - Access to the breadth of UMN expertise
 - International reach
 - Learner demographics
 - Adult learners
 - Part-time learners
- Enhance the **residential student experience**
 - Time to graduation
 - New educational pathways
 - Expertise beyond a single campus



University of Minnesota Online Program Summary

Program Type	Number
Bachelors	21
Masters	23
Doctorates of Nursing Practice	10
Licensing Programs	1
Grad Certs	24
Undergrad Certs	9
Total Credit Programs	88
Total Minors (Credit)	20
Coursera Specializations	13
Coursera MasterTrack	1
Prof Dev Certs	12
Total Noncredit	26

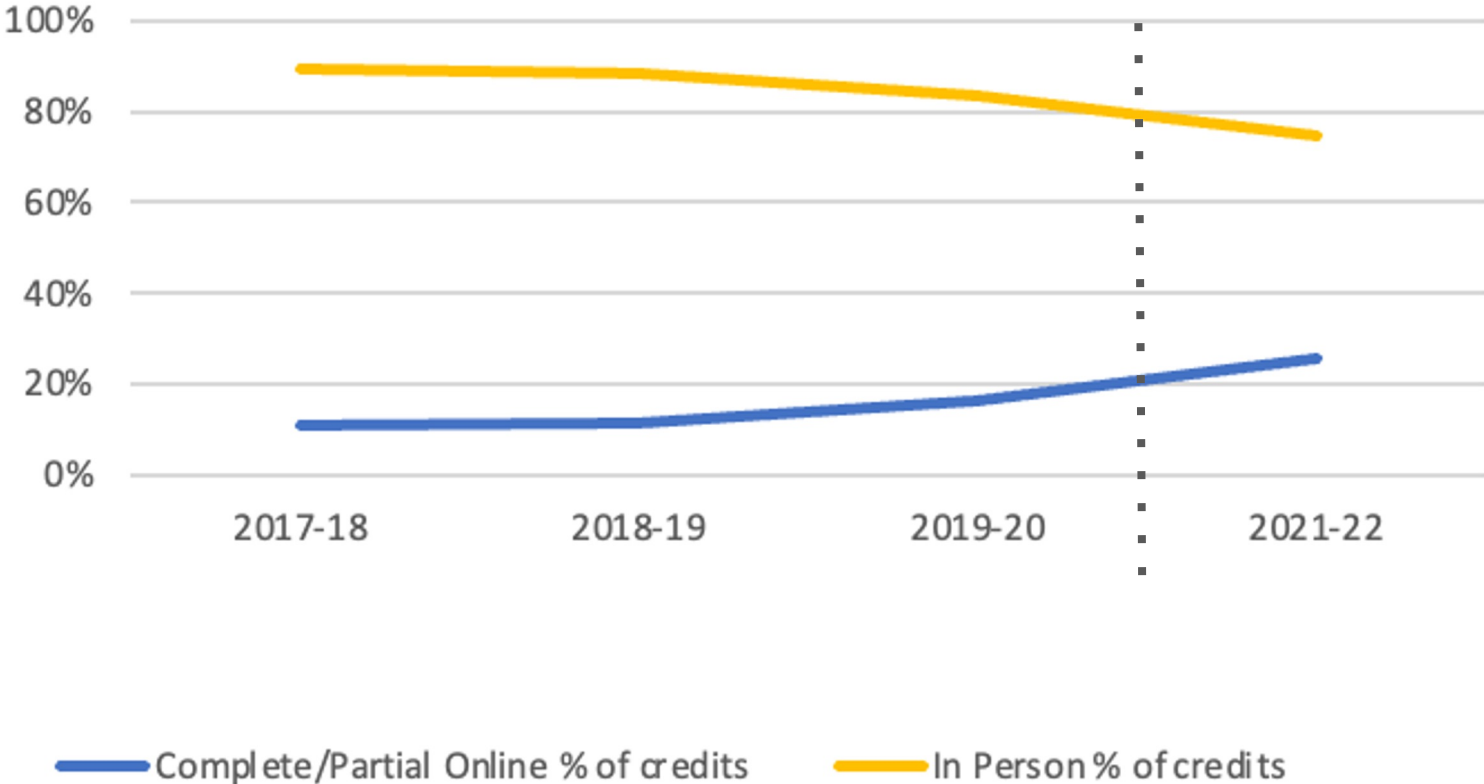


Big Ten Online Programs by Level/Type

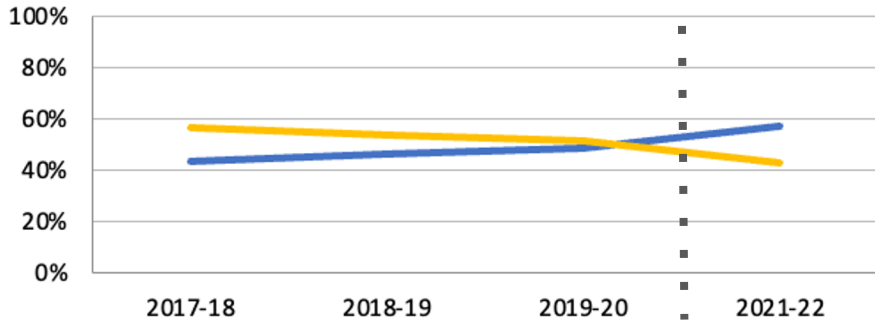
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Wisconsin	5	0	14	0	35	54
Purdue	1	0	33	15	2	51
Ohio State*	7	6	21	10	0	44
Iowa	7	8	9	10	0	34
Rutgers*	3	3	15	5	0	26
Michigan	1	0	20	1	0	22

*institution reported systemwide data

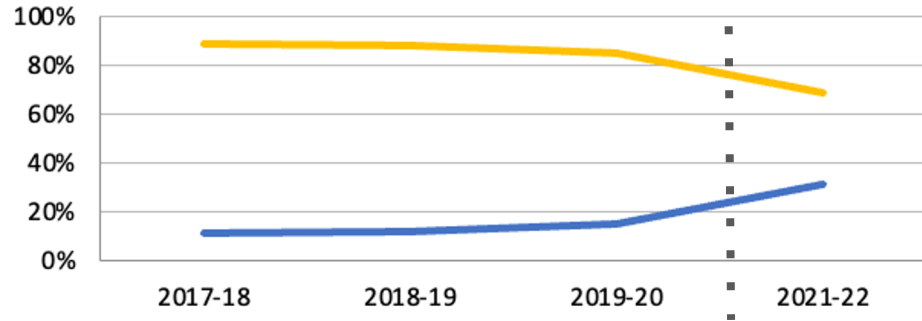
UMN System



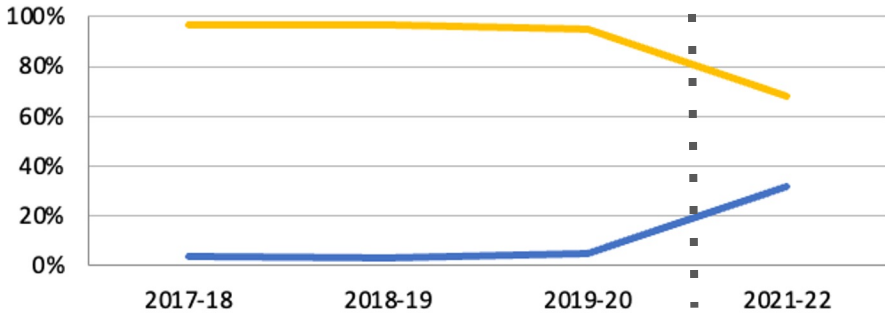
Crookston



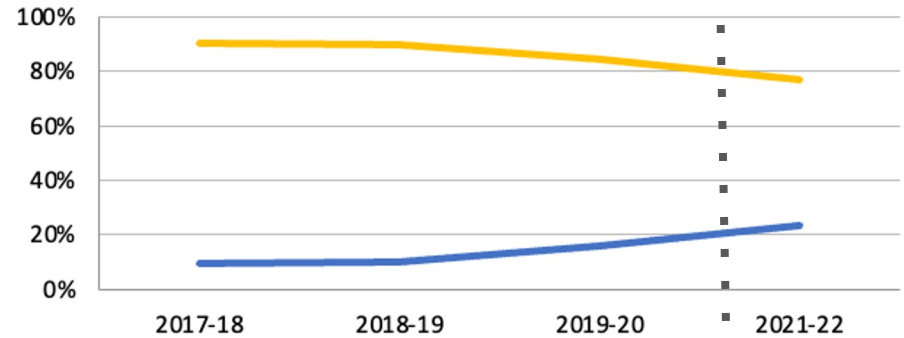
Duluth



Morris



Twin Cities / Rochester



Complete/Partial Online % of credits

In Person % of credits



Coursera

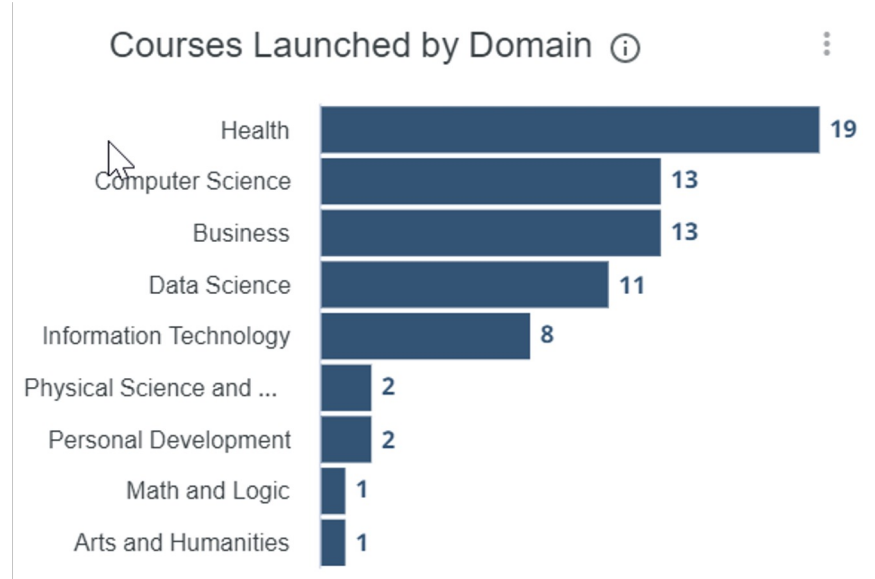
70 UMN non-credit offerings

415,000+ course completions
since 2013

International reach

Scale

Non-credit to credit pathways



Select Coursera offerings



The cover for the Nursing Informatics Leadership specialization features a background image of a hand reaching up towards a glowing Wi-Fi symbol. The University of Minnesota logo is in the top left corner.

Nursing Informatics Leadership
University of Minnesota

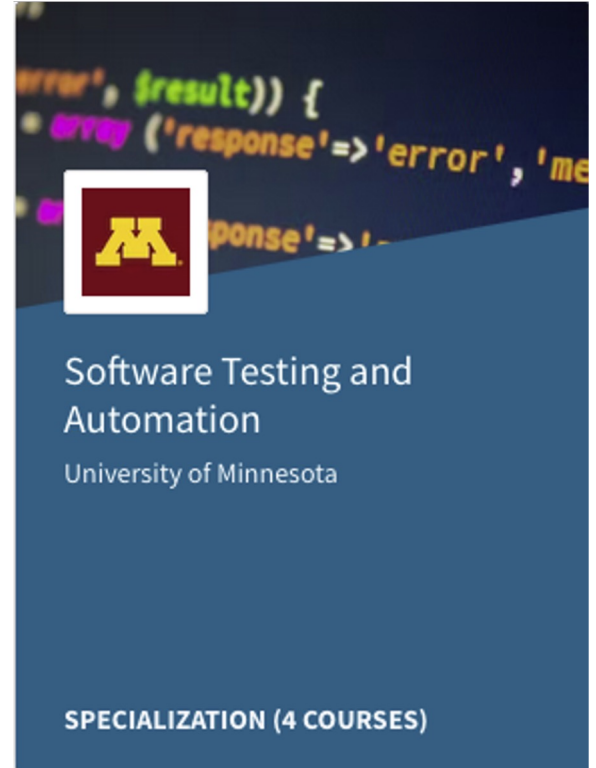
SPECIALIZATION (5 COURSES)



The cover for the Creative Problem Solving course features the text 'CREATIVE PROBLEM SOLVING' in large, bold letters. The word 'PROBLEM' is stylized with colorful gears. The University of Minnesota logo is in the top left corner.

Creative Problem Solving
University of Minnesota

COURSE



The cover for the Software Testing and Automation specialization features a background image of colorful code snippets. The University of Minnesota logo is in the top left corner.

Software Testing and Automation
University of Minnesota

SPECIALIZATION (4 COURSES)



Current Areas of Focus

1. Systemwide Programs

MPact 2025—Commitment 1: Student Success, Goal 3, Action 1

2. Degree Completion

3. Enabling Online Program Development



Systemwide Programs



Master of Tribal Resource and Environmental Stewardship (MTRES)

Aligns with UMN mission

Identified by external partner for growth potential

Pilot for program-level marketing

Marketing efforts are leading to increased enrollments



UMD Department of American Indian Studies
Sponsored · 🌱

The Master of Tribal Resource and Environmental Stewardship prepares you for leadership roles in the realm of Tribal natural resource management.



EFFECT CHANGE AND PROTECT NATURAL RESOURCES FOR FUTURE GENERATIONS. 

degreeinfo.umn.edu
Indigenous Environmental Stewardship [Learn more](#)

👍 Like 💬 Comment ➦ Share

Online Minors

Growth opportunity for academic units

Easier on-ramp to online programs

Increases number of online course options and additional credentials

Can be taken from students on all campuses

Enhance existing academic programs for students

Multi-I students taking 1 or more completely online classes in AY 2021-2022.		
	<i>Incoming</i>	<i>Outgoing</i>
<i>Crookston</i>	72	11
<i>Duluth</i>	49	87
<i>Morris</i>	4	92
<i>Twin Cities / Rochester</i>	108	43



Degree Completion

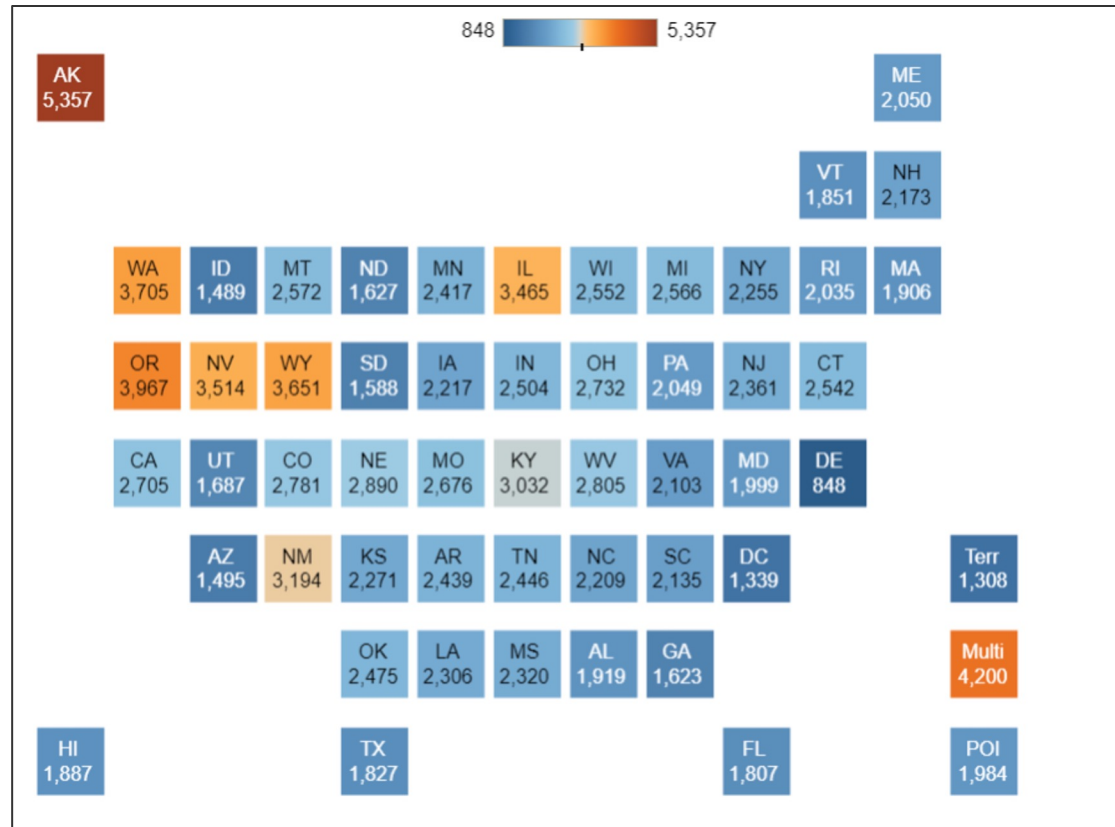


Degree Completion

Over 600,000 some credit,
no credential in MN

Recent increase due to the
pandemic (40.4 million in U.S.)

Many learners need flexible
delivery



Number of SCNC Students per 1,000 Undergraduates Enrolled by State

Source: Some College, No Credential Student Outcomes Annual Progress Report
AY 2021/22

Leveraging the University System for Degree Completion

Tuition rates

Modality

Credit for prior learning

Geography

Existing online programs



Enabling Online Program Development



Online Program Management

External vendors

Provide bundled services

Tuition share/fee-for-service

Absorb financial risk

Model is under pressure

(U.S. Department of Education)

Internal UMN service

Utilize existing capacity within University system

Maintain academic quality

Financial resources often not available

High levels of interest



Office of Distributed Learning as Online Program Manager

Coordinate creation and launch of new online programs

Develop financial models that build capacity while reducing financial burden on individual units

Connect units with vetted external partners (marketing)

Work with UMN central units to help maintain quality program delivery



Discussion

1

What opportunities does UMN have for degree completion?
How can UMN recruit and support returning students?
What are the barriers?

2

What are the gaps in student and employer demand for professional credentials that you could see that the University of Minnesota filling?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 8, 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 act on 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. Since the committee reviewed the amendments at the May meeting, no changes have been made.

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~~;

DRAFT for Action

- (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 DOCKET ITEM SUMMARY

Mission Fulfillment

June 8, 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

- Medical School (Twin Cities campus)—requests approval to create an Internal Medicine Critical Care Medicine Fellowship program, effective summer 2024.

II. Request for Approval of Changed Academic Programs

- Medical School (Twin Cities campus)—requests approval to change the name of the Pediatric Blood and Marrow Transplantation Fellowship program, effective summer 2023.

III. Request to Amend Approval of Promotion and Tenure Recommendations from May 2023

- The decision on two contract faculty promotion cases were still pending at the time of the May 2023 Board of Regents meeting. The decisions on these cases are now complete. In the College of Education and Human Development, Department of Educational Psychology, Professor Alisha Wackerle-Hollman is recommended for promotion to research associate professor and Professor Andrew Zieffler is recommended for promotion to teaching professor.
- Professor Bryan Freyberg from the Department of Mathematics and Statistics, Duluth Campus, was incorrectly listed as being recommended for promotion from contract assistant professor to associate professor with tenure.
- Professor Harsh Jain, also from Mathematics and Statistics, was incorrectly listed as being recommended for promotion from assistant professor on the tenure-track to contract associate professor.

IV. Request for Conferral of Tenure for New Hires

- Jeff Boissoneault, associate professor with tenure, Department of Anesthesiology, Medical School
- Alexander Boni-Saenz, professor with tenure, Law School
- Michelle Brown, associate professor with tenure, Department of Anthropology, College of Liberal Arts
- James Coleman, professor with tenure, Law School
- Melanie Graham, professor with tenure, Department of Surgery, Medical School
- Susan Gross Forneris, professor with tenure, School of Nursing
- Paul Hanstedt, professor with tenure, Center for Learning Innovation at the University of Minnesota Rochester
- Detlef Heck, professor with tenure, Department of Biomedical Sciences, Medical School
- Jessica Hoover, professor with tenure, Department of Chemistry, College of Science and Engineering
- Sapna Kumar, professor with tenure, Law School
- Sheryl Lightfoot, professor with tenure, Hubert H. Humphrey School of Public Affairs
- Nichola Lowe, professor with tenure, Hubert H. Humphrey School of Public Affairs
- Tricia Olsen, professor with tenure, Hubert H. Humphrey School of Public Affairs
- Jamie Prenkert, professor with tenure, Department of Strategic Management and Entrepreneurship, Carlson School of Management
- Kelsey Stoerzinger, associate professor with tenure, Department of Chemical Engineering and Materials Science, College of Science and Engineering
- Beau Webber, associate professor with tenure, Department of Pediatrics, Medical School

V. Request for Conferral of Emeritus Title

- Jane Wissinger, professor emeritus, Department of Chemistry, 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.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

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
June 8, 2023
Consent Report: Academic Program Changes**

I. Request for Approval of New Academic Programs

Medical School (Twin Cities campus)—requests approval to create an Internal Medicine Critical Care Medicine Fellowship program, effective summer 2024. The Medical School’s Department of Internal Medicine requests approval to establish a 24-month fellowship training program in Internal Medicine Critical Care Medicine for two subspecialty-trained fellows annually. The proposed program will include a general and a cardiology track, with the goal of meeting local workforce needs and addressing the shortage of critical care physicians both in Minnesota and nationally. This program will have direct financial support from M Health Fairview University of Minnesota Medical Care Center (UMMC). Should funding not be available from UMMC Fairview the Department of Medicine will be responsible for continuation of funding.

II. Request for Approval of Changed Academic Programs

Medical School (Twin Cities campus)—requests approval to change the name of the Pediatric Blood and Marrow Transplantation Fellowship program, effective summer 2023. The new name will be Pediatric Blood and Marrow Transplantation and Cellular Therapy Fellowship Program. This change will align the program with the fellowship program under its supervision, and will reflect more accurately the goals and expectations of the program and its fellows.

**Promotion and Tenure Recommendations Effective 2023-2024
Presented to the Mission Fulfillment Committee of the Board of Regents
June 8, 2023**

COLLEGE/CAMPUS		DEPARTMENT/UNIT	FROM		TO	
<u>Education and Human Development, College of</u>						
Alisha Wackerle-Hollman	Educational Psychology		Research Assistant Professor	C	Research Associate Professor	C
Andrew Zieffler	Educational Psychology		Teaching Associate Professor	C	Teaching Professor	C
<u>University of Minnesota Duluth</u>						
<u>Science and Engineering, Swenson College of</u>						
Bryan Freyberg	Mathematics and Statistics		Assistant Professor	C	Associate Professor	C
Harsh Jain	Mathematics and Statistics		Assistant Professor	TT	Associate Professor	T

Employment Status Symbols

C- Contract/term faculty
 TT - Probationary; tenure-track
 T - Indefinite tenure

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 8, 2023

Consent Report: Recommendation to Grant Tenure to New Hires

The Executive Vice President and Provost recommends fourteen external hires and two internal hires for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Jeff Boissoneault, associate professor with tenure, Department of Anesthesiology, Medical School

Professor Boissoneault is a pain neuroscientist whose research involves the application of behavioral, psychophysical, and neuroimaging-based approaches to improve mechanistic understanding of substance use, pain and related conditions, and their interactions. He earned his Ph.D. from the University of Florida where he was an associate professor.

Alexander Boni-Saenz, professor with tenure, Law School

Professor Boni-Saenz's scholarship is centered on age and aging, with a secondary interest in trust and estates. He earned his J.D. from the Harvard Law School in 2008. Professor Boni-Saenz will join the University of Minnesota from the Chicago-Kent College of Law where he is a professor.

Michelle Brown, associate professor with tenure, Department of Anthropology, College of Liberal Arts

Professor Brown is a leading scholar in the domains of primatology and behavioral ecology whose research addresses the fundamental question of how competition shapes the lives of social animals. She earned her Ph.D. in 2011 from Columbia University. Currently, Professor Brown is an assistant professor at the University of California at Santa Barbara.

James Coleman, professor with tenure, Law School

Professor Coleman's scholarship is centered on the regulation of international energy companies, with a particular focus is energy transport, including power lines, pipelines, and liquefied natural gas. He earned his J.D. in 2007 from the Harvard Law School. Professor Brown is currently a professor of law at Southern Methodist University.

Melanie Graham, professor with tenure, Department of Surgery, Medical School

Professor Graham is an expert in immune intervention and cell-based therapies as a treatment for such health issues as diabetes, obesity, and transplantation. She earned her Ph.D. in 2011 from Utrecht University. Dr. Graham has served as a contract associate professor in the University of Minnesota Department of Surgery since 2015.

Susan Gross Forneris, professor with tenure, School of Nursing

Professor Forneris' scholarship is focused on how teaching and learning strategies impact nurse achievement of competencies associated with clinical knowledge, critical thinking, communication, professionalism, and management of responsibilities. She earned her Ph.D. from the University of Minnesota in 2005. Previously, Dr. Forneris served as the Director of the Division for Innovation in Educational Excellence at the National League for Nursing.

Paul Hanstedt, professor with tenure, Center for Learning Innovation at the University of Minnesota Rochester

Professor Hanstedt's research interests involve our inherited assumptions around educational and pedagogical structures—those practices that we consider to be “normal” and thus implement in a way that lack intentionality. He earned his Ph.D. from The Ohio State University. Currently, Dr. Hanstedt is a professor at Washington and Lee University. He will serve as the Vice Chancellor for Academic Affairs and Innovation on the Rochester Campus starting in August.

Detlef Heck, professor with tenure, Department of Biomedical Sciences, Medical School

Professor Heck is a neuroscientist focused on the role of the cerebellum and its interactions with the cerebral cortex and subcortical structures. He earned his Ph.D. in 1994 from the Eberhard Karl University of Tübingen. Prior to joining the University of Minnesota, Dr. Heck was a professor at the University of Tennessee.

Jessica Hoover, professor with tenure, Department of Chemistry, College of Science and Engineering

Professor Hoover's research program uses mechanistic studies to understand and improve upon organic transformations with applications to health, energy and the environment. She earned her Ph.D. in 2009 from the University of Washington. Dr. Hoover joins the University of Minnesota from West Virginia University where she is an associate professor.

Sapna Kumar, professor with tenure, Law School

Professor Kumar's scholarship is centered on patent law with two areas of focus. One is the intersection of patent law and international law and the other is the intersection of U.S. patent law, federal courts, and administrative law. She earned her J.D. from the University of Chicago in 2003. Professor Kumar currently serves as a Professor of Law at the University of Houston.

Sheryl Lightfoot, professor with tenure, Hubert H. Humphrey School of Public Affairs

Professor Lightfoot's research focuses on bringing Indigenous-state relations into compliance with international human rights standards, including the implementation of the UN Declaration on the Rights of Indigenous Peoples. She earned her Ph.D. in 2009 from the University of Minnesota. Presently, Professor Lightfoot is an associate professor at the University of British Columbia.

Nichola Lowe, professor with tenure, Hubert H. Humphrey School of Public Affairs

Professor Lowe's research interests include urban and regional economic and labor adjustment, climate change and the future of work, immigrant labor market incorporation and inclusive innovation. She received her Ph.D. from the Massachusetts Institute of Technology (MIT) in 2003. Professor Lowe currently serves as a professor at the University of North Carolina, Chapel Hill.

Tricia Olsen, professor with tenure, Hubert H. Humphrey School of Public Affairs

Professor Olsen's research record includes transitional justice, the political economy and ethics of development, and business and human rights. She earned her Ph.D. in 2011 from the University of Wisconsin- Madison. Professor Olsen will join the University of Minnesota from the University of Denver where she is an associate professor.

Jamie Prenkert, professor with tenure, Department of Strategic Management and Entrepreneurship, Carlson School of Management

Professor Prenkert's research program focuses on ways that business acts as a mediating institution in postmodern society, both domestically and internationally. He earned his J.D. in 1998 from the Harvard Law School. He joins the University of Minnesota from Indiana University where he is a professor and Executive Associate Dean for Faculty and Research in the Kelley School of Business. Dr. Prenkert will serve as Dean of the Carlson School of Management starting in July.

Kelsey Stoerzinger, associate professor with tenure, Department of Chemical Engineering and Materials Science, College of Science and Engineering

Professor Stoerzinger's research interests span the (electro)chemical transformation of molecules into fuels, chemical feedstocks, and recovered resources. She earned her Ph.D. from the Massachusetts Institute of Technology (MIT) in 2016. Currently, Dr. Stoerzinger is an assistant professor at Oregon State University.

Beau Webber, associate professor with tenure, Department of Pediatrics, Medical School

Professor Webber's laboratory is focused on synergizing genome engineering, stem cell biology, and adoptive cellular therapy to develop novel treatments for genetic disease and cancer. He earned his Ph.D. in 2014 from the University of Minnesota. Dr. Webber has served as a contract assistant professor in the University of Minnesota Department of Pediatrics since 2017.

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 8, 2023

Consent Report: Conferral of Faculty Emeritus Title

The President requests approval to grant Dr. Jane Wissinger 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. Wissinger is a teaching professor in the Department of Chemistry, College of Science & Engineering, who will retire in August 2023 after 25 years of service as extraordinary contributor who has positively impacted the experiences of thousands of students. She has contributed to the teaching mission of the University and has been regularly sought out by her peers for advice on every aspect of chemistry education. These contributions include innovative instruction adopted nationally in the core STEM discipline of organic chemistry, national leadership in chemical education and the development/integration of green and sustainable chemistry, exceptional mentorship for many future educators, outreach and education for high school educators, and working tirelessly to ensure that University of Minnesota students have the best possible experience and learning outcomes. The tenured faculty of the Department of Chemistry voted unanimously to support approval of the granting of faculty emeritus status to Dr. Wissinger in March 2023, and has the endorsement of Dean Andrew Alleyne.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

June 8, 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

University, Student, Faculty, and Staff Activities and Awards

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

**University of Minnesota Board of Regents
Mission Fulfillment Committee
June 8, 2023**

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

University Highlights

A number of University of Minnesota graduate schools and programs on the Twin Cities campus [ranked among the nation's best in the latest edition of the U.S. News Best Graduate Schools Rankings](#).

The University of Minnesota [will receive a \\$20 million grant over five years](#) from the National Science Foundation (NSF) and the U.S. Department of Agriculture's National Institute of Food and Agriculture (NIFA) to lead a new National Artificial Intelligence Research Institute.

The Twin Cities campus has [earned a STARS® Gold rating in recognition of its sustainability achievements](#) from the Association for the Advancement of Sustainability in Higher Education (AASHE).

A [University of Minnesota-led team is leading a new \\$2 million National Science Foundation \(NSF\)](#) project aimed at developing a system to help researchers better study AI-powered news recommender systems.

The Carlson School of Management's [undergraduate curriculum redesign was recognized by the Association to Advance Collegiate Schools of Business \(AACSB\)](#) as a 2023 Innovations That Inspire award winner.

Faculty and Staff Awards and Activities

Boris I. Shklovskii, professor in the College of Science and Engineering, [has been elected as a member of the National Academy of Sciences \(NAS\)](#) for his excellence in original scientific research. Membership in the NAS is one of the highest honors given to a scientist or engineer.

Faith Miller, associate professor in the College of Education and Human Development, and Amanda Sullivan, professor in the College of Education and Human Development, [received a \\$5.3 million grant over five years from the U.S. Department of Education Mental Health Service Provider Demonstration Grant Competition](#).

Gary Eldon Peter, senior lecturer in the Department of Organizational Leadership, Policy, and Development, [won the Minnesota Book Award for Young Adult Literature for his novel, *The Complicated Calculus \(and Cows\) of Carl Paulsen*](#). It was also selected as best book of 2022 in the young adult fiction category by *NPR*.

Aks Zaheer, professor in the Carlson School of Management, [will receive the Irwin Outstanding Educator Award from the Strategic Management Division of the Academy of Management](#).