



Mission Fulfillment

May 2024

May 9, 2024

9:30 a.m.

Boardroom, McNamara Alumni Center

MIS - MAY 2024

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 9, 2024

AGENDA ITEM: Promotion and Tenure, and Annual Continuous Appointments

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Beth Lewis, Vice Provost for Faculty and Academic Affairs
Andres Gomez, College of Food, Agricultural and Natural Resources Sciences,
Twin Cities campus
Lacey Loomer, Labovitz School of Business and Economics, Duluth campus
Kelsey Metzger, Center for Learning Innovation, Rochester campus
Richard Thakor, Carlson School of Management, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is to review and act on recommendations related to promotion and tenure, and annual continuous appointments. Those recommendations include 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 2024–2025. In addition, this item provides an overview of promotion and tenure processes and trends at the University.

After careful review and due consideration, the senior academic officers of the University make the following recommendations:

- The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the attached document who are members of the faculty of the Crookston, Morris, Rochester, and Twin Cities campuses.
- The Chancellor of the Duluth campus, in accordance 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 on the attached document, who are members of the Duluth faculty.
- The Executive Vice President and Provost recommends continuous appointment status for staff in the academic professional series in the Law Library and University Libraries.

This item will also provide detailed statistics concerning the composition of the faculty group being recommended for promotion and/or tenure by gender, race/ethnicity, and rank. Additionally, a panel of faculty members under consideration for tenure and/or promotion will present highlights of their past and future work. Information on those faculty members is included below.

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 for staff in the academic professional employee category. Board approval of this personnel action is required by Board and Administrative policies.

Faculty Presenters

- Andres Gomez, Ph.D., is an Assistant Professor in the Animal Microbiomics Department of the College of Food, Agricultural and Natural Resources Sciences on the Twin Cities campus. His lab studies the factors that shape the composition and function of the microbiome associated to animals and humans. To that end, he applies a system-level view of microbes and host, using meta-OMIC techniques (metagenomics, metabolomics, transcriptomics), along with bioinformatic, machine learning, and statistical tools. This approach is used to understand how the microbiome interacts with the host, influencing host nutrition, health, and evolution. Over the past decade, Gomez has emerged as an expert on microbiome diversity and has given a prolific number of invited talks and addresses.
- Lacey Loomer, Ph.D., is an Assistant Professor of Health Care Management in the Department of Economics and Health Care Management of the Labovitz School of Business and Economics on the Duluth campus. Her research focuses on long-term services and supports, rural health care, and Medicare payment policy. She enjoys teaching passionate undergraduates in the health care management program and is looking forward to watching them excel in health care leadership positions after graduation. She has published in outlets such as the *Journal of American Medical Association*, the *Journal of General Internal Medicine*, and the *Journal of American Geriatrics Society*. Her research has been featured in the *Wall Street Journal*, *Forbes*, and on WBUR radio.
- Kelsey Metzger, D.A., is an Associate Professor at the Center for Learning Innovation on the Rochester campus. Metzger's research focuses on learning about how students think about their learning and engage in self-assessment of knowledge, and the practices that instructors can implement in their courses to help students become more successful, self-regulated learners. Given the Rochester campus' unique context of teaching exclusively in Active Learning Classrooms, she is also interested in how classroom environments and the design of learning activities impact students, both with respect to student academic achievement outcomes, and student perceptions of their learning and sense of belonging to an academic community. She further views curriculum design and teaching as infinitely perfectible endeavors worthy of thoughtful and continual revision that relies on newly emerging insights from published literature and evidence of student learning and/or development resulting from course-level and curriculum-level assessment.
- Richard T. Thakor, Ph.D., is an Assistant Professor of Finance at the Carlson School of Management on the Twin Cities campus. He is a Research Affiliate at the MIT Laboratory for Financial Engineering and is a Research Affiliate at the WFA Center for Finance and Accounting Research at Washington University in St. Louis. He joined the finance department at the University of Minnesota in June 2016 after earning his Ph.D. in Financial Economics from MIT. He also holds an M.S. in Management Research from MIT, an M.Sc. in Finance and Economics from the London School of Economics, and a B.A. (summa cum

laude) in Economics and Psychology from Washington University in St. Louis. Prior to earning his Ph.D., he worked in investment management as a Derivatives Trading Analyst. His research interests are in empirical and theoretical corporate finance, in the areas of R&D and innovation, healthcare finance, financial institutions, and the effects of access to financing on small firms. His most recent research has revolved around innovative health care finance as well as a recent publication on farming finances in relation to hydraulic fracturing (fracking) leases.

INTERIM PRESIDENT'S RECOMMENDATION

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

Executive Summary

2023-24 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 2014, 2015, and 2016. There were 334 faculty who began their appointments in this three-year group. After seven years, 50% 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 53%.

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 49% and 55.5% for white faculty. The success rate for women and men was 56% 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 2023-2024 Promotion and Tenure Review

Table 1 contains all recommendations by campus for both regular and term faculty:

In 2023-2024, a total of 276 cases were evaluated across the University of Minnesota system. There were 142 cases for regular faculty and 133 cases for contract faculty. Of the 142 cases for regular faculty, 116 cases came from the Twin Cities campus, 4 cases from the Crookston campus, 15 cases from the Duluth campus, 6 cases from the Morris campus, and one case from the Rochester campus.

TABLE 1
23-24 Faculty Promotion and/or Tenure Recommendations by Campus

Campus	Regular	Contract	Total
Twin Cities	116	134	250
Crookston	4	0	4
Duluth	15	0	15
Morris	6	0	6
Rochester	1	0	1
Total	142	134	276

For **regular faculty**, there are 72 assistant professors on probationary appointments who were reviewed: 69 of them are recommended for tenure and promotion to the rank of associate professor and 3 are recommended for non-reappointment.

Five associate professors on a probationary appointment are recommended for conferral of indefinite tenure in rank. One associate professor on a probationary appointment is recommended for tenure and promotion to professor.

Of the 74 associate professors with tenure, 68 are recommended for promotion to professor, five are recommended for continuation in rank.

For **contract faculty**, 104 assistant professors are recommended for promotion to associate professor, and 29 associate professors are recommended for promotion to professor.

Of the 275 total cases, 128 are men (47%) and 147 are women (53%). For the regular faculty, 68 (48%) are men and 74 (52%) are women. For the contract faculty, 60 (45%) are men and 73 (55%) are women. In addition, 62 decisions (23%) 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 2 contains all recommendations by gender and category of rank for both regular and term faculty.

TABLE 2
23-24 Faculty Promotion and/or Tenure Recommendations by Rank and Gender

<i>Regular Faculty (Tenure-Track and Tenured Cases)</i>	Male	Female	Total
Assistant professor probationary to associate professor with tenure	30	39	69
Associate professor probationary to associate professor with tenure	3	2	5
Associate professor probationary to professor with tenure	1	0	1
Associate professor with tenure to professor with tenure	35	33	68
Continuation in rank – associate professor with tenure	3	2	5
Non-reappointment – assistant professor probationary	3	0	3
<i>Total Tenure-Track/Tenured Cases</i>	68 (48%)	74 (52%)	142 (100%)
<i>Term/Contract Faculty (Non-Tenure Track)</i>	Male	Female	Total
Assistant professor to associate professor without tenure	44	60	104
Associate professor to professor without tenure	16	13	29
<i>Total Term Faculty Cases</i>	60 (45%)	73 (55%)	133 (100%)
GRAND TOTAL	128 (47%)	147 (53%)	275 (100%)

Tables 3 through 5 contain faculty numbers by race/ethnicity and gender:

TABLE 3
23-24 Faculty Promotion and/or Tenure Recommendations by Ethnicity and Gender

Race/Ethnicity	Male	Female	Total
American Indian or Alaska Native	1	1	2
Asian	21	12	33
Black or African American	2	9	11
Hispanic/Latino	3	3	6
International/nonresident	4	3	7
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	6	4	10
Unknown/not specified	5	3	7
White	86	112	198
Total	128	147	275

TABLE 4
All Tenured/Tenure-Track Faculty Systemwide by Race/Ethnicity and Gender

Race/Ethnicity	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian or Alaska Native	7	<1%	15	<1%	22	<1%
Asian	262	17%	152	6%	414	15%
Black or African American	52	2%	52	2%	104	4%
Hispanic/Latino	52	2%	41	2%	93	3%
International/nonresident	87	3%	48	3%	135	5%
Native Hawaiian or Pacific Islander	2	<1%	2	<1%	4	<1%
Two or more races	23	<1%	19	<1%	42	2%
Unknown/not specified	29	1%	30	1%	59	2%
White	1,068	40%	736	27%	1,804	67%
Total	1,582	59%	1,095	41%	2,677	100%

TABLE 5
All Contract Faculty Systemwide by Race/Ethnicity and Gender

Race/Ethnicity	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian or Alaska Native	1	<1%	4	<1%	5	<1%
Asian	132	9%	85	6%	217	15%
Black or African American	17	1%	25	2%	42	3%
Hispanic/Latino	22	1.5%	24	1.6%	46	3%
International/nonresident alien	31	2%	24	2%	55	4%
Native Hawaiian or Pacific Islander	2	<1%	1	<1%	3	<1%
Two or more races	15	1%	14	<1%	29	2%
Unknown/not specified	51	3%	33	2%	84	6%
White	472	32%	505	35%	977	67%
Total	743	51%	715	49%	1,458	100%

Tables 6 and 7 contain three-year rolling averages for time in rank as an associate professor before promotion to professor:

TABLE 6
Years in Rank as Associate Professor Before Promotion to Professor
Three-Year Rolling Average by Race/Ethnicity

Race/Ethnicity	2016-2018	2019-2021	2022-2024	Overall
Asian	6.7	6.4	7.4	6.8
Underrepresented Minorities	5.7	10.1	5.9	9.1
White/Not Specified	8.1	9.0	8.0	8.4
Three-Year Average	6.8	8.5	7.1	7.5

TABLE 7
Years in Rank as Associate Professor Before Promotion to Professor
Three-Year Rolling Average by Gender

Gender	2016-2018	2019-2021	2022-2024	Overall
Women	8.6	9.6	8.1	8.8
Men	7.2	7.9	7.4	7.5
Three-Year Average	7.9	8.8	7.8	8.2

Promotion and Tenure Recommendations Effective 2023-2024

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 129 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

Nearly 90% 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.

2023-2024 Candidates for Continuous Appointment

This year, the executive vice president and provost recommends to the Board of Regents three 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 2024-2025 appointment period.

Continuous Appointment Recommendations

Law Library

N/A

From

To

Law School

N/A

From

To

Libraries - Twin Cities

Abbazio, Jessica

From

Assistant Librarian

To

Associate Librarian
with continuous appointment

Bergland, Kristen

Assistant Librarian

Associate Librarian
with continuous appointment

Hennesy, Cody

Associate Librarian

Associate Librarian
with continuous appointment

Promotion and Tenure Recommendations Effective 2024-2025
Presented to the Mission Fulfillment Committee of the Board of Regents, May 9, 2024

COLLEGE/CAMPUS		DEPARTMENT/UNIT	FROM	TO	
Candidate Last Name, First Name					
<u>University of Minnesota Crookston</u>					
Daniels	Shari	Humanities, Social Sciences, and Education	Assistant Professor	TT	Associate Professor T
Gust	Anita	Math, Science, and Technology	Assistant Professor	TT	Associate Professor T
Lundbohm	Rachel	Business	Assistant Professor	TT	Associate Professor T
Wieland	Oxana	Business	Assistant Professor	TT	Associate Professor T
<u>University of Minnesota Duluth</u>					
Arts, Humanities, and Social Sciences, College of					
Denzler	Natalie	History, Political Science, and International Studies	Assistant Professor	TT	Associate Professor T
Haglin	Kathryn	History, Political Science, and International Studies	Assistant Professor	TT	Associate Professor T
Khaleghi Yazdi	Maryam	Art and Design	Assistant Professor	TT	Associate Professor T
Olin	Matthew	Art and Design	Assistant Professor	TT	Associate Professor T
Business and Economics, Labovitz School of					
Dauner	Kimberly	Economics and Health Care Management	Associate Professor	T	Professor T
Loomer	Lacey	Economics and Health Care Management	Assistant Professor	TT	Associate Professor T
McIntosh	Christopher	Economics and Health Care Management	Associate Professor	T	Professor T
Sinha	Kanhaiya	Management Studies	Assistant Professor	TT	Associate Professor T
Education and Human Service Professions, College of					
Balint Langel	Orsolya	Education	Assistant Professor	TT	Associate Professor T
LaCaille	Lara	Psychology	Associate Professor	T	Professor T
Nguyen-Feng	Viann	Psychology	Assistant Professor	TT	Associate Professor T
Slowiak	Julie	Psychology	Associate Professor	T	Professor T
Science and Engineering, Swenson College of					
Johnson	Nathan	Computer Science	Associate Professor	T	Professor T
Knight	Sophia	Civil Engineering	Assistant Professor	TT	Associate Professor T
Xie	Weiguo	Chemical Engineering	Associate Professor	T	Professor T
<u>University of Minnesota Morris</u>					
Demetriou	Daniel	Division of the Humanities- Philosophy	Associate Professor	T	Professor T
Granholt	Lucas	Division of the Humanities- Theatre	Assistant Professor	TT	Associate Professor T
Peters	Heather	Division of Social Sciences- Psychology	Associate Professor	T	Professor T
Pirinelli-Deslauriers	Alyssa	Division of Science and Mathematics- Chemistry	Assistant Professor	TT	Associate Professor T
Pirinelli-Deslauriers	Stephen	Division of Science and Mathematics- Biology	Assistant Professor	TT	Associate Professor T
Waye	Heather	Division of Science and Mathematics- Biology	Associate Professor	T	Professor T
<u>University of Minnesota Rochester</u>					
Metzger	Kelsey	Center for Learning Innovation	Associate Professor	T	Professor T
<u>University of Minnesota Twin Cities</u>					
Biological Sciences, College of					
Adamala	Kate	Genetics, Cell Biology and Development	Assistant Professor	TT	Associate Professor T
Costa	Kyle	Plant and Microbial Biology	Assistant Professor	TT	Associate Professor T
Prescott	Kristina	Biology Teaching and Learning	Assistant Professor	C	Associate Professor C
Scott	Cheryl	Biology Teaching and Learning	Assistant Professor	C	Associate Professor C
Wardill	Trevor	Ecology, Evolution and Behavior	Assistant Professor	TT	Associate Professor T
Willis	Charlie	Biology Teaching and Learning	Assistant Professor	C	Associate Professor C
Zhang	Feng	Plant and Microbial Biology	Assistant Professor	TT	Associate Professor T
Dentistry, School of					
Arnett	Michelle	Primary Dental Care	Assistant Professor	TT	Associate Professor T
Engstrom	Wendy	Primary Dental Care	Assistant Clinical Professor	C	Associate Clinical Professor C
Flavin	Keely	Primary Dental Care	Assistant Clinical Professor	C	Associate Clinical Professor C
Jones	Robert	Developmental and Surgical Sciences	Associate Professor	T	Professor T
Mays	Keith	Restorative Sciences	Associate Professor	T	Professor T
Olson	Julie	Diagnostic and Biological Sciences	Associate Professor	T	Professor T
Design, College of					
Moses	Terresa	Graphic Design, Apparel Design, Retail Merchandising, and F	Assistant Professor	TT	Associate Professor T
Education and Human Development, College of					
Allen	Laura	Educational Psychology	Assistant Professor	TT	Associate Professor T
Antunovic	Dunja	School of Kinesiology	Assistant Professor	TT	Associate Professor T
Blakey	Joan	School of Social Work	Associate Professor	T	Professor T

Byiers	Breanne	Educational Psychology	Assistant Professor	C	Associate Professor	C
Choy-Brown	Mimi	School of Social Work	Assistant Professor	TT	Associate Professor	T
Christman	Seth	Educational Psychology	Assistant Professor	C	Associate Professor	C
Clarkson	Lesia	Curriculum and Instruction	Associate Professor	T	Professor	T
Ferguson	Gail	Institute of Child Development	Associate Professor	T	Professor	T
George	Jennifer	Family Social Science	Assistant Professor	C	Associate Professor	C
Golos	Debbie	Educational Psychology	Associate Professor	T	Professor	T
Mehus	Christopher	Family Social Science	Assistant Professor	C	Associate Professor	C
Mills	Caitlin	Educational Psychology	Assistant Professor	TT	Associate Professor	T
Wolff	Jason	Educational Psychology	Associate Professor	T	Professor	T
Food, Agricultural and Natural Resource Sciences, College of						
Çakir	Metin	Applied Economics	Associate Professor	T	Professor	T
Dockry	Michael	Forest Resources	Assistant Professor	TT	Associate Professor	T
Gomez	Andres	Animal Science	Assistant Professor	TT	Associate Professor	T
Hansen	Gretchen	Fisheries, Wildlife and Conservation Biology	Assistant Professor	TT	Associate Professor	T
Jin	Zhenong	Bioproducts and Biosystems Engineering	Assistant Professor	TT	Associate Professor	T
Jungers	Jacob	Agronomy and Plant Genetics	Assistant Professor	TT	Associate Professor	T
Larkin	Daniel	Fisheries, Wildlife and Conservation Biology	Associate Professor	T	Professor	T
Phelps	Nicholas	Fisheries, Wildlife and Conservation Biology	Associate Professor	T	Professor	T
Twine	Tracy	Soil, Water and Climate	Associate Professor	T	Professor	T
Zobel	John	Forest Resources	Assistant Professor	TT	Associate Professor	T
Hubert H. Humphrey School of Public Affairs						
Oelberger	Carrie	Leadership and Management Area	Assistant Professor	TT	Associate Professor	T
Law School						
Rozenshtein	Alan	Law School	Associate Professor	TT	Associate Professor	T
Liberal Arts, College of						
Algeri	Sara	School of Statistics	Assistant Professor	TT	Associate Professor	T
Beal	Sophia	Spanish and Portuguese Studies	Associate Professor	T	Professor	T
Brown	Tony	Cultural Studies and Comparative Literature	Associate Professor	T	Professor	T
Collins	Kathleen	Political Science	Associate Professor	T	Professor	T
Cormany	Diane	Hubbard School of Journalism and Mass Communication	Assistant Professor	C	Associate Professor	C
DeYoung	Colin	Psychology	Associate Professor	T	Professor	T
Gallope	Michael	Cultural Studies and Comparative Literature	Associate Professor	T	Professor	T
Harness	Kelley	School of Music	Associate Professor	T	Professor	T
Hayes	Kat	Anthropology	Associate Professor	T	Professor	T
Hennefeld	Margaret	Cultural Studies and Comparative Literature	Associate Professor	T	Professor	T
Isett	Christopher	History	Associate Professor	T	Professor	T
Kearney	Douglas	English	Associate Professor	T	Professor	T
Liebler	Carolyn	Sociology	Associate Professor	T	Professor	T
Luxon	Nancy	Political Science	Associate Professor	T	Professor	T
Marcotte	Jean-Philippe	Institute of Linguistics	Assistant Professor	C	Associate Professor	C
Monnier	Gilliane	Anthropology	Associate Professor	T	Professor	T
Moses Haller	Monica	Art	Assistant Professor	TT	Associate Professor	T
Myers	Daniel	Political Science	Assistant Professor	TT	Associate Professor	T
Painter	Karen	School of Music	Associate Professor	T	Professor	T
Phelps	Michelle	Sociology	Associate Professor	T	Professor	T
Reese	Brian	Institute of Linguistics	Assistant Professor	C	Associate Professor	C
Schmid	Christina	Art	Assistant Professor	C	Associate Professor	C
Seastrand	Anna	Art History	Assistant Professor	TT	Associate Professor	T
Sommerfeldt	Erich	Hubbard School of Journalism and Mass Communication	Associate Professor	T	Professor	T
Swartz	Teresa	Sociology	Associate Professor	T	Professor	T
Tageldin	Shaden	Cultural Studies and Comparative Literature	Associate Professor	T	Professor	T
Toff	Benjamin	Hubbard School of Journalism and Mass Communication	Assistant Professor	TT	Associate Professor	T
von Dassow	Eva	Classical and Near Eastern Religions and Cultures	Associate Professor	T	Professor	T
Vraga	Emily	Hubbard School of Journalism and Mass Communication	Associate Professor	T	Professor	T
Vrieze	Scott	Psychology	Associate Professor	T	Professor	T
Management, Carlson School of						
Bapna	Sofia	Information and Decision Sciences	Assistant Professor	TT	Associate Professor	T
Bi	Xuan	Information and Decision Sciences	Assistant Professor	TT	Associate Professor	T
Ertekin	Necati	Supply Chain and Operations	Assistant Professor	TT	Associate Professor	T
Salomao	Juliana	Finance	Assistant Professor	TT	Associate Professor	T
Thakor	Richard	Finance	Assistant Professor	TT	Associate Professor	T
Zhang	Gaoqing	Accounting	Associate Professor	T	Professor	T
Zhu	Yi	Marketing	Associate Professor	T	Professor	T

Medical School

Adam	Patricia	Family Medicine and Community Health	Associate Professor	C	Professor	C
Aggarwal	Varun	Pediatrics	Assistant Professor	C	Associate Professor	C
Ambrose	Matt	Pediatrics	Assistant Professor	C	Associate Professor	C
Allen	Jeffrey	Neurology	Associate Professor	C	Professor	C
*Alpern	Jonathan	Medicine	Assistant Professor	C	Associate Professor	C
Armbrust	Karen	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
Azeem	Nabeel	Medicine	Assistant Professor	C	Associate Professor	C
Baughn	Anthony	Microbiology and Immunology	Associate Professor	T	Professor	T
Bhargava	Amit	Surgery	Assistant Professor	C	Associate Professor	C
*Bilal	Mohammad	Medicine	Assistant Professor	C	Associate Professor	C
Blanco	Roberto	Anesthesiology	Assistant Professor	C	Associate Professor	C
Boucher	Alex	Pediatrics	Assistant Professor	C	Associate Professor	C
Burton	Susan	Medicine	Assistant Professor	C	Associate Professor	C
*Busch	Andrew	Medicine	Associate Professor	C	Professor	C
*Candy	Amy	Medicine	Assistant Professor	C	Associate Professor	C
*Carlson	Selma	Medicine	Assistant Professor	C	Associate Professor	C
Carpenter	Adam	Neurology	Assistant Professor	C	Associate Professor	C
Cayci	Zuzan	Radiology	Associate Professor	C	Professor	C
*Chinnadurai	Sivakumar	Otolaryngology - Head and Neck Surgery	Associate Professor	C	Professor	C
Contag	Stephen	Obstetrics, Gynecology and Women's Health	Associate Professor	C	Professor	C
Dougherty	Brendan	Family Medicine and Community Health	Assistant Professor	TT	Associate Professor	T
Drake	Justin	Pharmacology	Assistant Professor	TT	Associate Professor	T
*Drake	Tyler	Medicine	Assistant Professor	C	Associate Professor	C
Dresner	Harley	Otolaryngology - Head and Neck Surgery	Assistant Professor	C	Associate Professor	C
*Dreyfuss	Andrea	Emergency Medicine	Assistant Professor	C	Associate Professor	C
*Duan Porter	Wei	Medicine	Assistant Professor	C	Associate Professor	C
Ebens	Christen	Pediatrics	Assistant Professor	C	Associate Professor	C
Eckerle	Judith	Pediatrics	Associate Professor	C	Professor	C
Engel	Melissa	Pediatrics	Assistant Professor	C	Associate Professor	C
Erickson	Britt	Obstetrics, Gynecology and Women's Health	Assistant Professor	TT	Associate Professor	T
Fahim	Nancy	Pediatrics	Assistant Professor	C	Associate Professor	C
Fok	Cynthia	Urology	Assistant Professor	C	Associate Professor	C
Fromer	Ilana	Anesthesiology	Assistant Professor	C	Associate Professor	C
*Galloway-Gilliam	Ilesha	Medicine	Assistant Professor	C	Associate Professor	C
Goldfarb	Noah	Dermatology	Assistant Professor	C	Associate Professor	C
Grande	Andrew	Neurosurgery	Associate Professor	C	Professor	C
Gupta	Ashish	Pediatrics	Assistant Professor	C	Associate Professor	C
*Harris	Andrew	Medicine	Associate Professor	C	Professor	C
Hobday	Patricia	Pediatrics	Assistant Professor	C	Associate Professor	C
Hoven	Noelle	Radiology	Assistant Professor	C	Associate Professor	C
Huang	Tina	Otolaryngology - Head and Neck Surgery	Assistant Professor	C	Associate Professor	C
Hudock	Rebekah	Pediatrics	Assistant Professor	C	Associate Professor	C
*Hust	Kate	Medicine	Assistant Professor	C	Associate Professor	C
Hutchins	Jacob	Anesthesiology	Associate Professor	C	Professor	C
Hutto	Sarah	Obstetrics, Gynecology and Women's Health	Assistant Professor	C	Associate Professor	C
Idiyatullin	Djaudat	Radiology	Assistant Professor	C	Associate Professor	C
Johnson	Andrew	Laboratory Medicine and Pathology	Assistant Professor	C	Associate Professor	C
Johnson	Luke	Neurology	Assistant Professor	TT	Associate Professor	T
Jones	Kristen	Neurosurgery	Assistant Professor	C	Associate Professor	C
Karam	Sabine	Medicine	Assistant Professor	C	Associate Professor	C
Karger	Amy	Laboratory Medicine and Pathology	Associate Professor	C	Professor	C
Kay	Kendrick	Radiology	Assistant Professor	TT	Associate Professor	T
Koob	Michael	Laboratory Medicine and Pathology	Associate Professor	T	Professor	T
Kunisaki	Ken	Medicine	Associate Professor	C	Professor	C
Langlois	Ryan	Microbiology and Immunology	Associate Professor	T	Professor	T
Lindenbaum	Larry	Anesthesiology	Assistant Professor	C	Associate Professor	C
Logeais	Mary	Medicine	Assistant Professor	C	Associate Professor	C
Loth	Katie	Family Medicine and Community Health	Assistant Professor	TT	Associate Professor	T
Lund	Troy	Pediatrics	Associate Professor	T	Professor	T
Luquette	Mark	Laboratory Medicine and Pathology	Assistant Professor	C	Associate Professor	C
Maguiness	Sheilagh	Dermatology	Associate Professor	C	Professor	C
Marcotte	Erin	Pediatrics	Assistant Professor	TT	Associate Professor	T
Markowitz	Rebecca	Medicine	Assistant Professor	C	Associate Professor	C
Martin	Christopher	Orthopedic Surgery	Assistant Professor	C	Associate Professor	C
*Mathews	Benji	Medicine	Associate Professor	C	Professor	C
Mazepa	Marshall	Medicine	Assistant Professor	C	Associate Professor	C
McEwen	Scott	Pediatrics	Assistant Professor	C	Associate Professor	C
McGovern	Robert	Neurosurgery	Assistant Professor	C	Associate Professor	C
Melnik	Tanya	Medicine	Assistant Professor	C	Associate Professor	C

Melzer	Anne	Medicine	Assistant Professor	C	Associate Professor	C
Metzler	Abby	Neurology	Assistant Professor	C	Associate Professor	C
Mokhtarzadeh	Ali	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
*Morgan	Sara	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Mroz	Pawel	Laboratory Medicine and Pathology	Assistant Professor	C	Associate Professor	C
Murray	Aimee	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
*Muthyala	Brian	Medicine	Assistant Professor	C	Associate Professor	C
Nascene	David	Radiology	Associate Professor	C	Professor	C
Naselarlis	Thomas	Neuroscience	Associate Professor	TT	Associate Professor	T
Nathan	Brandon	Pediatrics	Associate Professor	C	Professor	C
Nazari	Hossein	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
Nguyen	Mai	Orthopedic Surgery	Assistant Professor	C	Associate Professor	C
Obeid	Karam	Medicine	Assistant Professor	C	Associate Professor	C
Olson	Andrew	Medicine	Associate Professor	C	Professor	C
Osterholm	Erin	Pediatrics	Assistant Professor	C	Associate Professor	C
Owen	Mary	Family Medicine and Biobehavioral Health	Assistant Professor	C	Associate Professor	C
Pacak	Christina	Neurology	Assistant Professor	TT	Associate Professor	T
*Paddock	Michael	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Pariser	Joseph	Urology	Assistant Professor	C	Associate Professor	C
Patel	Sima	Neurology	Assistant Professor	C	Associate Professor	C
Pearson	David	Dermatology	Assistant Professor	C	Associate Professor	C
Pendleton	Kathryn	Medicine	Assistant Professor	C	Associate Professor	C
Pennell	Christopher	Laboratory Medicine and Pathology	Associate Professor	T	Professor	T
Pogemiller	Hope	Medicine	Assistant Professor	C	Associate Professor	C
Rao	Madhuri	Surgery	Assistant Professor	C	Associate Professor	C
Rider	Nic	Family Medicine and Community Health	Assistant Professor	TT	Associate Professor	T
Rinehart	Linda	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Robertson	Jetter	Neurology	Assistant Professor	C	Associate Professor	C
Rogers	Elizabeth	Medicine	Assistant Professor	C	Associate Professor	C
Salehi	Parisa	Rehabilitation Medicine	Assistant Professor	C	Associate Professor	C
Salmen	Charles	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Sandoval Garcia	Carolina	Neurosurgery	Assistant Professor	C	Associate Professor	C
Scheurer	Johannah	Pediatrics	Assistant Professor	C	Associate Professor	C
Shaffer	Andrew	Surgery	Assistant Professor	C	Associate Professor	C
Sham	Yuk	Integrative Biology and Physiology	Assistant Professor	C	Associate Professor	C
Sharp	Amanda	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
*Shaughnessy	Megan	Medicine	Assistant Professor	C	Associate Professor	C
Schmid	Sabine	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Song	Guisheng	Medicine	Associate Professor	T	Professor	T
Staley	Christopher	Surgery	Assistant Professor	TT	Associate Professor	T
*Stellpflug	Samuel	Emergency Medicine	Associate Professor	C	Professor	C
Sundberg	Michael	Medicine	Assistant Professor	C	Associate Professor	C
Tanouye	Robert	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Thenappan	Thenappan	Medicine	Associate Professor	C	Professor	C
Torok	Haruka	Medicine	Assistant Professor	C	Associate Professor	C
Vardeny	Orly	Medicine	Associate Professor	C	Professor	C
Venteicher	Andrew	Neurosurgery	Assistant Professor	C	Associate Professor	C
Viskocil	Kimberly	Medicine	Assistant Professor	C	Associate Professor	C
Vizioli	Luca	Radiology	Assistant Professor	C	Associate Professor	C
Vrieze	Danielle	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
*Walsh	Meghan	Medicine	Associate Professor	C	Professor	C
*Walter	Joseph	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Wang	Sonya	Neurology	Associate Professor	C	Professor	C
Westby	Andrea	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
*Winkelman	Tyler	Medicine	Assistant Professor	C	Associate Professor	C
Yamanuha	Justin	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
Yohe	Sophia	Laboratory Medicine and Pathology	Associate Professor	C	Professor	C
Zhang	Rui	Surgery	Associate Professor	T	Professor	T
Zilverstand	Anna	Psychiatry and Behavioral Sciences	Assistant Professor	TT	Associate Professor	T
Nursing, School of						
Donnelly	Joanne	Population Health and Systems Cooperative	Assistant Clinical Professor	C	Associate Clinical Professor	C
Geiger-Simpson	Elena	Population Health and Systems Cooperative	Assistant Clinical Professor	C	Associate Clinical Professor	C
Hayden	Anne	Child and Family Health Cooperative	Assistant Clinical Professor	C	Associate Clinical Professor	C
Martin	Lauren	Population Health and Systems Cooperative	Associate Professor	TT	Associate Professor	T
Pharmacy, College of						
Bishop	Jeffrey	Experimental and Clinical Pharmacology	Associate Professor	T	Professor	T
Fierke	Kerry	Pharmacy Practice and Pharmaceutical Sciences	Associate Professor	C	Professor	C
Johnson	L'Aurette	Experimental and Clinical Pharmacology	Assistant Professor	C	Associate Professor	C

Kotlyar	Michael	Experimental and Clinical Pharmacology	Associate Professor	T	Professor	T
Lounsbery	Jody	Pharmaceutical Care and Health Systems	Associate Professor	C	Professor	C
Moon	Jean	Pharmaceutical Care and Health Systems	Associate Professor	C	Professor	C
Palombi	Laura	Pharmacy Practice and Pharmaceutical Sciences	Associate Professor	T	Professor	T
Schullo-Feulner	Anne	Pharmaceutical Care and Health Systems	Associate Professor	C	Professor	C

Public Health, School of

Balbo	Silvia	Environmental Health Sciences	Associate Professor	T	Professor	T
Berman	Jesse	Environmental Health Sciences	Assistant Professor	TT	Associate Professor	T
Carroll	Dana	Environmental Health Sciences	Assistant Professor	TT	Associate Professor	T
Cross	Dori	Health Policy and Management	Assistant Professor	TT	Associate Professor	T
Dill	Janette	Health Policy and Management	Associate Professor	TT	Associate Professor	T
Guan	Weihua	Biostatistics	Associate Professor	T	Professor	T
Neprash	Hannah	Health Policy and Management	Assistant Professor	TT	Associate Professor	T
Nguyen	Ruby	Epidemiology and Community Health	Associate Professor	T	Professor	T
Oliver	Jonathan	Environmental Health Sciences	Assistant Professor	TT	Associate Professor	T
Osyplik	Theresa	Epidemiology and Community Health	Associate Professor	T	Professor	T
Safo	Sandra	Biostatistics	Assistant Professor	TT	Associate Professor	T
Smith	Margaret (Kumi)	Epidemiology and Community Health	Assistant Professor	TT	Associate Professor	T
Wolfson	Julian	Biostatistics	Associate Professor	T	Professor	T

Science and Engineering, College of

Alford	Patrick	Biomedical Engineering	Associate Professor	T	Professor	T
Berkesch	Christine	School of Mathematics	Associate Professor	T	Professor	T
Burnell	Fiona	School of Physics and Astronomy	Associate Professor	T	Professor	T
Chiang	Yao-Yi	Computer Science and Engineering	Associate Professor	TT	Associate Professor	T
Dutcher	Cari	Mechanical Engineering; Chemical Engineering and Material	Associate Professor	T	Professor	T
Engelstein	Max	School of Mathematics	Assistant Professor	TT	Associate Professor	T
Hansen	Lars	Earth and Environmental Sciences	Associate Professor	T	Professor	T
Leeb	William	School of Mathematics	Assistant Professor	TT	Associate Professor	T
Levin	Michael	Civil, Environmental, and Geo- Engineering	Assistant Professor	TT	Associate Professor	T
Mosher	Bryan	School of Mathematics	Associate Professor	C	Professor	C
Poerschke	David	Chemical Engineering and Materials Science	Assistant Professor	TT	Associate Professor	T
Riedel	Marc	Electrical and Computer Engineering	Associate Professor	T	Professor	T
Swisher	Sarah	Electrical and Computer Engineering	Assistant Professor	TT	Associate Professor	T
Zhang	Qi	Chemical Engineering and Materials Science	Assistant Professor	TT	Associate Professor	T

Veterinary Medicine, College of

Carmody	Kara	Veterinary Clinical Sciences	Assistant Professor	C	Associate Professor	C
Cramer	Gerard	Veterinary Population Medicine	Associate Professor	C	Professor	C
Guedes	Alonso	Veterinary Clinical Sciences	Associate Professor	T	Professor	T
Larsen	Peter	Veterinary and Biomedical Sciences	Assistant Professor	TT	Associate Professor	T
Schroeder	Declan	Veterinary Population Medicine	Associate Professor	TT	Professor	T
Spence	Sue	Veterinary Clinical Sciences	Assistant Professor	C	Associate Professor	C
Ward	Christie	Veterinary Population Medicine	Assistant Professor	C	Associate Professor	C
Wefel	Sara	Veterinary Population Medicine	Assistant Professor	C	Associate Professor	C
Wolf	Tiffany	Veterinary Population Medicine	Assistant Professor	TT	Associate Professor	T

Employment Status Key

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 9, 2024

Rachel Croson

Executive Vice President and Provost

Beth Lewis

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

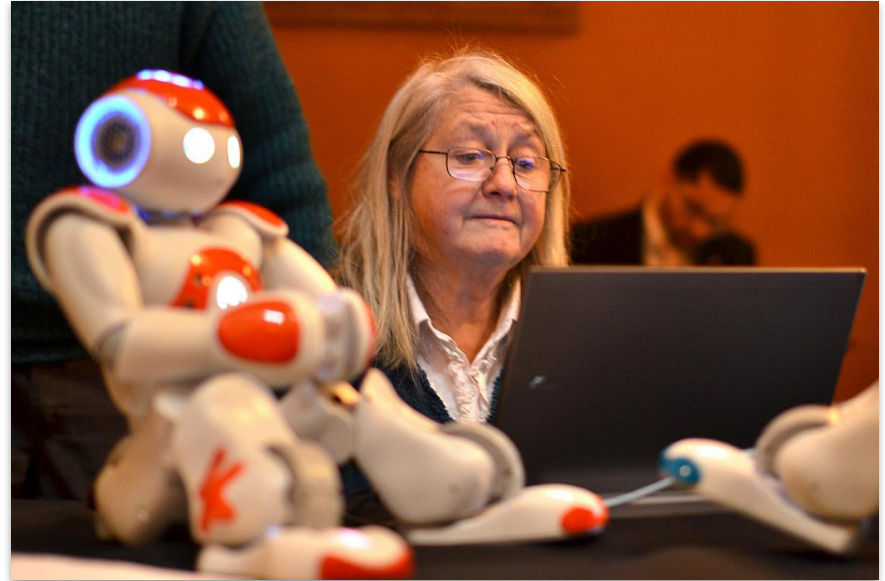


- **Each unit has a set of standards and criteria** for research or creative activity, teaching, and service in addition to those of the University
- **Annual reviews are mandated each year** of the probationary period
- **Faculty may resign or receive terminal appointments** during the probationary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



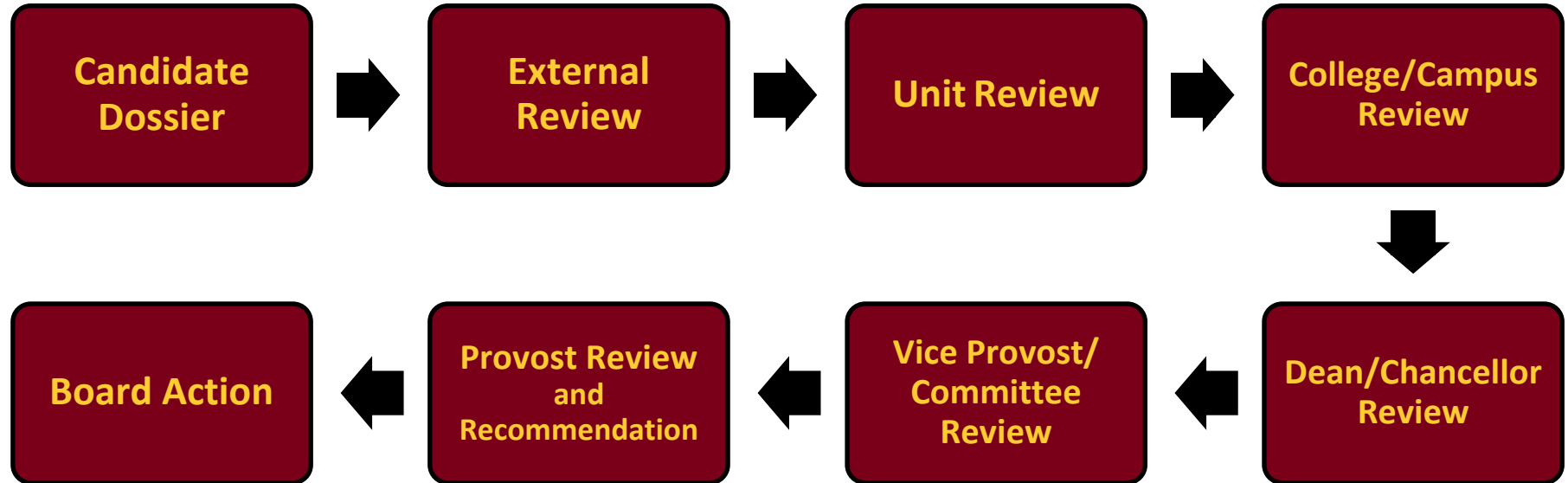
Each candidate creates a dossier

- 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)	142
Non-tenure-track candidates (contract faculty—promotion in rank)	134
Total candidates	276

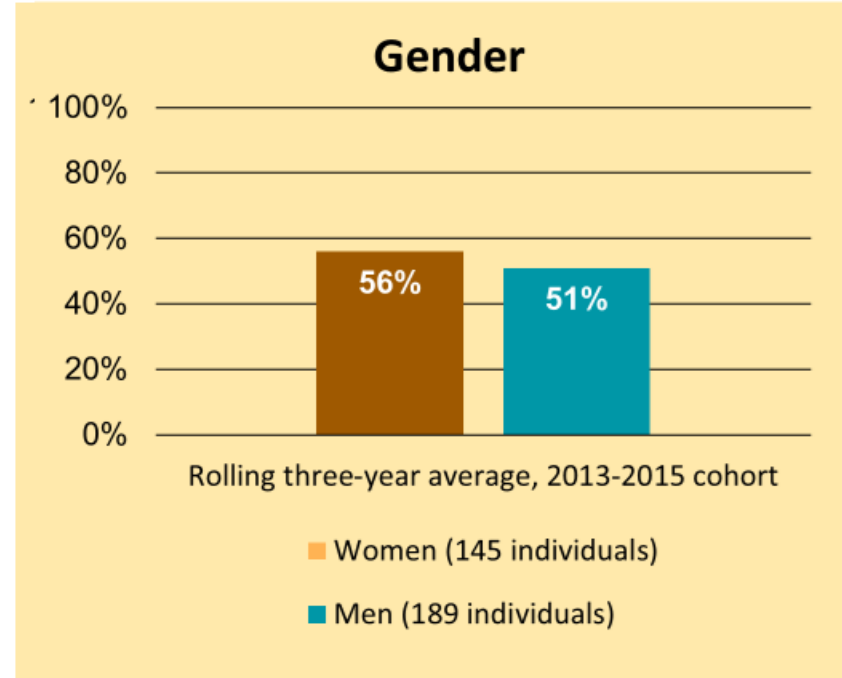
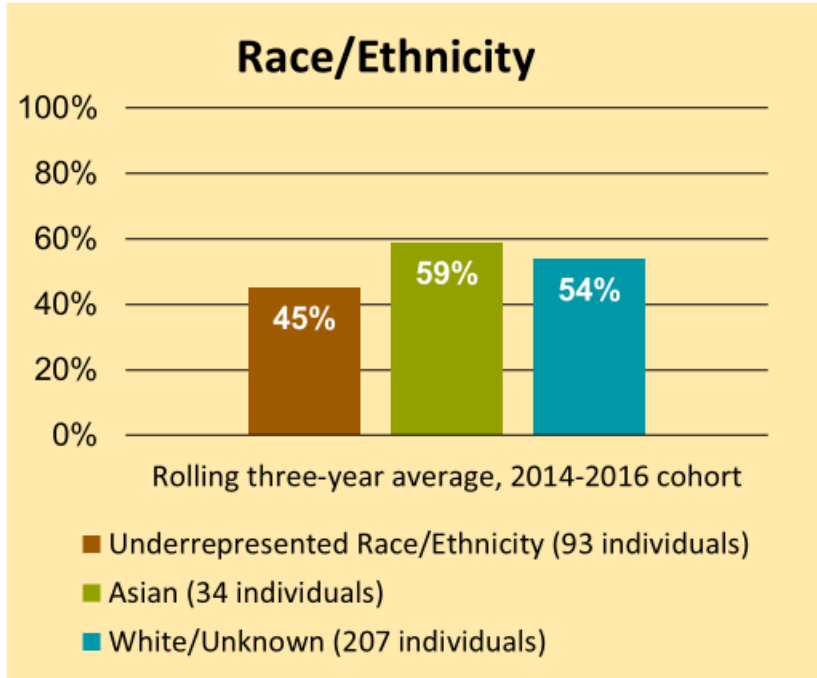


Tenure Success Rate

- Consider three cohorts of entering assistant professors (2014–2016)
- 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% of this group received tenure



Tenure Success Rate



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

- **Andres Gomez**, College of Food, Agricultural and Natural Resources Sciences, Twin Cities Campus
- **Lacey Loomer**, Labovitz School of Business and Economics, Duluth Campus
- **Kelsey Metzger**, Center for Learning Innovation, Rochester Campus
- **Richard Thakor**, Carlson School of Management, Twin Cities Campus





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 9, 2024

AGENDA ITEM: Board of Regents Policy: *Tuition and Fees*

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

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Calvin Phillips, Vice President for Student Affairs
Julie Tonneson, Interim Senior Vice President for Finance and Operations

PURPOSE & KEY POINTS

The purpose of this item is to review proposed amendments to Board of Regents Policy: *Tuition and Fees*. The proposed amendments are the results of a comprehensive review and seek to combine *Tuition and Fees* with Board of Regents Policy: *Student Services Fee*. The amendments also include feedback from the committee that was provided at the October 2023 meeting.

Based on the October discussion, governance-level elements of *Student Services Fee* were moved into *Tuition and Fees* to create one combined policy. The remaining non-governance elements of *Student Services Fee* have been moved into a new Administrative policy titled *Student Services Fee*. Pending approval of the Board policy amendments, the Administrative policy will go before the President’s Policy Committee for their approval in June 2024. The draft Administrative policy is included in the docket for the committee’s reference.

Key proposed changes include:

- Update of language and terminology
- Clarification of reporting requirements for state residency (revised Section III, Subd. 2)
- Clarification of student definitions in the Tuition section (revised Section III, Subd. 5)
- Elimination of the section on Distance Delivery Fees (actual fees eliminated for the FY21–22 academic year) (revised Section IV, Subd. 2)
- Incorporation of portions of Board of Regents Policy: *Student Services Fee* that deal with governance activities appropriate for the Board of Regents (revised Section IV, Subd. 3)
- The shift of administrative activities outlined in current Board of Regents Policy: *Student Services Fee* to an administrative policy
- Revision of the criteria for charging the student services fee to assess the fee to students registered for six or more credits in a semester (three or more credits for summer), removing the exclusion for “off-campus distance classes” (revised Section IV, Subd. 3)

The proposed amendments have been consulted broadly with shared governance across the system. A complete list of groups consulted is included in the docket.

BACKGROUND INFORMATION

Board of Regents Policy: *Tuition and Fees* was adopted in 1995 and last amended in June 2013. Essential elements of the policy include guiding principles, tuition guidelines, fees, and delegations of authority. The policy guides the development of tuition rates and course, distance delivery, academic, and miscellaneous fees in the context of the University as a publicly supported institution and shared responsibility with students and the state.

Board of Regents Policy: *Student Services Fee* was adopted in 1982 and last amended in June 2005. The purpose of the student services fee is to fund non-instructional programs and activities that are an integral part of the student experience but that supplement the academic curriculum rather than being an integral part of the academic activity.



BOARD OF REGENTS POLICY: *Tuition and Fees*

SECTION I. SCOPE

This policy establishes the basic principles for assessing, collecting, and managing tuition and fees, including the student services fee, at the University of Minnesota (University).

SECTION III. GUIDING PRINCIPLES.

The University is a publicly-supported institution whose programs benefit individual students, the State of Minnesota (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~~consider 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.core mission activities. Graduate tuition rates, graduate assistant wage rates, and tuition waiver and remission policies shall enable recruitment of the best students to ensure that the quality of graduate programs is maintained and that the institution benefits from the contributions of graduate students to instructional and research programs.

Subd. 4. Development of Student Services Fee.

All persons involved in the development of the student services fee shall recognize the relationship of the student services fee to the total tuition and other costs of education for students.

Subd. 5. Assessment and Collection of Tuition and Fees.

All tuition and fees assessed by the University shall be collected and managed under approved University business procedures.

SECTION ~~IIII~~. TUITION GUIDELINES.

Subd. 1. Tuition Assessment.

All students receiving credit-based instruction shall be assessed tuition or a comprehensive fee in lieu of tuition.

Subd. 2. Residency.

The Board ~~of Regents (Board)~~ shall ~~establish~~approve the University's ~~definition of~~ residency ~~policy for~~ tuition purposes consistent with state and federal ~~law~~laws and regulations. The president or delegate shall ~~approve interpretive conventions of resident tuition status, subject to Board review~~annually approve guidance regarding the application of the University's definition of residency. Students shall be provided an opportunity to ~~present~~submit arguments to the president or delegate for possible classification as a resident for University purposes.

Subd. 3. Tuition Reciprocity Agreements.

Subject to Board approval, the University may participate in tuition reciprocity agreements with other states and Canadian provinces. These agreements shall specify the extent to which tuition is waived. Consistent with state law, the president shall recommend to the Board for action any additions or modifications to reciprocity agreements. The Board affirms that participation in reciprocity agreements involving the remission of nonresident tuition is based on adequate funding ~~through the Governor's Office and the Minnesota State Legislature~~from the state.

Subd. 4. Consortium and Exchange Agreements.

The president may approve consortium and exchange agreements with other institutions and other academic programs for the conduct of student exchanges and visiting student/scholar programs.

Subd. 5. Tuition Rates.

The president shall recommend tuition rates to the Board for action as part of the Annual Operating Budget. Recommended tuition rates shall adhere to the following ~~tuition rates~~criteria:

- (a) Undergraduate Students — ~~For~~Within each campus, the resident tuition rates shall be the same for all undergraduate students and the nonresident tuition rates shall be the same for all undergraduate students. A college specific tuition surcharge may be established as a supplement to the relevant undergraduate tuition rate.
- (b) ~~Graduate~~Post-Baccalaureate Students— Tuition rates for ~~graduate~~students enrolled in graduate, professional, departmental masters, certificate, and other non-undergraduate programs may vary by program, but shall. Non-undergraduate programs without a specifically approved tuition rate will be established on a cost-related basis within market rates, subject to the general graduate tuition rate.
- (c) Professional Students — Tuition rates for students enrolled in professional students education programs may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons ~~for the professional schools of medicine, dentistry, veterinary medicine, pharmacy, and law.~~

- (d) Departmental ~~Master's Degree~~ Masters Students — Tuition rates for students enrolled in departmental master's students masters programs may follow the graduate tuition rate or may vary by program, but shall be established at on a level above the undergraduate rate cost-related basis within market rates.
- (e) Non-degree Students — ~~The president shall recommend tuition rates for non~~ Non-degree students on each campus, recognizing that differences between will pay the same per-credit rates as comparable degree-seeking and non-degree-seeking students may justify differences in tuition rates. (e.g., undergraduate rates for undergraduate courses, etc.).
- (f) Nonresidents — Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than or equal to those for resident students based on campus, college, program, or admission status.
- ~~(g) Part-time Students — Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.~~
- ~~(h)~~ (g) Fees In Lieu of Tuition — Fees in lieu of tuition shall be set so that the total fee is equal to or greater than the tuition rate applicable to the credits earned. The total fee in lieu of tuition may include multiple components.

Subd. 6. Exceptions.

The president may recommend for Board action ~~that nonresident, non-reciprocity students be charged resident student~~ exceptions to these tuition rates ~~on a campus, in certain colleges or~~ and fees for unique programs, or for distance education courses delivered by correspondence or electronically to students defined as off-campus by administrative policy based on market criteria and cost considerations.

Subd. 7. Tuition Waivers and Remissions.

Tuition may be waived or remitted selectively in order to accommodate ~~state law~~ applicable laws, to provide financial discounts to students the University is seeking to attract, to offer University employees a benefit, to promote cooperation with other educational institutions, to support the international exchange of students, and to serve humanitarian purposes. ~~As a general rule, a~~ tuition waiver or remission program shall be offered only if the University intends to provide such a benefit to all qualifying students, regardless of financial circumstance. The president shall recommend for Board action the terms and conditions of any new tuition waiver or tuition remission programs, and the University shall state publicly make public the exceptions it will approve.

SECTION ~~III~~ IV. FEES.

Fees within this section shall be assessed only in specifically justified situations consistent with the definitions and parameters identified, and shall be set based on consideration of the University's actual ~~cost~~ costs and the impact to students.

The president may recommend for Board action assessment of the following fees:

Subd. 1. Course Fees.

Course fees may be assessed to recover costs of goods and services provided beyond the normal expectations of instructional delivery when those goods and services:

- (a) are essential to the educational outcomes of the course;
- (b) are unique to the type of course;
- (c) are used during the term of enrollment; and

- (d) represent direct costs or assignable indirect costs calculated on a per-student basis.

Course fee rates shall be set to recover but not exceed actual costs.

Subd. 2. Distance Delivery Fees.

~~Fees in excess of tuition may be assessed for delivery of instruction that does not require the physical presence of the student on campus. Fees for distance delivery of courses may be set to reflect market considerations.~~

Subd. 32. Academic Fees.

- (a) **Campus/Collegiate Fees.** Campus/collegiate fees are campus- and college-wide fees that may be assessed to all students enrolled on a campus or in a college for goods and services that directly benefit students but that are not part of ~~actual classroom instruction delivery of credit-based instruction. Campus/collegiate fees shall support activities tied to the academic mission.~~ Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities, and other goods or activities intended to enhance the student experience outside of ~~actual classroom delivery of credit-based~~ instruction. Each campus shall assess no more than one campus-wide fee and each college shall assess no more than one college-wide fee.
- (b) **Durable Goods Fees.** Durable goods fees may be charged by a campus or a college to their enrolled students (or any cohort or subset of their enrolled students) for educational materials and equipment that will be owned by, potentially owned by, or assigned to a specific student for their use during the entire term. Durable goods fees may not be charged for services, or for use of any equipment owned and retained by the University, with the exception of computer or other specialized equipment assigned for a full term to a specific student.

Subd. 3. Student Services Fee.

- (a) ~~The student services fee is a campus-based fee that supports enriched campus life outside of instructional activity. The student services fee funds non-instructional programs and activities; supplements the academic curriculum; and is an integral part of the University's educational experience.~~
- (b) ~~The student services fee is assessed each term. The student services fee is mandatory for all students registered for six or more credits per semester or three or more credits per summer session. The following students shall be exempt from the student services fee but may opt to pay the fee:~~
- ~~• students enrolled in annually approved programs such as mid-career professional programs;~~
 - ~~• students studying abroad for their full semester registration; and~~
 - ~~• others as approved by the president or delegate.~~
- (c) ~~The student services fee may not be used to fund courses or activities for which academic credit is offered.~~
- (d) ~~Student services fee-supported programs, activities, and services shall be available to students assessed the fee.~~

(e) A committee shall be established on each campus to review and recommend annually the student services fee. The committee shall have a student majority.

(f) Decisions regarding the allocation of student services fee funds among student groups shall be made in a viewpoint-neutral and reasonable manner.

Subd. 4. Miscellaneous Term Fees.

Miscellaneous term fees may be assessed to an individual student (or to students in a defined group) for goods, services and benefits received, or for implementing a penalty. Allowable items covered in this subdivision are those that do not fall under course, ~~distance delivery~~ or academic fee categories ~~(subdivisions as defined by Subds. 1 – 3)~~ and 2 of this section and include, but are not limited to, the following: transcript fees, application fees, specific program fees, damage deposits, confirmation fees, and special exam fees.

SECTION IV. DELEGATION OF AUTHORITY V. IMPLEMENTATION.

Subd. 1. Recommendations.

The president shall recommend for Board action tuition rates for all levels of students and estimate tuition revenue in the Annual Operating Budget, which also shall include information regarding tuition practices, any proposed tuition refund schedules, and ~~administrative course~~, academic, student services, or ~~course~~ miscellaneous term fees.

Subd. 2. ~~Implementation~~ Delegation of Authority.

The president or delegate shall maintain administrative policies and procedures to implement ~~tuition~~ this policy and assess tuition and fees. The President or delegate shall have the authority to implement changes to course, ~~distance delivery~~, academic, student services, and miscellaneous term fees outside of the Annual Operating Budget to correct errors or to establish fees essential for the delivery of new courses, provided the fees in question meet the standards set forth in Section ~~III~~. IV. Any fees established for the delivery of new courses added outside of the Annual Operating Budget shall be reported to the Board.

REVISION HISTORY

Adopted: February 10, 1995

Amended: May 10, 1996; April 11, 1997; June 12, 1998; March 12, 1999; December 10, 2004; June 10 2011; February 10, 2012; June 8, 2012; June 14, 2013

Last Comprehensive Review: 2016

Supersedes: Tuition Policy dated February 12, 1993; Tuition Policy dated November 10, 1993; and Tuition Waiver for American Indian Students at the Morris Campus dated February 10, 1961.

May 9, 2024

**Presentation to the Mission Fulfillment Committee of the Board of Regents
Board of Regents Policy: *Tuition and Fees* - Review**

Presenters

Calvin D. Phillips, D. Ed., Vice President for Student Affairs
Julie Tonneson, Vice President and Budget Director

Purpose

The purpose of this item is to review the combination and recommended revisions to two Board of Regents policies: *Tuition and Fees* (TAF) and *Student Services Fee* (SSF). The recommendation includes the elimination of the SSF policy by pulling its governance-level elements into the TAF policy to create a comprehensive Regents policy covering tuition and all fees. As part of this shift, a new administrative policy on the SSF has been created as a home for the more operational SSF rate development and allocation process for each campus. A single Regents policy on TAF will provide streamlined communication and eliminate confusion for those seeking information on fees, while a new administrative policy for the Student Services Fee is a more appropriate level for detailed administrative processes.

[Board of Regents Policy: *Tuition and Fees*](#)

Overview

The policy on tuition and fees was adopted by the Board of Regents on February 10th, 1995. The policy guides the development of tuition rates and fees related to the academic mission in the context of the University as a publicly-supported institution of the State of Minnesota.

In addition to outlining the process for the President to recommend tuition rates and fees to the Board of Regents as part of the Annual Operating Budget, the policy provides guidance on the setting of tuition rates and the types of allowable fees. Guidance recognizes the need for incentives for student “access, retention, and timely progress” along with factors that may affect tuition rates, including “the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations.” Key elements related to tuition setting as part of existing policy include:

- Tuition will be charged for credit-based instruction
- Residency, reciprocity, and consortium and exchange agreements are allowable in accordance with state and federal law
- The Board may approve new waiver or tuition remission agreements
- For each campus, all resident undergraduate students will be assessed the same resident rate and all nonresident undergraduate students will be assessed the same nonresident tuition rate; surcharges may be approved for a college
- Rates for graduate students, professional students, and departmental masters students may vary by program

- Rates for nonresidents will be equal to or greater than rates for resident students

Key elements related to fees in the current policy (last updated in 2013) include:

- Course Fees - fees specific to a course or class that are assessed only “to recover costs of goods and services provided beyond the normal expectations of instructional delivery.”
- Distance Delivery Fees - for instruction off campus. This type of fee is no longer in use. Distance delivery fees were eliminated through tuition rate adjustments for each campus beginning in FY22 with the approval of the Board. The change responded to ongoing shifts in course delivery and academic technologies.
- Academic Fees - campus and collegiate fees that provide benefits related to academic activity outside of classroom instruction (advising and career services, orientation activities, etc.) and durable goods fees for materials and equipment that students will own (e.g., laptop computers).
- Miscellaneous fees - fees assessed for goods, services, benefits, or penalties to individual students or defined groups of students (transcript fees, application fees, damage deposits, special exams, etc.)

Fees covered by the TAF policy do not include charges by auxiliary units. Auxiliary services include room, board, and sales of other direct services or products charged by self-sustaining units (bookstores, parking, etc.). Room and board costs are discussed separately in the President’s recommended operating budget.

As noted above, the President recommends tuition rates and fees to the Board for action in the Annual Operating Budget. In current practice, the development of tuition and fee rates each year works in tandem with the budget development process. Undergraduate tuition rates and the general graduate rate are calculated based on the specifications in the budget framework, which includes the general tuition percentage change for each campus for resident and nonresident students. Rates requested for post-baccalaureate programs may also follow the budget framework percentage increase recommendation. However, campuses and colleges may request a different percentage change for post-baccalaureate programs based on program costs and/or market considerations. Requests are reviewed by the Budget 6 as part of the Budget and Compact process each year (the President delegates the budget process to a team of six senior University leaders, the Budget 6, who make recommendations to the President). If recommended to and approved by the President, the proposed rates are listed in the tuition rate attachment that goes to the Board with the President’s Recommended Operating Budget. Rates are implemented only after Board approval.

Every course, academic, and miscellaneous fee is submitted to the University Budget Office for review as part of the annual budget process. The fee review verifies that every fee recommended is allowable by policy and that rates are developed according to established criteria. Again, the list of fees is included in the President’s Recommended Operating Budget at the direction of the Budget 6 and the President and is implemented only after Board approval. The policy delegates authority to establish or adjust fees during the academic year to correct errors or to meet the needs of new courses.

Board of Regents Policy: *Student Services Fee*

Overview

The SSF is addressed currently in a separate Board policy from the TAF policy. The policy was adopted by the Board of Regents on July 9, 1982. The SSF supports services and activities designed to enhance the student experience for the student body as a whole. The SSF is an integral part of ensuring that the student experience meets the expectations of students, parents, and the U of M community. The SSF is not (and has never been) charged based on actual usage of services by an individual or a particular individual's ability to or interest in accessing a specific one of the array of SSF-funded services. The SSF recognizes that the University's educational mission is well served when students have the means to engage in dynamic discussions of diverse topics in their extracurricular campus life.

All peer institutions assess mandatory fees for programs and services that support student success and engagement. Campuses differ in the categories of fees assessed for this purpose. Some institutions charge a single fee for student services, while others charge individual fees for student programming, recreation, mental and health services, among others.

Guiding principles in the SSF policy state that:

- Fee-supported programs, activities, and services shall be available to all students assessed the fee.
- All persons involved in the development of the student services fee shall recognize the relationship of the student services fee to the total tuition and other costs of education for students.
- The University's educational mission is well served when students have the means to engage in dynamic discussions of diverse topics in their extracurricular campus life.

We do not recommend any changes to these principles.

While the services and activities funded by the SSF vary by campus, they may include:

- Administrative units (student centers, student legal services, Aurora Center, etc.)
- Intercollegiate athletics (UMC and UMM)
- Fitness and recreational sports facilities and activities
- Health and wellness services
- Student-run activities and organizations
- Media organizations (print, radio, etc.)
- Student governance groups

Links to SSF information for each campus are available here: [Crookston](#), [Duluth](#), [Morris](#), [Rochester](#), and [Twin Cities](#).

The SSF is established on each campus at the recommendation of a student services fee committee that contains a student majority. As with tuition and other fees, rates are recommended to the Board by the President in the Annual Operating Budget. No changes are made to the SSF without Board approval.

The process for developing the student services fee on each campus begins with the appointment of a committee made up of a student majority. Committee members are provided with guidance on their roles and responsibilities and expectations for the outcome of the process. The committee hears funding requests and makes recommendations using viewpoint neutrality. Committee recommendations, as endorsed by the Chancellor for system campuses, are submitted to the Vice President for Student Affairs who then recommends them to the President for inclusion in the President's Recommended Operating Budget each year. Of note, MN Statutes, Section 135A.0434 Mandatory Student Activity Fees Referendum limits student activity fee increases to 2% or less unless approved by a majority student vote (exclusions: Academic, Administrative, Health Service, and Debt Obligations).

Domestic student eligibility for the Student Health Benefits Plan (SHBP), as well as the mandate to either show proof of having health insurance or be automatically enrolled in SHBP, is tied to the automatic assessment of the SSF. There is an additional charge for students who enroll in the SHBP. If the SSF is not automatically assessed then students are neither mandated to have coverage nor eligible for SHBP enrollment. This issue does not affect International students as they are generally mandated to have the SHBP coverage to satisfy Visa requirements.

We are not recommending any changes to the scope of what fees can cover or to this process.

Proposed Changes in BOR Tuition and Fees and Student Services Fee policies

(A full summary of edits is included in these docket materials.)

We are seeking Board review on the following proposed revisions to the Tuition and Fees and Student Services Fee policies.

- 1. Incorporate governance elements of the SSF policy into the TAF policy to create a single policy that governs tuition and all student fees.**

Early on in the review process, participants determined, with the encouragement of the Board Office, that combining the two policies into a single, streamlined policy would reduce confusion and eliminate redundancy. In addition, some of the more technical process requirements in the TAF policy would be better addressed in an administrative policy, which would also enable nuances in practice on individual campuses to be reflected in associated administrative procedures.

- 2. Update of language and terminology**

The Tuition and Fees policy was last updated 11 years ago. Current edits reflect updated terminology to better reflect the way we currently organize and present educational programs. Minor language updates provide clarity and consistency with other policy language.

3. Clarification of reporting requirements for state residency

Recommended changes clarify the role of both the Board and the president or delegate in defining residency for tuition purposes. The policy acknowledges that residency is primarily defined based on federal and state laws and regulations. The policy verifies the students' opportunity to submit arguments related to classification as a resident to the president or delegate.

4. Clarification of student definitions in Tuition section

The section on setting tuition rates identifies the parameters for setting tuition rates by student group. The way we talk about non-undergraduate programs has shifted over the years, particularly in the wake of the reorganization of the Graduate School. Updates to language incorporate the expanded types of non-undergraduate programs with separate tuition rates (undergraduate, graduate, professional, departmental masters, certificate, etc.) and clarify the parameters for tuition rate setting. Updates reflect current practice with regard to rates for non-degree students and nonresident students.

5. Elimination of the section on Distance Delivery Fees

Distance delivery fees were eliminated in the 2021-2022 academic year as approved by the Board in the FY2022 Operating Budget, reflecting the change to more fully integrated instructional delivery. This section of the policy is recommended to be deleted.

6. Revision of the criteria for charging the SSF to assess fee to students registered for six or more credits in a semester (three or more credits for summer), removing the exclusion for "off campus distance classes"

To better reflect the changing nature of course delivery, combined with the more flexible delivery of services funded by the student services fee, three specific actions will be recommended:

- Eliminate the exclusion of credits for off-campus distance classes from the credit count used to determine application of the fee
- Add an exemption for students studying abroad for a full semester
- Retain the current practice for campuses/colleges to request exemption from paying the fee for annually approved fully online or mid-career professional credit-earning programs (as opposed to individual courses)

In current policy, the SSF is charged to students registered for six or more credits in fall and spring semester and three or more credits in summer semester, with “off-campus distance classes” excluded from the credit count. Non-degree seeking students, high school students, and students in annually approved fully online or mid-career professional programs are excluded from the requirement of paying the fee. We are also proposing to add students participating in study abroad as exempt.

We recommend revising the criteria for automatic assessment of the Student Services Fee to apply to all students registered for six or more credits per semester, or three or more credits per summer session.

As we learned when implementing the Board-approved COVID-19 Adjusted Budget for FY21, the SSF policy contains outdated technical language regarding the criteria for charging the SSF. When the policy was developed (1982) and last revised (2005), the intent was to acknowledge that students taking distance-delivered courses were almost never physically present on campus and would not be participating in aspects of campus life available through fee-funded activities. That interpretation of distance learning no longer reflects current practice where students may take online courses from a residence hall or other local housing, or who may access fee-funded services remotely from farther away. With more classes offered online at all of our campuses, the distinction of off-campus distance classes in place in previous decades is no longer a valid reflection of a student’s relationship with campus life.

Student Services Fee Administrative Policy

The administrative policy includes the non-governance level elements of the current SSF Regents policy, and additionally addresses the following items:

- Provides rationale for the purpose of the fee (what it is intended to do and support)
- States that the fee is assessed for common goods that are available to all fee paying students - not a menu of pick and choose which services you’d like to pay for
- Unallowable use for partisan political purposes
- Outlines the procedures for administering the fee that each campus will follow
 - Committee-student majority
 - Clear criteria and process for allocation and decision making
 - Appeals process
 - Student groups seeking funding must comply with the university’s Equal Opportunity Statement
 - Guidelines for decision making that are consistently applied and viewpoint neutral (defined later in the policy)

The policy then links to procedures that will vary by campus. Generally speaking these procedures already exist on each campus in the form of handbooks.

Policy Review Timeline and Process

We have consulted the proposed policy changes for both the Board of Regents Policy: *Tuition and Fees* and the new administrative *Student Services Fee* Policy with the appropriate university governance committees and leaders from each campus. Groups consulted include:

- Student Senate Consultative Committee (SSCC)
- Senate Consultative Committee (SCC)
- Senate Committee on Finance and Planning (SCFP)
- Senate Committee on Educational Policy (SCEP)
- Senate Committee on Student Affairs (SCSA)
- School of Public Health Student Senate (SPHSS)
- Financial Management Advisory Committee (FinMAC)
- Systemwide Finance and Student Affairs leaders
- Undergraduate Student Government (USG-TC)
- Council of Graduate Students (COGS)
- Professional Student Government (PSG)

Overall, feedback received from formal consultation was supportive of policy revisions. Of particular note, students from the School of Public Health Student Senate were pleased to see that the administration recommended edits to the policy based on their advocacy in support of removing the exclusion for off-campus distance classes from the credit requirement for Student Services Fee assessment and eligibility. Most feedback and questions were related to campus level procedural elements of Student Student Service Fee administration. Procedural questions are being addressed through the appropriate office on each campus. In general, questions were related to clarifications of language and terminology and did not raise substantive concerns for the Regents policy.

The Student Services Fee policy will go before the Policy Advisory Committee (PAC) later this month and the President's Policy Committee in June.

Additional Information in Docket:

Summary of Edits to Tuition and Fees Policy
Tuition and Fees Red-Line Markup
New SSF Administrative Policy with Procedures Linked

Board of Regents Policy: *Tuition and Fees*
Summary of Edits

The proposed edits to Board of Regents Policy: *Tuition and Fees* include:

- Updates to reflect current terminology and style and to improve clarity
- Updates to be consistent with practical application of the policy
- Updates to reflect the changes in categorization of post-baccalaureate programs
- Elimination of references to Distance Delivery Fees subsequent to the elimination of those fees for the 2021-2022 academic year
- Incorporation of governance elements of the Boar of Regents Policy: *Student Services Fee*, including:
 - Updates to reflect current terminology and style and to improve clarity
 - Change to the enrollment requirement for charging the SSF and being eligible for services.
 - Administrative and procedural elements of the current SSF policy will be incorporated in new administrative policy.

Specific edits are listed below.

Section	Update	Discussion
All sections	Revise numbering and labels	Organize document in a manner consistent with other Regents policies and reflect proposed changes.
Sec II, Subd. 3.	“Consider” replaces “take into account” “Core mission activities” replaces “instructional programs”	Update for terminology and accuracy.
Sec III, Subd. 2.	Updated text: “The Board of Regents (Board) shall approve the University’s definition of residency for tuition purposes, consistent with state and federal laws and regulations. The president or delegate shall annually approve guidance regarding the application of the University’s definition of residency. Students shall be provided an opportunity to submit arguments to the president or delegate for possible classification as a resident for University purposes.	Clarify roles for the Board and for the president or delegate in defining residency and scope of authority. Clarify to who students may submit arguments for possible reclassification.
Sec III, Subd. 3.	“From the State of Minnesota” replaces “through the Governor’s Office and the Minnesota State Legislature.	Update for terminology and accuracy.
Sec III, Subd. 5	Updated text: “The president shall recommend tuition rates to the Board for action as part fo the Annual Operating Budget. Recommended tuition rates chall adhere to the following criteria:”	Update for accuracy. Identify the Annual Operating Budget as the vehicle for the president to recommend tuition rates.
Sec III, Subd. 5. (a)	“Within” replaces “for”	Update grammar

<p>Sec III, Subd. 5., (b)</p>	<p>Updated text: “Post-Baccalaureate Students – Tuition rates for students enrolled in graduate, professional, departmental masters, certificate, and other non-undergraduate programs may vary by program. Non-undergraduate programs without a specifically approved tuition rate will be subject to the general graduate tuition rate.</p>	<p>Update terminology to reflect the expanded variety of post-graduate programs. Clearly state that students in a program that does not have a specifically approved rate will be charged the graduate tuition rate. (Consistent with current practice and terminology in the wake of The Graduate School reconfiguration.)</p>
<p>Sec III, Subd. 5., (c)</p>	<p>Updated text: “Professional Students – Tuition rates for students enrolled in professional education programs may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons.”</p>	<p>Clarify language. Remove references to specific professional schools, recognizing the expansion of the definition of professional programs.</p>
<p>Sec III, Subd. 5., (d)</p>	<p>Updated text: “Departmental Masters Students – Tuition rates for students enrolled in departmental masters programs may follow the graduate tuition rate or may vary by program, but shall be established on a cost-related basis within market rates.”</p>	<p>Update for consistent terminology. Verify that the graduate tuition rate will be applied to departmental masters as the default. Identify criteria for establishing a program-specific rate.</p>
<p>Sec III, Subd. 5., (e)</p>	<p>Updated text: “Non-degree Students – Non-degree students will pay the same per-credit rates as comparable degree-seeking students (e.g., undergraduate rates for undergraduate courses, etc.)”</p>	<p>Remove references to different rates for non-degree seeking students, consistent with practice.</p>
<p>Sec III, Subd. 5., (f)</p>	<p>Updated text: “Nonresidents – Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than or equal to those for resident students based on campus, college, program or admission status.”</p>	<p>Recognize that nonresident rates may be set at rates equal to resident rates. Incorporate language from Subd. 6. Exceptions, which may then be eliminated. Provide clarity by clearly stating parameters for nonresident rates without needing to refer to the exception.</p>
<p>Sec III, Subd. 5., (g) (old numbering)</p>	<p>Remove: “Part-time Students – Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.</p>	<p>Delete. No longer pertinent.</p>

Sec III, Subd. 5., (g) (new numbering)	New text: "Fees in lieu of tuition"	Edit for consistency in grammar and punctuation.
Sec III, Subd. 6	Updated text: "Exceptions. The president may recommend for Board action exceptions to these tuition rates and fees for unique programs based on market criteria and cost considerations." Remove: "... that nonresident, non-reciprocity students be charged resident student tuition rates on a campus, in certain colleges or programs, or for distance education courses delivered by correspondence or electronically to students defined as off campus by administrative policy."	Eliminate outdated and redundant language. Remove outdated language related to distance learning. (Sec II, Subd.5, (f) Nonresidents is updated to acknowledge that nonresident rates for specific programs may be equal to the resident rate.) Allow for exceptions as recommended by the president and approved by the Board.
Sec III, Subd. 7.	"applicable" replaces "state" in reference to laws. Remove: "As a general rule"	Recognize that waivers and other discounts may also be subject to federal or other laws related to financial aid. Clarify.
Sec IV	Add text: "the University's" prior to "actual costs"	Clarify.
Sec IV, Subd. 2. (old numbering)	Remove: "Distance Delivery Fees. Fees in excess of tuition may be assessed for delivery of instruction that does not require the physical presence of the student on campus. Fees for distance delivery of courses may be set to reflect market considerations."	Eliminate references to distance delivery fees. Distance delivery fees have been discontinued as approved in the FY22 Operating Budget.
Sec IV, Subd. 2. (new numbering)	"Delivery of credit-based instruction" replaces "actual classroom instruction." (occurs twice) Add text: Campus/collegiate fees shall support activities tied to the academic mission."	Edited to recognize that credit-based instruction may be delivered through many modes, and course modality does not affect the services supported by campus/collegiate fees. Clarify the purpose of campus/collegiate fees.
Sec IV, Subd. 3. (new numbering)	Add new subdivision: "Student Services Fee." Changes from current SSF policy discussed below.	Incorporate governance level elements of the current SSF policy into a comprehensive Regents Policy on Tuition and Fees.
Sec IV, Subd. 4.	Remove: "distance delivery" in list of fee types.	Eliminate reference to distance delivery.
Sec V, Subd. 1.	"course, academic, student services, or miscellaneous term fees" replaces "administrative, academic, or course, fees."	Revise for clarity to match current fee types.

Sec V, Subd. 2.	“course, academic, students services, and miscellaneous” replaces “course, distance delivery, academic, and miscellaneous” Remove italics: “Annual Operating Budget”	Revise for clarity to match current fee types. Edit for style consistency.
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Addition of Subd. 3 Student Services Fee in Section IV. Fees incorporates the following elements:

Sec IV, Subd.3. (a)	“The student services fee is a campus-based fee that supports enriched campus life outside of instructional activity. The fee funds non-instructional programs and activities; supplements the academic curriculum; and is an integral part of the University’s educational experience.”	Current SSF policy reference: Sec I. Scope. Sec II. Definitions., Subd. 1. Student Services Fee. Define and add context to the SSF. Identify that the SSF is unique for each campus.
Sec IV, Subd.3. (b)	“The student services fee is assessed each term. The fee is mandatory for all students registered for six or more credits per semester, or three or more credits per summer session: the fee will not be automatically assessed to the following students, but they may opt to pay the fee: <ul style="list-style-type: none"> ● Students enrolled in annually approved programs such as mid-career professional programs; ● Students studying abroad for their full semester registration; ● Others as approved by the president or delegate.” 	Current SSF policy reference: Sec II. Definitions., Subd.3. Designated Students. Sec IV. Assessment and use of the Student Services Fee., Subd. 1. Assessment. Subd. 2. Fee Exemptions. Define the criteria for who is charged the SSF. CHANGE: remove the exclusion for off-campus-distance classes from the credit count.
Sec IV., Subd.3. (c)	“The student services fee may not be used to fund course or activities for which academic credit is offered.”	Current SSF policy reference: Sec IV. Assessment and use of the Student Services Fee., Subd. 5. Prohibited Uses. Verify that the SSF may not be used to fund activities related to academic credit to further define the role of the SSF in the context of other fees.
Sec IV., Subd.3. (d)	“Student services fee-supported programs, activities, and services shall be available to students assessed the fee.”	Current SSF policy reference: Sec III. Guiding Principles. (a) Define the relationship between paying the SSF and eligibility for services.
Sec IV., Subd.3. (e)	“A committee shall be established on each campus to review and recommend annually the	Current SSF policy reference: Sec II. Definitions., Subd. 2.

	<p>student services fee. The committee shall have at least a student majority.”</p>	<p>Student Services Fee Committee. Sec V. Student Services Fee Committee. Subd. 1. Representation. Direct that the SSF fee recommendation will be determined by a committee established on each campus, and that committee will have a student majority.</p>
<p>Sec IV., Subd.3. (f)</p>	<p>“Decisions regarding the allocation of student services fee funds among student groups shall be made in a viewpoint-neutral and reasonable manner.”</p>	<p>Current SSF policy reference: Sec III. Guiding Principles. (d) Directs that allocation decisions will be made in a viewpoint neutral and reasonable manner.</p>



ADMINISTRATIVE POLICY

Policy Title

Student Services Fee

Responsible Individuals:

Responsible Officer: Calvin Phillips, Vice President for Student Affairs, cphill34@umn.edu

Owner: Calvin Phillips, Vice President for Student Affairs, cphill34@umn.edu

Primary Contact: Heather McGinnis, Sr. Assistant to the Vice President, hmcginni@umn.edu

Policy Statement

The student services fee (SSF) funds services and activities that enhance the student experience for the student body as a whole. SSF-funded programs and facilities foster a sense of community among students, support their health and wellbeing, provide them with engagement opportunities, and assist them with many challenges. The University recognizes that its educational mission is best served when students have the means and opportunity to engage in dynamic discussions and activities around a series of diverse topics both inside and outside of the classroom.

All students are charged the SSF to create “common goods” that are available to students who pay the fee. The SSF is not based on actual usage of services by an individual student or an individual student’s ability to access or interest in accessing a specific one of the array of SSF-funded services. Students who are not automatically assessed the SSF may have the option of paying the full fee if they wish to access the fee-related services. Post-secondary education option (PSEO), concurrent high school enrollment, Senior Citizen Education and the Regents Tuition Benefits students are not automatically assessed and may not opt in to the Student Services Fee. SSF funds may not be used for partisan political purposes.

Each campus will develop and maintain a set of procedures for administering the SSF assessed to students under Board of Regents Policy: *Tuition and Fees*. The SSF will be assessed to all designated students.

Each campus’s SSF administration procedures must include the following:

- The establishment of a committee that will make recommendations to the appropriate campus leader on how the fee will be allocated.
 - Committee membership must have a student majority.
 - Student committee members must demonstrate payment of the SSF each semester of their appointment (excluding summer session).
 - Committee selection process and expectations for committee members must be clearly defined.
 - The committee will be supported by university staff.
- A process for the creation of special assessments of the SSF for all students or for clearly defined classes of students.
- Clear criteria and process for application for SSF funds and a process for how allocation recommendation decisions will be made.
- Clear criteria and procedures for appeals of allocation recommendation decisions.
- A requirement that any student group seeking SSF funds comply with the University's Equal Opportunity Statement.
- Guidelines for committee decision making that are consistently applied and are viewpoint neutral and reasonable.

Reason for Policy

This administrative policy implements Section IV, subsection 3, in Board of Regents Policy: *Tuition and Fees*. It provides a framework for each campus to administer the Student Services Fee for the benefit of the campus and student body in a viewpoint-neutral and reasonable manner.

Procedures

[Student Services Fee Administrative Procedures: Crookston](#)

[Student Services Fee Administrative Procedures: Duluth](#)

[Student Services Fee Administrative Procedures: Morris](#)

[Student Services Fee Administrative Procedures: Rochester](#)

[Student Services Fee Administrative Procedures: Twin Cities](#)

Frequently Asked Questions

What particular types of services or activities are funded by the Student Services Fee?

While they vary from campus to campus, the following are examples of programs and services funded by the Student Services Fee:

- Health services
- Recreational centers
- Student centers
- Student legal services
- Intercollegiate athletics (Crookston, Morris)
- Student clubs and organizations
- Concerts and lectures
- Campus based ride services
- Community engagement opportunities
- Health education programs
- Intercultural Center
- Food pantries
- Media (radio, newspaper, magazine, film)

Can a student opt out of paying the Student Services Fee?

Students cannot opt out of paying the Student Services Fee. The following students are not automatically charged the fee and may request to opt in:

- Students enrolled in annually approved fully online or mid-career professional programs;
- Students studying abroad for their full semester registration;
- Degree-seeking students enrolled in less than six-credits per semester or less than three credits per summer term;
- Others as approved by the president or delegate.

Can a student pay a portion of the fee for access to a single service or activity?

No. Students are charged the fee each semester and receive access to all programs and services on each campus. Students cannot choose to pay for one or two services based on their interest, usage or personal viewpoint.

What is the relationship between the Student Services Fee and Student Health Benefits Plan?

Domestic student eligibility for the Student Health Benefits Plan (SHBP), as well as the mandate to either show proof of having health insurance or be automatically enrolled in SHBP, is tied to the automatic assessment of the SSF. There is an additional charge for students who enroll in the SHBP. If the SSF is not automatically assessed then students are neither mandated to have coverage nor eligible for SHBP enrollment. This issue does not affect International students as they are generally mandated to have the SHBP coverage to satisfy Visa requirements.

Contacts

Subject	Contact	Phone	Email
Primary Contact	Sara Carvell Associate Director, Office for Student Affairs	612-625-8669	scarvell@umn.edu

Campus Contacts

Campus	Contact	Phone	Email
Crookston	Dale Scully Associate Vice Chancellor for Student Affairs	218-281-8505	dscully@crk.umn.edu
Duluth	Jeremy Leiferman Associate Vice Chancellor for Student Life	218-726-8501	jsleifer@d.umn.edu
Morris	David Israels-Swenson Senior Director, Student Engagement & Events	320-589-6080	dswenson@morris.umn.edu

Rochester	Virginia Wright-Peterson, Vice Chancellor for Finance and Campus Resources	507-258-8009	wrig0070@r.umn.edu
Twin Cities	Sara Carvell Associate Director, Office for Student Affairs	612-625-8669	scarvell@umn.edu

Definitions

Partisan Political Activities: Activities affiliated with a registered political party, candidates for election or ballot initiatives.

Viewpoint Neutrality: The constitutional principle of viewpoint neutrality obligates the University not to discriminate against or in favor of student groups or their messages on the basis of viewpoint when determining how to allocate SSF funds. The implementation of viewpoint neutral decision-making protects the First Amendment rights of all students. The University’s commitment to viewpoint neutrality extends to each campus’s committee established to make recommendations about the allocation of SSF funds. The committees may not make decisions based on a group’s viewpoint or committee members’ own personal agreement or disagreement with a group’s viewpoint.

Responsibilities

Chancellors

Ensure the establishment and administration of the Student Services Fee on their campus.

Vice President for Student Affairs

Coordinate the submission of Student Services Fee rates for recommendation to the Board of Regents by the President in the Annual Operating Budget. Assign human resources to administer the Students Services Fee on the Twin Cities campus.

Senior Student Affairs Officer, Crookston, Duluth, Morris and Rochester

Assign human resources to administer the Students Services Fee on their campus.

Student Affairs Administrators

Implement the procedures for administration of the Student Services Fee, including establishing and convening a committee.

Related Information

Board of Regents Policies

Tuition and Fees

DRAFT

Board of Regents Policy: *Tuition and Fees* - Review

Board of Regents | Mission Fulfillment Committee | May 9, 2024

Rachel Croson

Executive Vice President and Provost

Calvin Phillips

Vice President for Student Affairs

Julie Tonneson

Interim Senior Vice President for
Finance and Operations

MPact 2025

Commitment 5: Fiscal Stewardship

Goal 2

Align revenue with forward-thinking mission fulfillment.

Action

Develop leading-edge tuition and pricing model.



Purpose



- Review and discussion of changes to the Tuition and Fees (TAF) policy
- Combination of Tuition and Fees and Student Services Fee (SSF) policies
 - Governance level items of SSF into TAF
 - Elimination of SSF policy as a BOR policy; New SSF administrative policy
 - Revise criteria for SSF to remove off-campus exclusion

Tuition and Fees Policy

- Process for the President to recommend tuition rates and fees to the Board of Regents as part of the Annual Operating Budget
- Provides guidance on the setting of tuition rates and allowable fees for academic activities
- Fees referenced in the policy include course fees, distance delivery fees, academic fees and miscellaneous fees.



Tuition and Fee Setting Process

- Tuition
 - Undergraduate rates calculated based on specifications in budget framework
 - Campuses or colleges may request different rates for non-undergraduate programs based on program costs/market considerations
 - Requests are reviewed by the Budget 6 as part of the Budget and Compact process
 - If President approves, proposed rates are submitted to the Board with the President's Recommended Operating Budget
- Course, Academic and Miscellaneous Fees
 - Submitted to the Budget office annually for review
 - Review verifies that fees meet established criteria in the Tuition and Fees policy



Recommended Changes - Tuition and Fees

- Incorporate elements of SSF into TAF Policy to create a single policy that governs tuition and fees
- Update of language and terminology
- Clarification of reporting requirements for state residency
- Clarification of student definitions in Tuition section
- Elimination of the section on Distance Delivery Fees (actual fees eliminated for FY21-22 academic year)



Student Services Fee Policy

- Supports services and activities designed to enhance the student experience for the student body as a whole
 - Integral part of ensuring the student experience meets expectations of students, parents and the U of M community
 - SFF is not charged based on individual student interest or usage of services
- Eligible students (Current policy)
 - SSF is charged to students registered for six or more credits in a semester (three or more in summer); currently only in-person credits count toward this limit
 - Exempted students: non-degree, high school students, and students in annually approved fully on-line or mid-career programs



Student Services Fee Process

- Each campus appoints a fee committee including a majority of students
- Committee recommendations, endorsed by the Chancellor for system campuses, submitted to the Vice President for Student Affairs (VPSA)
- VPSA recommends fees to the President for inclusion in the President's Recommended Operating Budget annually



Recommended Changes - Student Services Fee

- Revise the criteria for charging the SSF to assess fee to students registered for six or more credits in a semester (three or more credits for summer), removing the exclusion for off campus distance classes
 - Estimated impact of removing distance courses to fee assessment
 - Increase of roughly 3,900 students out of 148,500 active students systemwide ~ 4.3% (fall 2023 & spring 2024)
 - Estimated at roughly \$1.9M
- Retain other existing exceptions, adding students studying abroad
- Create administrative policy on Student Services Fee



Overview Student Services Fee Administrative Policy

- Administrative activities outlined in current BOR SSF policy will shift to a new administrative policy
 - Rationale for the purpose of the fee
 - Assessed for common goods - not a menu of pick and choose
 - Student Services fees cannot be used for partisan political purposes
 - Outlines the procedures for administering the fee that each campus will follow
 - Procedures vary by campus



Policy Review Process

- Systemwide Committees
- Large and Small groups
- September check in with Mission Fulfillment Committee
- Formal and Informal Consultation
 - University senate groups (SSCC, SCC, SCFP, SCEP, SCSA)
 - School of Public Health Student Senate
 - Financial Management Advisory Committee (FinMAC)
 - Systemwide Finance and Student Affairs leaders
 - Registered Student Governance Associations



Discussion





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 9, 2024

AGENDA ITEM: Systemwide Student Affairs Overview

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Calvin Phillips, Vice President for Student Affairs
Lisa Erwin, Vice Chancellor for Student Life and Dean of Students, Duluth campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to engage in a discussion focusing on how the student affairs function is structured across the University. The discussion will highlight how student affairs operations happen, both centrally and locally, to advance student success in support of the MPact 2025 Systemwide Strategic Plan (MPact 2025).

The presentation will highlight the following key points:

- The role the Vice President for Student Affairs has in coordinating and leading system and Twin Cities campus student affairs strategies and initiatives.
- The role and mission of system student affairs/student life divisions.
- A review of specific campus collaborations across student affairs/student life in support of MPact 2025. Key collaborations that will be highlighted include:
 - Mental Health Initiatives: President’s Initiative for Student Mental Health (PRISMH), Mental Health Learning and Collaboration Network, behavioral intervention tools, and training and education for faculty/staff
 - Holistic Approach to Student Wellness: Educational modules for first-year students and expansion of basic needs support
 - Strengthening Career Readiness and Outcomes: Employer Engagement software, creation of a career development program specifically for on-campus student employees, and a systemwide process and tool to measure post-graduation outcomes

Systemwide Student Affairs Overview

Background Materials

Relationship of Student Affairs Leaders Across the System

Reporting directly to the President, the Vice President for Student Affairs provides visionary leadership and administrative oversight of and accountability for over 20 units in the Office for Student Affairs on the Twin Cities campus. The Vice President serves as the chief student affairs officer for the University of Minnesota system, coordinating and collaborating with the other system campus student affairs leaders to ensure that programs and initiatives support and advance the systemwide strategic plan and student success. Through the leadership of Vice President Calvin Phillips, the senior student affairs leaders across the system are well connected. The group meets monthly, advancing the work of supporting students, sharing best practices, and engaging in discussion on issues relevant to students.

Student Affairs/Student Life Missions and Organizational Structures

The presentation will review the role and mission of the student affairs/student life divisions on each system campus. The following mission statements offer a description of the role these units play on each campus and the contributions they make to the campus community at large.

- **Crookston:** *To enrich the learning experience by cultivating a sense of belonging and promoting holistic development.*
- **Duluth:** *Support the University's mission by engaging students in intellectual, emotional, cultural and physical development that enriches their lives, fosters their success, and prepares them for the future.*
- **Morris:** *Programs and services develop student potential, foster student learning, persistence and success, create a diverse, inclusive community, and extend the UMN Morris liberal arts mission beyond the classroom.*
- **Rochester:** *Work collaboratively to empower our students to become innovative, transformational and well rounded healthcare professionals. The team approaches our work with an equity and growth mindset and values the varied identities and experiences of our students. SSEE strives to support student success and wellbeing within and outside of the classroom.*
- **Twin Cities:** *Support, develop, and empower all students to discover their potential and explore their purpose for life beyond the University of Minnesota.*

Each student affairs/student life organization varies from campus to campus in terms of its structure and the units that make up the larger division. Each campus' organizational structure can be found linked below:

[Crookston](#)

[Duluth](#)

[Morris](#)

[Rochester](#)

[Twin Cities](#)

SYSTEMWIDE COLLABORATIONS TO SUPPORT MPact 2025

In support of the MPact 2025 systemwide strategic plan, several student success collaborations from across the system will be reviewed during the presentation. These include:

Mental Health

- **[President's Initiative on Student Mental Health](#)** (PRISMH): PRISMH has been led by Sr. Associate Vice President for Student Affairs Maggie Towle from the Twin Cities campus, and a faculty representative, Robert Dunbar, from UM Rochester. This has been a systemwide initiative and is in its third year. There will be an update on PRISMH at the June 14, 2024 Board of Regents meeting.
- **Mental Health Learning and Collaboration Network:** Vice Chancellor Sandra Olson Loy and Jeanne Williamson, Associate Director of Student Counseling, Health, and Wellness, both from the UMN Morris campus, launched the Mental Health Learning and Collaboration Network in 2017. The network is composed of mental health, student affairs, and public health professionals from across the system with representation of each campus. It has been a highly successful vehicle for collaboration and sharing of best practices. For example, network discussions led to the adoption of "Let's Talk" across the system, a program that offers student brief, informal, confidential drop-in consultations. In addition, through network funding several campuses were able to adopt a software platform called Titanium that is designed for counselors and mental health providers.
- **Behavioral Intervention:** "CARE" teams on each campus address reports of concerning student behavior and provide a coordinated response to situations arising from students who may represent a threat of harm to themselves or others. CARE staff members provide individual support to students in distress through resource identification, referrals and case management.

In January 2024, representatives from across the system took part in a three day training led by the [National Association for Behavioral Intervention and Threat Assessment](#) (NABITA). A wide representation of campus partners attended the training, including student affairs/student life leadership, mental health professionals, law enforcement, disability resources, non-clinical case managers, international student support, and housing/residential life. This training provided a consistent set of assessment tools and practice case studies to enhance behavioral interventions on systemwide.

- **Mental Health Training and Resources:** [Mental Health Training](#) for faculty and staff is a program that began on the Twin Cities campus as the Mental Health Advocates program in 2015. With support from PRISMH, the training has been adapted and is now offered for faculty and staff on all five campuses. The training consists of 8 modules. The first training module on each campus focuses on data specific to the mental health of students on that particular campus. Subsequent training modules specifically address making effective referrals, listening effectively, responding to student mental health concerns, addressing situations of student suicidality, impact of identity on mental health, promoting mental health for groups of students, and taking action to promote student mental health.
- **Higher Learning Commission (HLC) Open Pathway Quality Initiative:** The HLC is our institutional accreditor. As part of our ten-year review cycle, we develop a [“quality initiative,”](#) a project that aims to focus institutional attention to make progress/improvements in an area of our choosing. The quality initiative for our current cycle is focused on the connection between the learning environment and student mental health. We know that instructors play a pivotal role in student mental health. Evidence in the literature demonstrates that modifications to the curriculum, to the form and frequency of assessments, the incorporation of inclusive course design, and classroom culture can all have a direct effect on student stress, mental health and mental wellness. To this end, we developed and implemented an all-faculty/instructor required baseline online training module focused on accommodation basics and Universal Design for Learning.

Wellbeing

- **Educational Modules for First Year Students:** All five campuses offer online training for first year students in [wellbeing, inclusion and belonging](#) (offered systemwide, Twin Cities example linked), and [sexual misconduct prevention](#). The contract with the current vendor expires in July of 2024. A group of student affairs, academic affairs, and equity and diversity colleagues across the system are working

together to identify a vendor to continue to provide this important education to every student across the system.

- **Basic Needs:** All five campuses are engaged in work to support students' basic needs. Each campus has representation in the State of Minnesota Office of Higher Education working group to support basic needs for postsecondary students. The group is in the process of creating a report that will be delivered in late summer/early fall 2024. Topics to be addressed include food, housing, child care, transportation, health care, mental health, and finances.

All campuses participate in and utilize data from the College Student Health Survey (CSHS) to inform local actions to address basic needs. The most recent versions of campus specific CSHS reports are linked below:

- [Crookston](#)
- [Duluth](#)
- [Morris](#)
- [Rochester](#)
- [Twin Cities](#)

Each campus has implemented several local programs to address student basic needs. Examples include:

Eagles Essentials Pantry in **Crookston** provides refrigerated and dry food items, hygiene products and winter gear for students. Students also have access to gently-used professional business attire for internship and job interviews.

For the past 13 years on the **Duluth** campus, the Office of Student Life offers “Champ’s Cupboard,” a food shelf for students that is open five days a week, with over 250 students using the Cupboard each of the past two years. “Champs Closet” is open to students for professional business attire donated by local businesses and faculty/staff.

Student Affairs on the **Morris** campus is leading a college health coalition to expand access to, and availability of, fruits and vegetables and other healthy foods on campus, within greater Morris, and in Stevens County. UMM received funding from Blue Cross and Blue Shield of Minnesota's (Blue Cross)

tobacco settlement proceeds to promote healthier eating and thereby help to improve the health of Minnesotans.

Morris also has a holistic campus initiative called “[Let’s Thrive](#)”. This initiative infuses evidence-based mental health and wellbeing practices, skill building, information and resources into UMN Morris students’ curricular and co-curricular life.

Rochester supports a variety of food insecurity resources, including a food pantry that is open each weekday that offers basic kitchen essentials, hygiene products and free, freshly prepared meals. The campus also operates a Food 411 mailing list where students can get updates about where free food might be available on campus.

The [Basic Needs Strategic Plan](#) on the **Twin Cities** campus (requested by the Undergraduate Student Government) was completed and is now in the implementation phase.

The Nutritious U Food Pantry was strengthened in the 2023-24 academic year. It is now open more often, from 4 times to 7 times per semester. Additional funding sources were secured to support the pantry and now the total food a student could take doubled from 4lbs/visit to 9lbs/visit. In the fall of 2023, 42,000 lbs of food was distributed serving over 4,700 students. Additional basic needs initiatives can be found [here](#).

Career Readiness and Outcomes

- **Constituent Relationship Management Software (CRM) for Employer Partnerships:** Career Services Administration (Twin Cities) has built a foundational system to engage and communicate with employer partners through newly launched Salesforce Customer Relationship Management software. Using Salesforce, Career Services staff systemwide will be able to track the interests and multiple points of engagement with employer partners. This data will give holistic visibility to our engagement with new employer prospects and existing partners, and will inform broader partnership strategy and collaborations with other key campus stakeholders.

This software will equip career staff who work with employers to develop leads, engage contacts, and track organizational engagement. They will be able to strategically target prospective employers to develop recruiting relationships,

including for career fairs and events. Staff will also have the ability to track employer interest in mentoring, mock interviews, resume review, classroom speaking or panels, student organizations, and advisory boards.

- **Student Employment:** Across the system, approximately 6000 students are employed in on campus jobs. A comprehensive career development program is being created specifically for student employees. Student supervisors will provide employees with resources such as resume and cover letter templates, as well as interview tips for future positions. Supervisors will also work with students to set and achieve career goals or competencies that are specific to each individual student.

This program began with student focus groups on each campus. An advisory board with system representation is in place to assist with the development of the program. It will be piloted first on the Twin Cities campus, with future roll out planned for other campuses at a later point in time.

- **Post Graduation Survey:** As part of MPact 2025, we set the goal to exceed national career outcomes reported by the National Association of Colleges and Employers (NACE) by between 6-10%. According to our recent Post Graduation Survey, the systemwide career outcomes is 6% over the national average; 91.8% of our graduates were either in full-time or part-time jobs, internships, continuing with their education or serving in the military.

The Post Graduation Survey collects information on career outcomes of graduates within one year of graduation. Graduate career success is indicated by positive responses to the following: employed full or part time, participating in an internship or co-op, active in a program of voluntary service, engaged in military service, having a freelance or contract assignment, or pursuing continuing education.

It is important to note that these outcomes are a snapshot of an individual's first year post-graduation, not representative of longitudinal career success.

First year post graduation (First Destination) data was historically collected through different processes and surveys at the system and college levels prior to spring 2021. Data had been mapped from a variety of sources to the dashboard for the reporting years 2015-2021.

Now, we are able to collect post graduation data via one core survey instrument,

with optional campus or collegiate customization. All campuses are on a common reporting timeline, outreach to respondents is sent from and tracked in one place, and there is one secure dashboard for reporting.

Systemwide Student Affairs Overview

Board of Regents | Mission Fulfillment Committee | May 9, 2024

Calvin Phillips

Vice President for Student Affairs

Lisa Erwin

Vice Chancellor for Student Life and
Dean of Students, Duluth campus

MPact 2025

Commitment 1: Student Success

Goal 2

Enhance student experience, wellness, and success

Actions

- Establish a systemwide mental health initiative
- Strengthen career readiness and outcomes for all students
- Establish a holistic approach to student wellness

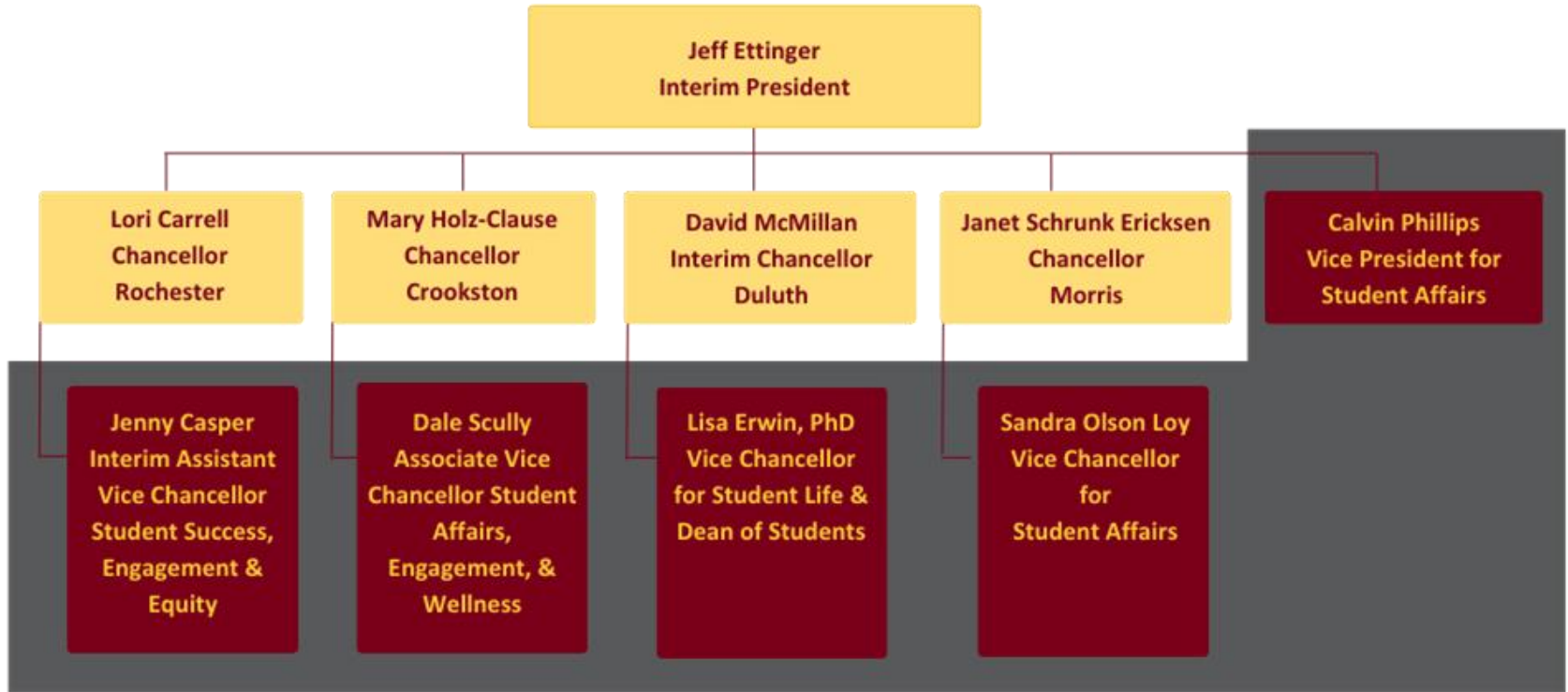


Purpose

- Mission and organization of system campus student affairs/student life units
- Highlights of key system collaborations in support of MPACT 2025



Organizational Structure



Our Collective Missions

ENGAGING GROWTH **DEVELOPMENT**
STRIVES FUTURE CULTURAL LIFE WELLROUNDED
DEVELOP PREPARES COLLABORATIVELY **MISSION** ENRICHES
SEES **SUPPORT** UNIVERSITY OF CULTIVATING LIVES
MINNESOTA DISCOVER CLASSROOM
POTENTIAL **STUDENTS** OUTSIDE
WORK LEARNING
WELLBEING ENRICH
VARIED PROFESSIONALS EQUALITY **SUCCESS** PROMOTING
TRANSFORMATIONAL BELONGING PURPOSE IDENTITIES
MINDSET HOLISTIC PHYSICAL TEAM **EMPOWER**
EXPERIENCE APPROACHES EMOTIONAL VALUES BEYOND
INTELLECTUAL EXPERIENCES FOSTERS HEALTHCARE



Student Affairs on the Crookston Campus

- Counseling Services
- Dining Services
- Disability Resource Center
- Educational Programs and Transitions
- Public Safety
- Residential Life
- Student Activities
- Student Health Services



Student Affairs on the Duluth Campus

- Budgets and Personnel
- Career Center
- Dining Services
- Disability Resources
- Diversity & Inclusion
- Health Services
- Housing and Residence Life
- Kirby Student Center
- Recreational Sport Outdoor Program
- Student Conduct and Conflict Resolution
- Transportation and Parking Services/U Card Office
- UMD Stores/Print Services



Student Affairs on the Morris Campus

- Athletics
- Community Engagement
- Equity, Diversity & Intercultural Programs
- Health Service
- International Student Program
- Native American Student Success
- Residential Life
- Student Engagement & Events
- Student Counseling
- Summit Scholars



Student Affairs on the Rochester Campus

- Care Team Services
- Counseling Services
- Disability Resources
- Health & Wellbeing
- Health Professions Program Coordination
- Intercultural Initiatives
- Recreation & Fitness
- Residential Life & Dining Services
- Student Activities
- Student Conduct & Conflict Resolution



Student Affairs on the Twin Cities Campus

- Aurora Center
- Boynton Health/Student Counseling Services
- CARE/Student Advocate Services
- Career & Internship Services
- Career Services Administration
- Community Standards
- Fraternity & Sorority Life
- Leadership Minor
- Multicultural Student Engagement
- Off Campus Living
- Parent & Family Program
- Student Legal Service
- Student Parent Help Center
- Student Services Fee
- Student Unions and Activities
- Radio K
- Recreation and Wellness
- Student Conflict Resolution Center



MPact 2025

Commitment 1: Student Success

Action: Establish a systemwide mental health initiative

- The President's Initiative for Student Mental Health (PRISMH), in its third year of operation
- Forthcoming update to the Board of Regents in June 2024



Mental Health Learning & Collaboration Network

- Learning Collaborative:
 - Launched in 2017 - all UMN campuses are represented
 - Shares best practices to support student mental health
 - Consists of clinical mental health professionals, counseling staff and directors, student affairs leadership, and public health professionals.



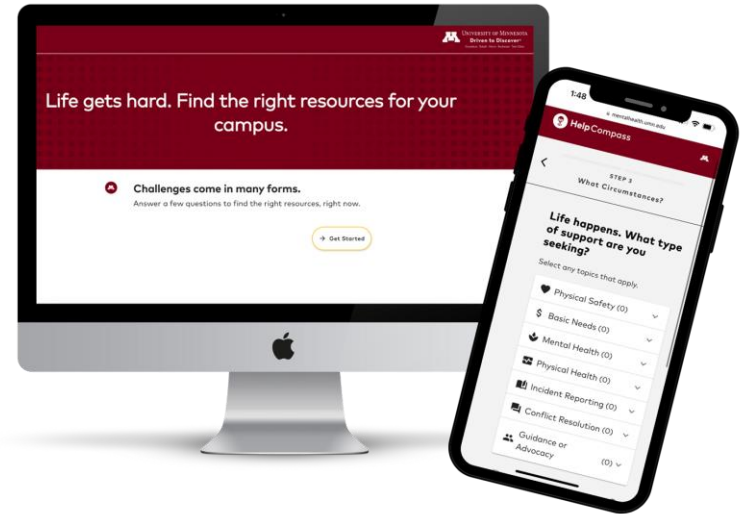
Behavioral Intervention

- Care teams systemwide participated in the NABITA Training focusing on:
 - Best practices
 - Interventions for students with mental health challenges
 - Initial assessment for individual cases
 - Violence risk assessment techniques



Mental Health Training and Resources

- Expansion of Mental Health Advocates
 - 8 short modules for training on student support
- Higher Learning Commission Quality Initiative



MPact 2025

Commitment 1: Student Success

Actions:

- Establish a holistic approach to student wellness

Educational modules for incoming students



Wellbeing



Inclusion
and belonging



Sexual misconduct
prevention

Basic Needs Initiatives

- Systemwide participation in MN Office of Higher Education Student Basic Needs working group to support basic needs for postsecondary students
- Data driven, addressing needs locally, sharing ideas



MPact 2025

Commitment 1: Student Success

Action: Strengthen Career Readiness and Outcomes

- Launching a CRM to coordinate and enhance our communication with employers
- Data to make visible our engagement with new and existing employers and inform partnership strategy and collaborations



Student Employment and Career Development



- Student Affairs/Life provides a large number of on campus jobs for students
- Developing career competencies specifically for student employees



Post Graduation Survey

- Data collection via **one** core survey instrument
- Measures career outcomes of alumni within one year after graduation
- Systemwide career outcome is 91.8% (6% above national average)



Future Collaborations: What's On the Horizon

- Voter Engagement & Respecting Differences
- AI and Academic Integrity
- Transition of PRISMH initiatives
- Policy updates
 - e.g. Student Services Fee



Discussion/Questions

- What other strategies could we be considering to support?
 - mental health?
 - wellbeing?
 - career readiness and outcomes?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 9, 2024

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.

I. Request for Approval of New Academic Programs

- College of Liberal Arts (Twin Cities campus)—requests approval to create a new PhD program in American Indian and Indigenous Studies, effective fall 2025.
- Crookston Campus—requests approval to create the NXT GEN BADGE undergraduate Certificate, effective spring 2025.

II. Request for Approval of Changed Academic Plans

- Carlson School of Management (Twin Cities campus)—requests approval to add a program delivery modality option in the Master of Applied Business Analytics, effective spring 2025.
- College of Continuing and Professional Studies (Twin Cities campus)—requests approval to add a program delivery modality option in the Master of Professional Studies and the graduate minor in Addictions Counseling, effective spring 2025.
- College of Design (Twin Cities campus)—requests approval to add a subplan option for PhD students to pursue the Ecological Restoration in Landscape Architecture graduate minor, effective spring 2025.
- College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Foundations of Education subplan in the Early Childhood Bachelor of Science degree, effective spring 2025.
- College of Science and Engineering (Twin Cities campus)—requests approval to add a program delivery modality option in the Cyber Security graduate minor, effective spring 2025.

- School of Public Health (Twin Cities campus)—requests approval to add a program delivery modality option in the Sexual Health graduate minor, effective spring 2025.

III. Request for Approval of Discontinued Academic Plans

- Humphrey School of Public Affairs (Twin Cities campus)—request approval to discontinue the Human Services Leadership Post-Baccalaureate Certificate, effective spring 2025.
- College of Arts, Humanities and Social Sciences (Duluth campus)—requests approval to discontinue the Master of Music degree, effective spring 2025.

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.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends approval of the Consent Report.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
May 9, 2024
Consent Report: Academic Program Changes**

I. Request for Approval of New Academic Programs

College of Liberal Arts (Twin Cities campus)—requests approval to create a new PhD program in American Indian and Indigenous Studies, effective fall 2025. Grounded in a strong commitment to the worlds, histories, representations, and political struggles of Indigenous peoples locally and globally, the intellectual project of American Indian and Indigenous Studies (AIIS) uses interdisciplinary methods of critical inquiry as a means through which students engage research and scholarship in their major fields of study. This PhD program would build upon the firm intellectual foundation in AIIS already present at the University of Minnesota, which has produced more PhDs working in AIIS than any other institution in the world. Situated in one of the highest profile Indigenous urban/activist communities in the world, our students, faculty, and staff have existing relationships with Tribal Nations, organizations, and communities across Minnesota (and elsewhere) that can be more fully elaborated with this PhD program. Of the six existing PhD programs in AIIS in the US, none are in the Big Ten and none are in the Midwest. This program is a golden opportunity for the University of Minnesota at a moment when momentum is building in professionalizing Indigenous Studies in the academy and would be recognized immediately as a premier location for Global and Comparative Indigenous Studies. This program will be delivered in an in-person/classroom delivery modality.

Crookston Campus—requests approval to create the NXT GEN BADGE undergraduate Certificate, effective spring 2025. This program focuses on building and developing in participating students the foundational knowledge and skills they will need to enter the criminal justice profession as well as the opportunities to build future pathways for various advanced roles in the profession. While centered in the discipline of Criminal Justice, the program's interdisciplinary curriculum draws from and incorporates several key disciplines that are critical to building knowledge and competency for future careers in law enforcement and other criminal justice positions. This certificate addresses the University's commitment to partner with communities to find customizable educational paths that fit learner and community needs. It will be delivered in an online modality.

II. Request for Approval of Changed Academic Plans

Carlson School of Management (Twin Cities campus)—requests approval to add a program delivery modality option in the Master of Applied Business Analytics, effective spring 2025. The program would add a completely online delivery modality option to the current in-person/classroom delivery modality option.

College of Continuing and Professional Studies (Twin Cities campus)—requests approval to add a program delivery modality option in the Master of Professional Studies and the graduate minor in Addictions Counseling, effective spring 2025. The programs would add the hybrid delivery modality option to the current in-person/classroom delivery modality option.

College of Design (Twin Cities campus)—requests approval to add a subplan option for PhD students to pursue the Ecological Restoration in Landscape Architecture graduate minor, effective spring 2025. Currently, only master's students can pursue this graduate minor. The program is opening up this minor to PhD students because restoration, conservation, and ecological design projects have become an increasingly important component of the practice of landscape architecture and natural resource management. This minor focuses on the applied practice of restoration with an emphasis on restoration management and design and the skills needed to lead successful projects.

College of Education and Human Development (Twin Cities campus)—requests approval to change the name of the Foundations of Education subplan in the Early Childhood Bachelor of Science degree, effective spring 2025. The program is changing the name of the subplan from Foundations of Education to Early Education for clarity. The Early Education subplan will prepare students for entry into the Master of Education (MEd)/initial licensure program in early childhood education.

College of Science and Engineering (Twin Cities campus)—requests approval to add a program delivery modality option in the Cyber Security graduate minor, effective spring 2025. The program would add a hybrid delivery modality option to the current in-person/classroom delivery modality option.

School of Public Health (Twin Cities campus)—requests approval to add a program delivery modality option in the Sexual Health graduate minor, effective spring 2025. The program would add a completely online delivery modality option to the current in-person/classroom delivery modality option.

III. Request for Approval of Discontinued Academic Plans

Humphrey School of Public Affairs (Twin Cities campus)—request approval to discontinue the Human Services Leadership Post-Baccalaureate Certificate, effective spring 2025. The certificate is being discontinued due to low enrollment and reallocation of resources. There are currently two students in the program, both on leaves of absence. These students have been notified, and can either complete this certificate through spring 2025, or apply to the Nonprofit Management Post-Baccalaureate Certificate or the Master of Public Affairs.

College of Arts, Humanities and Social Sciences (Duluth campus)—requests approval to discontinue the Master of Music degree, effective spring 2025. The degree is being discontinued due to a lack of sufficient resources to sustain the program. No new students have been accepted to

the degree for two years, and all students who were enrolled have either graduated or transferred to another institution.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

May 9, 2024

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

A report of 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 is included in the docket materials.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
May 9, 2024**

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

University Highlights

The [Clinical and Translational Science Institute received more than \\$5.3 million to provide comprehensive career development support for early-career faculty](#) to fund the K12 Scholars Career Development Program.

A team from the University of Minnesota will receive up to \$160 million as part of the [National Science Foundation announced 10 inaugural Regional Innovation Engines awards, with a potential \\$1.6 billion investment nationally over the next decade](#). Great Lakes ReNEW, which is led by Chicago-based water innovation hub Current, works to develop and grow a water-focused innovation engine in the Great Lakes region.

[The Forever Green Initiative has received \\$2.5 million from Cargill](#) to support research into two novel oilseed crops that can produce seed-based oil for low-carbon transportation fuels while also protecting soil, improving water quality and providing new revenue streams for farmers.

The [Masonic Institute for the Developing Brain is a partner in a study that received \\$3.5 million from the Department of Defence to lower these barriers](#). “A Research Collaboratory to Explore Best Practices for Expanding Access to Care Through Expansion and Support of Telehealth Care for Children and Families with Behavioral Health Needs.”

The [Special Healthcare Needs Clinic at the School of Dentistry has been awarded a \\$100,000 Clinical Dental Education and Innovations Grant](#) from the Minnesota Department of Health to support technological and facility needs to improve efficiency in diagnosis, treatment planning and increase accessibility for patients.

[The Medical School’s Family Medicine program has been ranked #1 in the United States in the Blue Ridge Ranking for NIH funding](#). The #1 Blue Ridge ranking for 2023 reflects the combined sum of NIH grants awarded to family medicine faculty working in four units.

[The School of Nursing Doctor of Nursing Practice program was ranked No. 8 in by the U.S. News & World Report 2024-2025 rankings](#). The school’s nurse-midwifery DNP specialty was ranked the third best midwifery program.

The University of Minnesota was presented with the English Language Specialist Top Producing Institution Award during the 2024 Teaching English to Speakers of Other Languages International Convention from the U.S. Department of State.

[U of M Twin Cities and UMD hold first and second rankings in MN for both Best School For Social Work and Best Business School](#) from the U.S. News & World Report released the 2024 Best Graduate Schools rankings.

Faculty and Staff Awards and Activities

[U of M researchers who were issued 98 U.S. patents for their discoveries in 2023.](#)

Brenda Child, professor in the College of Liberal Arts, has been [chosen as a 2024 National Book Awards Judge for non-fiction.](#)

The Institute on Community Integration and the Department of Educational Psychology will be [honored for their contributions of researchers from the American Association on Intellectual and Developmental Disabilities.](#)

- Amy Hewitt, ICI director, will receive the 2024 Leadership Award, which recognizes courage, dedication, and outstanding contributions to the field of intellectual and developmental disabilities.
- Frank Symons, senior associate dean for research and policy in the College of Education and Human Development, will receive the 2024 Research Award for investigations that have contributed significantly to the body of scientific knowledge in the field.
- Brian Abery, ICI, will receive the 2024 Service to the Field Award, recognizing his significant contributions to improved services for individuals with IDD.
- Renáta Tichá, Senior Research Associate in the ICI, will be recognized as a Fellow of the American Association on Intellectual and Developmental Disabilities.

[Jian-Ping Wang, professor in the College of Science and Engineering, has been awarded the 2024 Institute of Electrical and Electronics Engineers Magnetics Society Achievement Award.](#) This is the highest honor in the field of magnetics that recognizes exceptional accomplishments and contributions to the field.

Catherine French and Timothy Ledge, professors in the College of Science and Engineering, [have been elected to the National Academy of Engineering](#), among the highest professional distinctions awarded to an engineer.

[Michael Osterholm, professor in the School of Public Health, was presented with the AMA Award for Outstanding Government Service by the American Medical Association.](#)

Christy Haynes', professor in the College of Science and Engineering, [2022 TEDx Minneapolis talk has been re-edited and elevated to the main TED website.](#)

Laura Bishop, adjunct faculty member in the Humphrey School of Public Affairs, recently [received the Women in Sustainability Leadership Award](#).

Abigail Rombalski, lecturer in the Department of Curriculum and Instruction, was named that [2024 Early Career Award Winner](#) by the Grassroots, Community & Youth Organizing for Educational Justice SIG of the American Educational Research Association.

[Gordon Legge, professor in the College of Liberal Arts, has been named the 2024 recipient of Optica's Edgar D. Tillyer Award.](#)

[Connie White Delaney, dean of the School of Nursing, has received the Healthcare Information and Management Systems Society - Alliance for Nursing Nursing Informatics Leadership Award](#) for her significant leadership contributions to optimize health engagements and care outcomes through information and technology.

[Nelson Rhodus, professor in the School of Dentistry, was recently inducted as a fellow into the Royal College of Surgeons of Edinburgh](#), a network of over 25,000 working professionals in 100 different countries that provides fellows with professional accreditation.

Alexandre Ardichvili, professor in the College of Education and Human Development, was recently [inducted into the Academy of Human Resource Development Hall of Fame](#). This honor is bestowed on scholars in human resource development and related disciplines who have made enduring contributions to the academy's mission of leading human resource development through research.

Professor [Samuel Myers Jr. has been named the inaugural Rebecca Blank Fellow by the American Academy of Political and Social Sciences](#) (AAPSS). The AAPSS recognizes the contributions he has made to the advancement of social science and to public understanding of the human condition. An induction ceremony is planned for the fall.

Michael Lackey, professor at the University of Minnesota Morris, [is one of five scholars from across the United States to be invited to lecture and work at Johannes Gutenberg University Mainz as part of the Obama Fellowship program.](#)

Bradley Benson, professor, Medical School; Sherry Chesak, clinical professor, School of Nursing; Dorcas Kunkel, clinical associate professor, School of Nursing; and Sara North, associate professor, Medical School, [have been inducted into the National Academies of Practice acknowledging their achievements and recognizes them as leaders in their professions.](#)

The University of Minnesota Masonic Cancer Center [was designated as an "Outstanding" comprehensive cancer center by the National Cancer Institute](#), providing MCC a total of \$20.4 million over the next five years.

Martha Bigelow, professor in the College of Education and Human Development; Stephanie Hansen, teaching specialist in the College of Continuing Professional Studies; and Catherine Clements, senior teaching specialist in the College of Education and Human Development, were selected as specialists in 2023 at the Teaching English to Speakers of Other Languages International Convention from the U.S. Department of State.

[Dana Carroll, assistant professor in the School of Public Health, has received the Society for Research on Nicotine and Tobacco's Jarvik-Russell New Investigator Award](#)

Joseph Gaugler, professor in the School of Public Health, was [named the 2024 Distinguished Ambassador in Aging Award from the Aging Life Care Association](#). The award is given to an individual or organization that has raised national awareness of a critical issue or need in aging.

Abbey Linstad, area coordinator at the University of Minnesota Crookston, [won the Advisor of the Year Award at the Minnesota Collegiate DECA State Career Development Conference](#).

Student Awards & Activities

University of Minnesota [Crookston students \(Omowonuola Idowu, Ernesto Rafin, Elizabeth Medlen, Samuel Tilahun, Giaan Britney Le, Norden Bista, Chris Veres, Jenna Custer, Mikael Samson, and Redwan Eshetu\) recently competed in the Minnesota Collegiate DECA State Career Development Conference](#) and five chapter members advanced to the International Career Development Conference. Students brought home five 1st place, two 3rd place, and 16 event finalist awards, plus

Martha C. Anderson, Patrick R. Gruber, Kei May Lau, Jeffrey J. Puschell, Dawn M. Tilbury, and Stephane Bancel, [alumni of the University of Minnesota, were elected into the National Academy of Engineering in 2024](#).

College of Design students [collaborated with Minneapolis-based Caribou Coffee to craft a new promotional video](#).

Max Minakov, sophomore in the Carlson School of Management, [won the 2023 Minnesota Cup, winning \\$26,000 for his robotic snow removal invention, Nivoso](#).