Mission Fulfillment

June 2024

June 13, 2024

15 min Following Adjournment of the Board of Regents Work Session

Boardroom, McNamara Alumni Center

MIS - JUN 2024

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **June 13, 2024**

AGENDA ITEM: Systemwide Undergraduate Enrollment Management Update

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   **X Discussion**

☐ *This is a report required by Board policy.*

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

PURPOSE & KEY POINTS

The purpose of this item is to provide an update on systemwide coordinated efforts in enrollment management.

The presentation will highlight the following key points:

- History and role of the System Enrollment Council
- National and regional enrollment landscape
- Collaborations
- Financial support and affordability
- Collaborative marketing effort
- System retention initiative

BACKGROUND INFORMATION

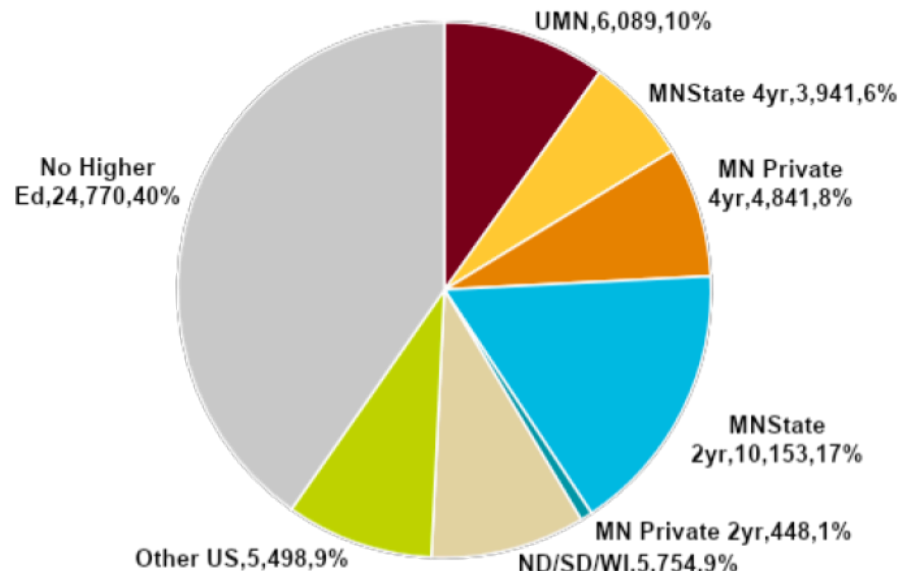The committee most recently discussed system enrollment management at the following meetings:

- June 2023: *Systemwide Enrollment Coordination*, Mission Fulfillment Committee
- June 2022: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee
- October 2021: *System Strategic Enrollment Plan*, Mission Fulfillment Committee
- June 2021: *System Undergraduate Enrollment Update*, Mission Fulfillment Committee

BACKGROUND MATERIALS AND RELEVANT STATISTICS

Higher Education Destinations of Minnesota 2022 High School Graduates

	Total	Percentage
UMN	6,089	10
MN State 4-year	3,941	6
MN Private 4-year	4,841	8
MN State 2-year	10,153	17
MN Private 2-year	448	1
ND/SD/WI	5,754	9
Other US	5,498	9
No Higher Education	24,770	40

Source: Minnesota State Longitudinal Education Data System (SLEDS), analysis by UMN Office of Undergraduate Education

As seen on this table and pie graph, the percentage of Minnesota high school graduates who do not attend any higher education now stands at 40% for the class of 2022, although the percentage dropped slightly for 2023. What is alarming is that this percentage has climbed from approximately 30% to the current 40%. As expected, the next highest percentages of high school graduates attend the Minnesota State 2-year colleges (17%), the University of Minnesota (10%), and the reciprocity states (9%),

Minnesota High School Graduates by Region
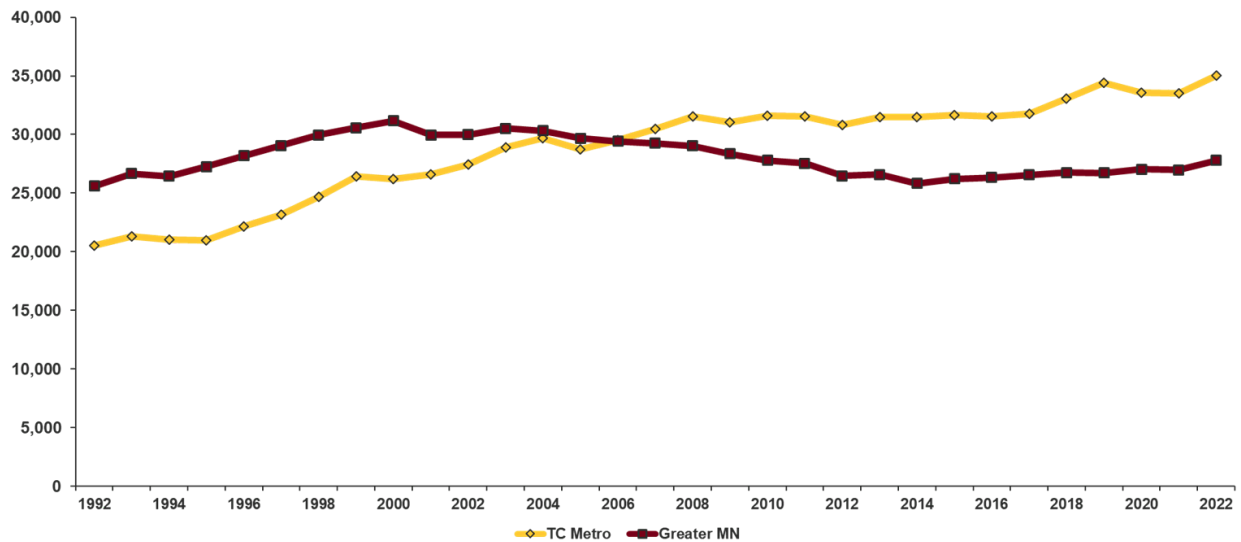
Minnesota high school graduates by region have shifted over the past 30 years, where the number from the Twin Cities Metro area has increased from 20,000 to 35,000 while the number from Greater Minnesota decreased from over 30,000 (in 2000) to 25,000, where it has remained fairly stable since 2014. It should be noted that metropolitan areas such as Rochester, St. Cloud, and Duluth are included in the Greater Minnesota category and likely account for any rural increases.

Minnesota Pre-Pandemic and Pandemic Enrollment Changes in Degree-Seeking Undergraduate Enrollment
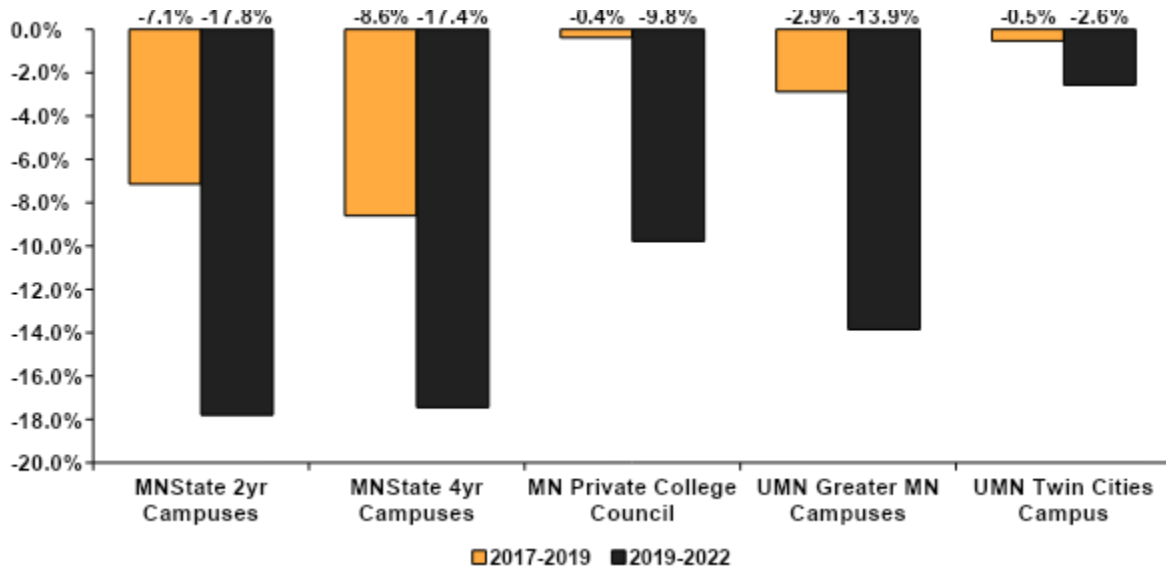
In certain Minnesota higher education sectors, enrollment decreases over the period 2017 to 2019 (Prepandemic) and 2019-2022 (Pandemic period) have been significant. In particular, the Minnesota State system (2-year and 4-year) has experienced declines of 17% in the pandemic period. Since the major pipeline for U of M transfer students is from MN State, these declining enrollments have resulted in fewer U of M students from these institutions. Although the U of M Twin Cities has enrolled record Freshman classes over the past few years (mid 1960s classes were larger), Pandemic retention challenges and improved graduation rates have lowered overall enrollment.

Transfer Evaluation System (TES)

UAchieve is also the system that powers students' degree audit reports, known as the Academic Program Audit System (APAS). Students can run an APAS report at any time for their own degree program, or run a "what if" APAS to see how their coursework and transfer coursework apply to degree program requirements across the University curriculum.

The transfer rules in uAchieve are also used with the CollegeSource [Transferology](#) system. Prospective and current students, as well as student support staff and families, can use Transferology for free to see how a course will transfer. This allows students to understand how courses they have taken will transfer, or to plan future courses they may wish to take. Students can also use our [new published table](#)s for this purpose.

In the event that Transferology does not show a transfer decision, students are encouraged to submit a course for review. If a course is determined to be transferable but has not been reviewed for whether it is equivalent to a University of Minnesota course, it can be routed through our [Transfer Evaluation System](#) (TES), also a CollegeSource product. Students submit a syllabus with their TES request and the materials are routed to the appropriate faculty department for review. From there, the faculty reviewer will determine if the coursework is equivalent to an existing University course. TES decisions are then documented in the uAchieve transfer rules for future use.

These connected processes and systems allow students and their advisors to understand how coursework is transferred and how that coursework does / does not meet degree requirements. It is also fundamental to the accuracy of transcription of transfer credit at the University.

System Collaborations and Pathway Programs

The following are a list of various system collaborations and pathway programs on the system campuses:

Crookston
- A 2+2 pathway into **Mortuary Science BS (UMC/UMTC)**

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

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

Morris
- BA in Biol/Chem/Psych/related field to 18-month intensive Master of Nursing and potentially Doctor of Nursing Practitioner Programs at the UMN TC
- BA in ChemBiochem or related area to Doctor of Pharmacy at the UMN College of Pharmacy (CoP). UMN Morris has an agreement with the UMN CoP for an Early Assurance Program
- 4+1 Integrated Degree Program (IDP) - BA Econ at UMN Morris to MS Appl Econ at CFANS UMNTC.

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

Marketing

Sponsored by the System Enrollment Council and University Relations, several years ago the U of M established a system-wide marketing effort for admissions. The website that was developed, "Discover the M for You", messages "Five Unique Campuses: One Affordable World-class Education". The website (https://system.umn.edu/myuofm) enables prospective students to quickly identify the qualities of each of our five campuses, identify possible degree programs, and request additional information.

Systemwide Undergraduate Enrollment Management Update

Board of Regents | Mission Fulfillment Committee | June 13, 2024

Robert B. McMaster
Vice Provost and Dean of Undergraduate Education, Twin Cities campus

Amy B. Hietapelto
Interim Executive Vice Chancellor for Academic Affairs, Duluth campus

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Today's Discussion

- History and role of the Council

- National and regional enrollment landscape

- Collaborations

- Financial support and affordability

- Collaborative marketing effort - Fall 2024 update

- System Retention Initiative

- Discussion

History of the System Enrollment Council

- First meeting ~2012, formalized 2016

- Enrollment managers and admissions directors from all five campuses, data analyst

- Executive Committee with Vice Chancellors and Vice Provost/Dean

- Monthly meetings, annual retreat

- Rotation of chair/vice chair

- Yearly report to the Board of Regents

Higher Education Challenges and Minnesota Programs

Challenges

- Demographic cliff

- College-going frequency (MN now around 60%)

- SCOTUS

- FAFSA

Minnesota support (in addition to UMN support)

- MOHE Direct Admit Program

- Minnesota North Star Promise (state grant program)

- MN American Indian Scholars Program

National and Regional Enrollment Landscape

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

Midwest
Declines -5.04%

Northeast
Declines -5.57%

West
Declines -2.78%

South
Grows 2.77%
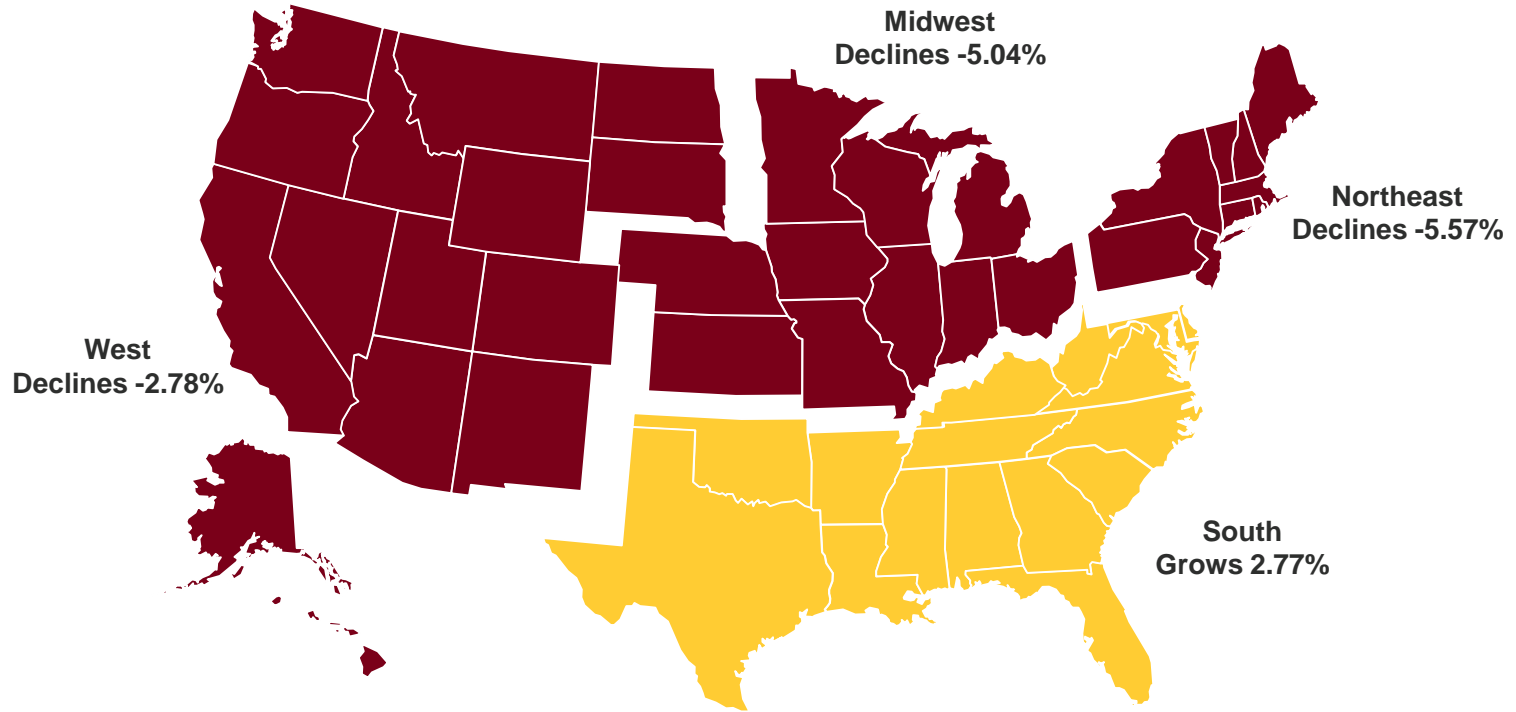
Source: Western Interstate Commission for Higher Education, Knocking on the College Door 2020

Enrollment cliff
Minnesota Historic and Projected High School Graduates
Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2020
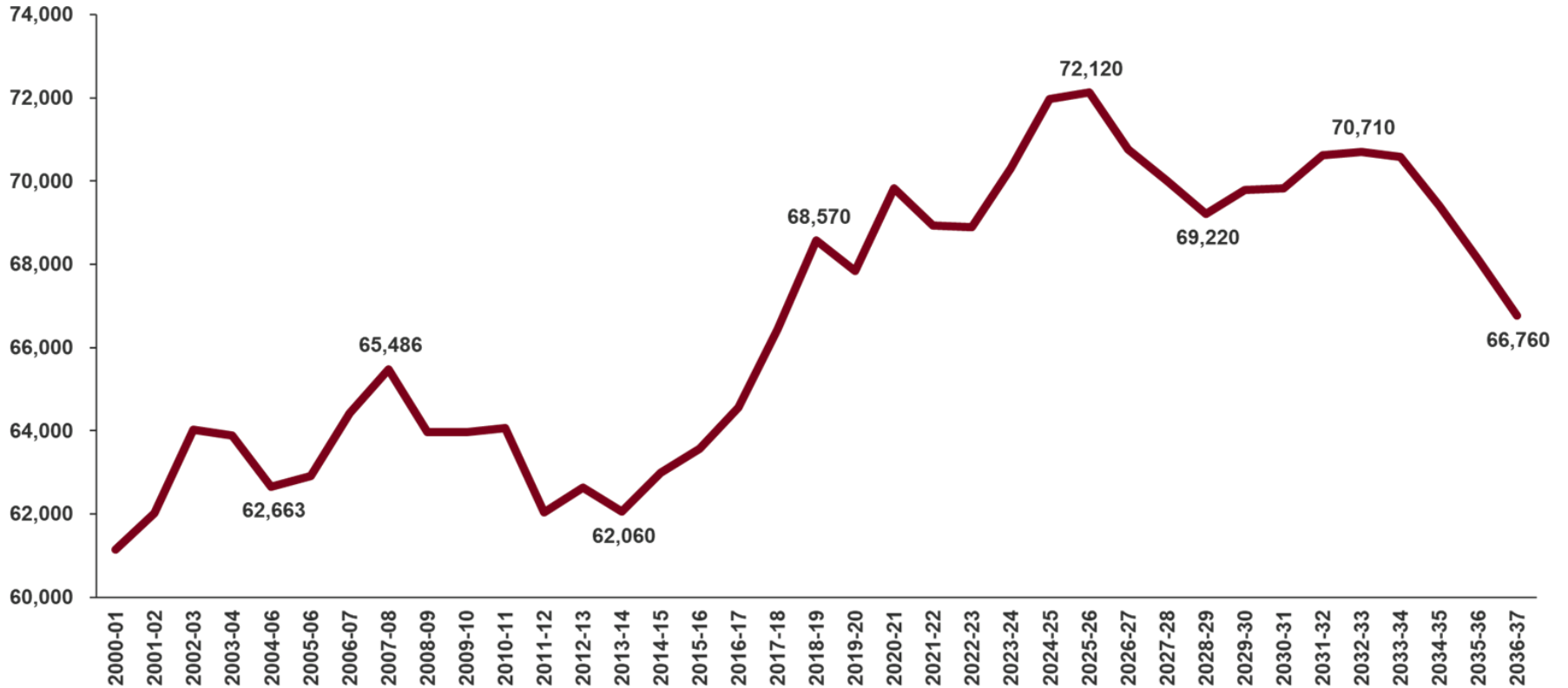
Higher Education Enrollment of Minnesota High School Graduates by Sector
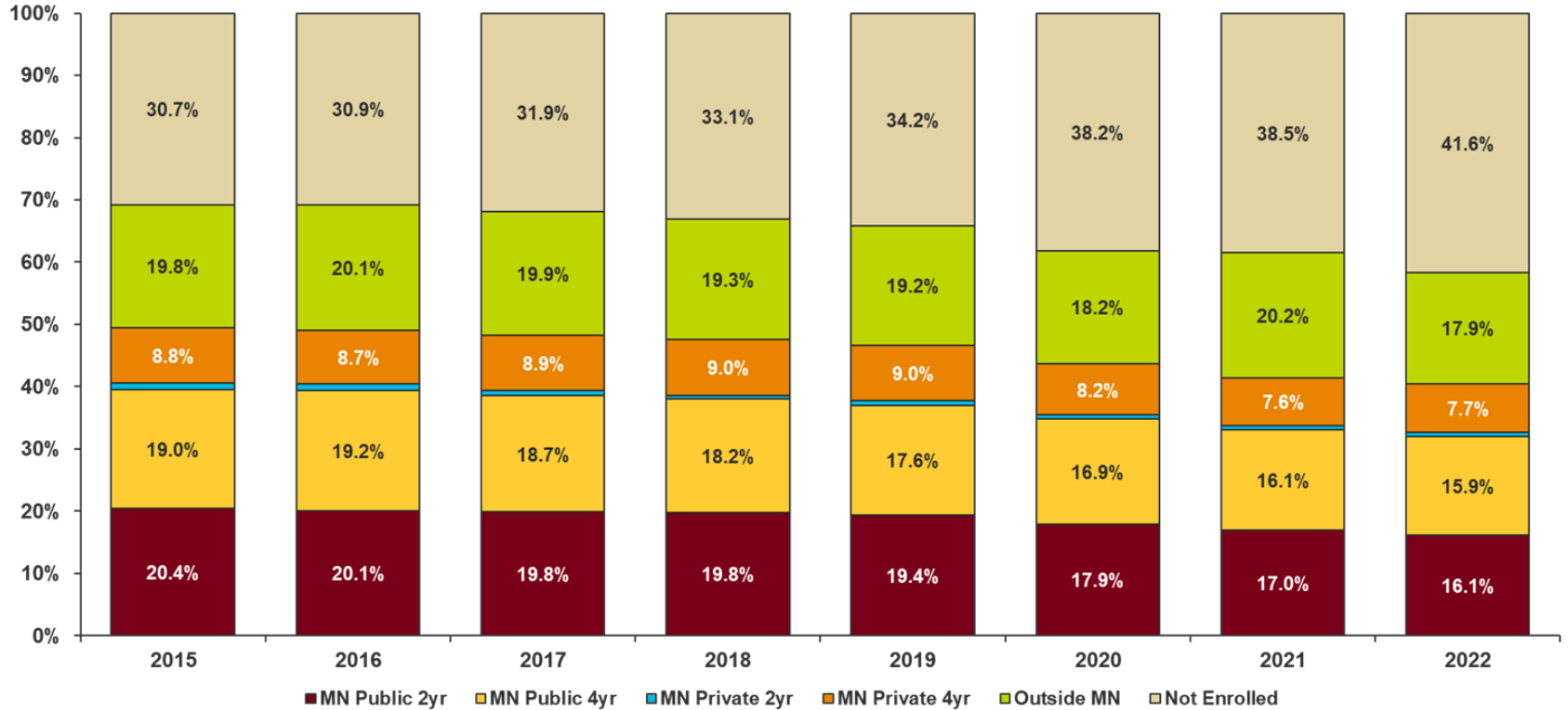
Source: Minnesota State Longitudinal Education Data System (SLEDS), Enrollment Fall Immediately After High School

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MPact 2025

Commitment 1: Student Success

Goal

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

Metric

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

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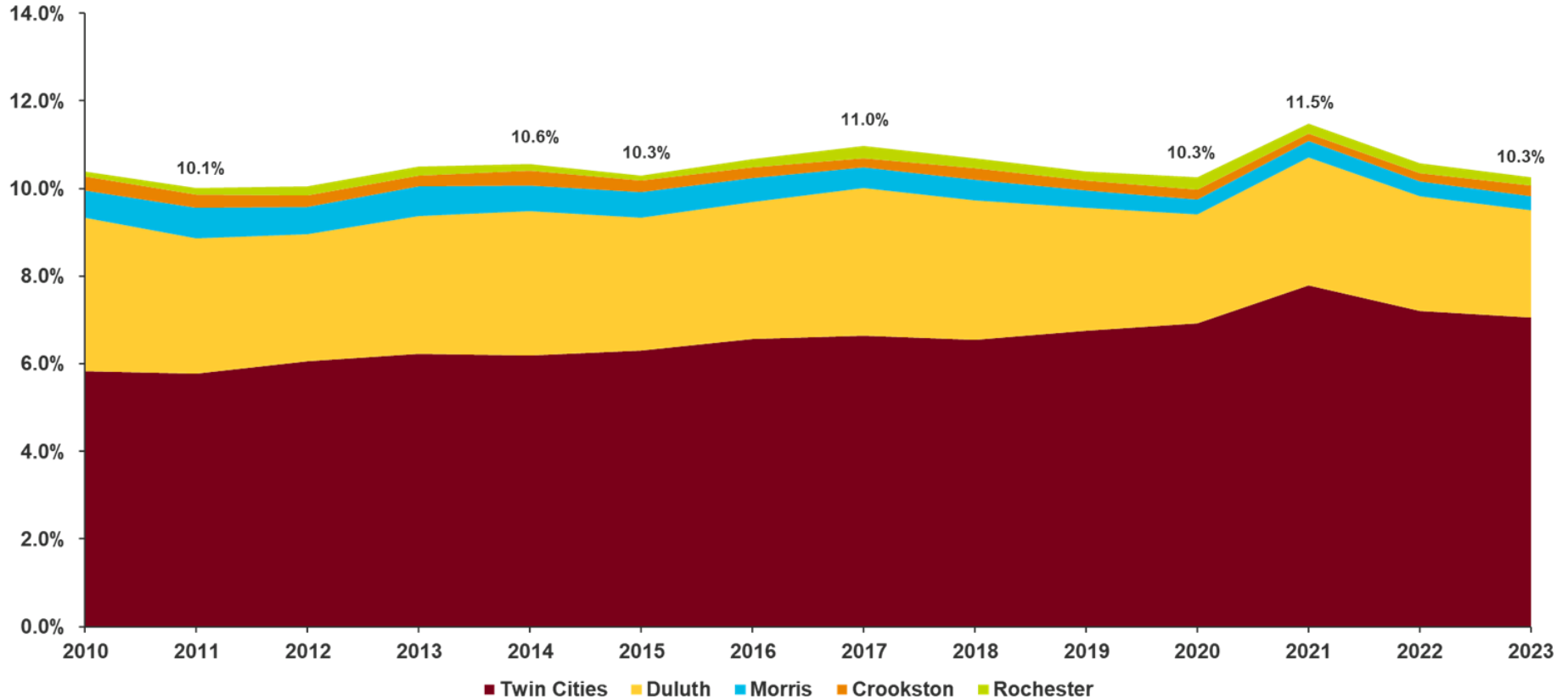
Systemwide Enrollment Coordination

New Intra-University Transfers (IUT) by New Campus (Columns) and Previous Campus (Rows): Fall 2023 and Spring 2024

New Campus

Previous Campus	Crookston	Duluth	Morris	Rochester	Twin Cities	Total
Crookston	0	2	0	0	9	**11**
Duluth	13	0	2	0	114	**129**
Morris	2	4	0	0	13	**19**
Rochester	0	1	0	0	29	**30**
Twin Cities	24	25	1	7	0	**57**
Total	**39**	**32**	**3**	**7**	**165**	**246**

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

Academic Credit

Any course taken at any UMN campus is given credit at any UMN campuses, counts toward the requirement of 120 credits for a bachelor's degree and GPA.

Additionally, UMN courses may count toward other requirements
- Liberal/general education requirements
- Major requirements
- Approximately 62% direct equivalency across the system

Multiple resources for students & advisors to review their courses

New Public TES site

UNIVERSITY OF MINNESOTA - TWIN CITIES

INSTITUTION LIST / EQUIVALENCY LIST

Q SEARCH | **↻ RESET** | **✚ ADD/VIEW MY LIST**

UNIVERSITY OF MINNESOTA CROOKSTON	UNIVERSITY OF MINNESOTA TWIN CITIES	NOTE?	BEGIN	END	☐
ACCT 2101 PRINCIPLES OF ACCOUNTING I (3)	ACCT 2T*** 2000 LEVEL COURSE	✔	03/01/2023	02/28/2028	☐
ACCT 2102 PRINCIPLES OF ACCOUNTING II (3)	ACCT 2T*** 2000 LEVEL COURSE	✔	03/01/2023	02/28/2028	☐
ACCT 3010 MANAGERIAL ACCOUNTING (3)	ACCT 3001 STRATEGIC MANAGEMENT ACCOUNTING (3)		08/01/2018	07/31/2028	☐
ACCT 3202 INTERMEDIATE ACCOUNTING II (4)	ACCT 5102 INTERMEDIATE ACCOUNTING II (4)		05/01/2018	04/30/2028	☐
ACCT 3220 ACCOUNTING SYSTEMS (3)	IDSC 6003 ACCOUNTING AND INFORMATION SYSTEMS (2)		08/01/2018	07/31/2028	☐
AGEC 2530 PROFESSIONAL AGRISELLING (3)	APEC 3451 FOOD AND AGRICULTURAL SALES (3)		08/01/2018	07/31/2028	☐
AGEC 3540 FARM BUSINESS MANAGEMENT (3)	APEC 3811 PRINCIPLES OF FARM MANAGEMENT (3)		08/01/2018	07/31/2028	☐
ANSC 1004 INTRODUCTION TO ANIMAL SCIENCE (4)	ANSC 1101 INTRODUCTORY ANIMAL SCIENCE (4) BIOSCILAB - MEETS BIOLOGICAL SCIENCES WITH LAB ENVRMT - MEETS THE ENVIRONMENT		08/01/2018	07/31/2028	☐
ANSC 1101 ANIMAL EVALUATION (1)	ANSC 2012 LIVESTOCK AND CARCASS EVALUATION (3)		08/01/2023	07/31/2028	☐
ANSC 2104 FEEDS AND FEEDING (4)	ANSC 2T*** 2000 LEVEL COURSE	✔	08/01/2023	07/31/2028	☐
ANSC 3104 APPLIED ANIMAL NUTRITION (4)	ANSC 2401 ANIMAL NUTRITION (3)		03/01/2024	02/28/2029	☐
ANSC 3301 SWINE AND POULTRY PRODUCTION (3)	ANSC 4601 PORK PRODUCTION SYSTEMS MANAGEMENT (4)		03/01/2024	02/28/2029	☐
ANSC 3303 BEEF PRODUCTION (4)	ANSC 4603 BEEF PRODUCTION SYSTEMS MANAGEMENT (4)		08/01/2023	07/31/2028	☐
BIOL 1000 BIOLOGY AND SOCIETY (4)	BIOL 1T*** 1000 LEVEL COURSE BIOSCILAB - MEETS BIOLOGICAL SCIENCES WITH LAB ENVRMT - MEETS THE ENVIRONMENT	✔	08/01/2023	07/31/2028	☐
BIOL 1009 GENERAL BIOLOGY (4)	BIOL 1009 GENERAL BIOLOGY (4) BIOSCILAB - MEETS BIOLOGICAL SCIENCES WITH LAB		08/01/2015	07/31/2028	☐
BIOL 2022 GENERAL BOTANY (3)	BIOSCILAB - MEETS BIOLOGICAL SCIENCES WITH LAB		08/01/2018	07/31/2028	☐

University Admissions Offices Collaborations

- Regular admissions director meetings

- MOHE Direct Admit Project to UMC, UMD, UMM, and UMR

- Shared admissions technology position

- Common technology platform (Slate) for CRM and application management

- Coordinated admissions programs for high school counselors

- Coordinated National College Fair and State Fair participation

Fall 2024 Twin Cities applicants shared with system campuses
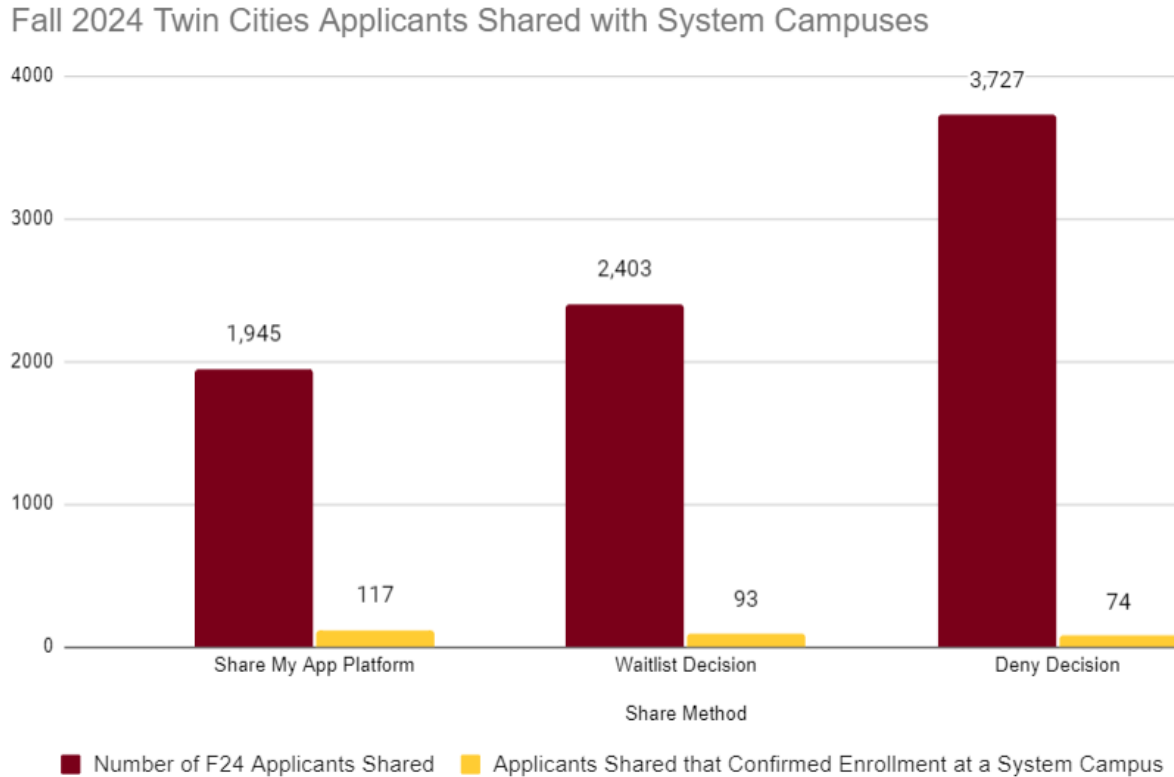
Data as of 5/20/2024

System Collaborations and Pathway Programs

Crookston

- A 2+2 pathway into **Mortuary Science BS (UMC/UMTC)**

Morris

- 4+1 Integrated Degree Program (IDP) - **BA Econ at UMN Morris to MS Appl Econ (CFANS UMNTC)**

Duluth

- Integrated Degree Program pathway for biology (SCSE at UMD) to the **Medical Laboratory Science program (UMD/UMTC**)

Rochester

- Public Health 4+1 pathway to **Master's of Public Health in Environmental Health (UMR/UMTC)**

MPact 2025

Goal

Reduce student debt.

Action / Metric

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

North Star Promise, American Indian Scholars Program and the Minnesota State Grant

- North Star Promise
  - Begins 2024-2025; awaiting final awarding guidance from the State
  - Will cover 100% of remaining tuition & fees after gift aid is subtracted for students with a family adjusted gross income of $80,000 or less

- American Indian Scholars Program
  - Covers tuition and fees for Minnesota residents who are enrolled members or citizens of any federally recognized tribe or Canadian First Nation

- Minnesota State Grant
  - Awaiting on final awarding guidance from the State
  - Currently an $18.3M shortfall in funding is projected statewide
  - OHE will reduce State Grant awards statewide for students proportionally; reductions will likely be greater for students $80,000+

University Financial Aid Collaboration

- The System Financial Aid Council, created in 2011, includes equal representation from all campuses for financial aid decisions that affect the system. The council's strives to implement financial aid solutions and decisions as a system whenever possible.

- Monthly System Financial Aid Directors meeting

- Examples of topical collaboration include:
    - FAFSA
    - New University or state scholarship programs such as Minnesota North Star Promise and American Indian Scholars Program
    - Collaborative approach to annual financial aid audits

Collaborative Marketing Effort
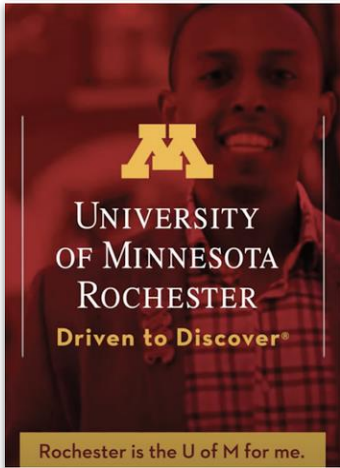
Background

- Ran first-ever systemwide recruitment campaign in 2020–2021

- Focused on unique offerings of each campus so students can find their best fit

- Supports Systemwide Strategic Plan Commitment 1

- Exclusively digital campaign

- Very positive results: applications, web traffic, and awareness all up; many in double digits

- This cost-saving collaboration provides the opportunity for future system partnerships in recruitment market, with the added benefit of not competing between campuses for search messaging.

- Promotes awareness for all campuses under a cohesive marketing strategy.

- Provides better analytics tracking

Campaign Results

Objective: to drive highly-qualified traffic to the campus websites and deliver new student leads.

The systemwide paid search campaign is delivering very strong traffic to the campus and system websites.

- It has driven 98,369 users to the site(s)

The paid search campaign is engaging audiences and motivating them to click.

- Click-throughs from the paid search campaign to system and campus sites are very high: **28.36%** overall
  - Industry benchmark 4-10%
  - % to system site: 22.40%
  - % to campus landing pages: 45.74%

System Retention Efforts

Fall 2023 Re-Enrollment Initiative

Summer 2023: Pilot launched to re-enroll systemwide "COVID stop-outs"

Results: systemwide: 109 re-enrolled (3.5% of 3,152 students)

- Crookston: 557 in cohort, 17 re-enrolled (3.1%)
- Duluth: 1,575 in cohort, 32 re-enrolled (2.0%)
- Morris: 284 in cohort, 7 re-enrolled (2.5%)
- Rochester: 147 in cohort, 1 re-enrolled (0.7%)
- Twin Cities: 589 in cohort, 39 re-enrolled (6.6%)

Fall 2024: Received funds to work with 5,000+ students who stopped out between 2019-present (Crookston: 265, Duluth: 1729, Morris: 342, Rochester: 213, Twin Cities: 3090)

Discussion

1

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

2

What additional collaborations should we consider?

3

How do we prepare for the demographic cliff?

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **June 13, 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 act on proposed amendments to Board of Regents Policy: *Tuition and Fees.* The committee reviewed the proposed amendments in May 2024, which included merging the governance-level elements of the Board of Regents Policy: *Student Services Fee* into the Board of Regents Policy: *Tuition and Fees*, creating one combined policy. The remaining non-governance elements of the Board of Regents Policy: *Student Services Fee* have been moved into a new administrative policy titled *Student Services Fee*.

The proposed amendments to Board of Regents Policy: *Tuition and Fees* policy 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)

As a result of the May 2024 meeting, no substantial changes were made to the draft policy. The following minor adjustments have been incorporated into the updated policy draft:

- Reorganization of items in new Section III, Subd. 5. Tuition rates: Information regarding tuition rates for professional and departmental masters students was moved under section (b) Post-Baccalaureate Students. This reorganization clarifies that both professional and

departmental masters students fall under the post-baccalaureate category but have differences in how tuition rates are set and thus should be further defined in the policy.

- Simplified language in new Section III, Subd. 5, (d) Nonresidents: Since all nonresident, non-reciprocity students pay a tuition rate higher than or equal to resident students, it is unnecessary to list out the different categories of students.
- Reorganized new Section IV, Subd. 3 Student Services Fee (b): This item was reorganized to further clarify student exemptions. Item (1) identifies students who are exempted from paying the fee but who may opt in, and item (2) lists those groups of students who are exempted from paying the fee and are not able to opt in.

Since the May 2024 meeting, based on feedback from the Policy Advisory Committee, one additional item was added to the draft Administrative Policy: *Student Services Fee*. The policy now includes information about the credit threshold for fee assessment: six credits for fall and spring terms, three credits for summer term.

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 Fees* was adopted in 1982 and last amended in June 2005. The purpose of the SSF 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.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends adoption of the proposed amendments to Board of Regents Policy: *Tuition and Fees*.

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 ~~I~~II. 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 ~~II~~III. 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)~~(1)   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)(2)   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)(c)   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).

(f)(d)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)(e)   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~~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. 3̶2. 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 enrolled in a degree program and registered for six or more credits per semester or three or more credits per summer session.
   (1) 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
      • non-degree seeking students not otherwise designated; and
      • others as approved by the president or delegate.

   (2) The following students shall be exempt from the student services fee and may not opt to pay the fee:
      • Regents Tuition Benefit Program recipients;
      • Senior Citizen Education Program participants;

- post-secondary education option students and concurrent high school enrollment program students; 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 significant or unusual 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.

Board of Regents Policy: Tuition and Fees
Summary of Edits - Revised

Changes to this document are highlighted in gray.

The proposed edits to the Regents Policy on Tuition and Fees (T&F) 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 Regents Policy: Student Services Fee (SSF), 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 I	Add "including the student services fee,	Clarify that the revised policy includes the SSF.
Sec II	"State of Miinnesota (state)" replaces "state"	Specify the State of Minnesota
Sec II, Subd. 3.	"Consider" replaces "take into account" "Core mission activities" replaces "instructional programs"	Update for terminology and accuracy.
Sec II, Subd. 4	New bullet: "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."	Incorporate guiding principles from the current student services fee policy into the combined policy.
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	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.

	shall be provided an opportunity to submit arguments to the president or delegate for possible classification as a resident for University purposes.	
Sec III, Subd. 3.	"From the state" 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 of the Annual Operating Budget. Recommended tuition rates shall 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
Sec III, Subd. 5., (b)	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.	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.)
Sec III, Subd 5., (b), (1)	Indent "Professional Students…"	Visually clarify that professional students are a subset of the post-baccalaureate students referred to in (b).
Sec III, Subd. 5., (b), (1)	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."	Clarify language. Remove references to specific professional schools, recognizing the expansion of the definition of professional programs.
Sec III, Subd 5., (b), (2)	Indent "Departmental Masters…"	Visually clarify that departmental masters students are a subset of the post-baccalaureate students referred to in (b).
Sec III, Subd. 5., (b), (2)	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,	Update for consistent terminology. Verify that the graduate tuition rate will be applied to departmental masters as the default.

	but shall be established on a cost-related basis within market rates."	Identify criteria for establishing a program-specific rate.
Sec III, Subd. 5., (c)	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.)"	Remove references to different rates for non-degree seeking students, consistent with practice.
Sec III, Subd. 5., (d)	Updated text: "Nonresidents – Nonresident, non-reciprocity tuition rates shall be set at rates higher than or equal to those for resident students based on campus, college, program or admission status."	Recognize that nonresident rates may be set at rates equal to resident rates. Remove reference to individual programs since the requirement applies to all 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.
Sec III, Subd. 5., (g) (old numbering)	Remove: "Part-time Students – Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.	Delete. No longer pertinent.
Sec III, Subd. 5., (e) (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" "make public" replaces "state publicly"	Recognize that waivers and other discounts may also be subject to federal or other laws related to financial aid. Clarify. Edit for consistency.

Sec IV	Add text: "the University's" prior to "actual costs"	Clarify.
Sec IV, Subd 1.	Add text: "and"	Edit for consistency in grammar and punctuation.
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. "as defined by Subds. 1 and 2 of this section" replaces "(subdivisions 1 and 2)" Add text: "the following"	Eliminate reference to distance delivery. Edit for consistency in grammar and punctuation.
Sec V	"IMPLEMENTATION" replaces "DELEGATION OF AUTHORITY."	Revise section title for clarity and consistency with other policies.
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.	"Delegation of Authority" replaces "Implementation"in the subdivision title. "maintain administrative policies and procedures to implement this policy and assess tuition and fees" replaces "implement tuition policy and assess tuition." "course, academic, students services, and miscellaneous" replaces "course, distance delivery, academic, and miscellaneous" Remove italics: "Annual Operating Budget" Add text: "Any significant or unusual fees for the delivery of new courses added outside of	Revise for clarity to match current fee types. Clarify responsibilities. Revise for clarity to match current fee types. Edit for style consistency. Establish oversight of off-cycle fees.

	the Annual Operating Budget shall be reported to the Board."	

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. (1) 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. (2) The following students shall be exempt from the student services fee and may not opt to pay the fee: ● Regents Tuition Benefit Program recipients; ● Senior Citizen Education Program participants; ● post-secondary education option students and concurrent high school enrollment program students; and ● 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. For those not charged, define who may or may not opt to pay the fee. 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 student services fee. The committee shall have at least a student majority."	Current SSF policy reference: Sec II. Definitions., Subd. 2. 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.
Sec IV., Subd.3. (f)	"Decisions regarding the allocation of student services fee funds among student groups shall be made in a viewpoint-neutral and reasonable manner."	Current SSF policy reference: Sec III. Guiding Principles. (d) Directs that allocation decisions will be made in a viewpoint neutral and reasonable manner.

UNIVERSITY OF MINNESOTA

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.

The Student Services Fee is assessed each term. The fee is mandatory for all students enrolled in a degree program and registered for six or more credits per semester or three or more credits per summer session. 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.

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*. SSF funds may not be used for partisan political purposes.

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 programs such as 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	320-589-6080	dswenson@morris.umn.edu

	Engagement & Events		
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

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

Board of Regents | Mission Fulfillment Committee | June 13, 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

UNIVERSITY OF MINNESOTA
Driven to Discover℠

MPact 2025

Commitment 5: Fiscal Stewardship

Goal 2

Align revenue with forward-thinking mission fulfillment.

Action

Develop leading-edge tuition and pricing model.

Purpose

- Approve changes to the Tuition and Fees (TAF) policy
- Approve combination of Tuition and Fees and Student Services Fee (SSF) policies, with SSF policy changes
  - Governance level items of SSF into TAF
  - Elimination of SSF policy as a BOR policy; New SSF administrative 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
  - Added further clarification for tuition rate setting
- 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)

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
- Retain other existing exceptions, adding students studying abroad
  - Further clarify student eligibility for opting in
- Create administrative policy on Student Services Fee

Overview Student Services Fee Administrative Policy

- Administrative activities outlined in current BOR SSF policy will shift to the new administrative policy
  - Rationale for the purpose of the fee
  - Assessment of the fee
  - Outlines the procedures for administering the fee that each campus will follow
    - Procedures vary by campus

Discussion

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **June 13, 2024**

AGENDA ITEM: Distributed Learning Strategy Update

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

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

PURPOSE & KEY POINTS

The committee will discuss the University's efforts to achieve the MPact 2025 goal to develop innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs.

The presentation will highlight the following key points:

- Overview of current online programs
- Update on systemwide programs
- Opportunities in offering degree completion programs
- Details about the infrastructure needed to enable online program development

BACKGROUND INFORMATION

The committee last discussed the University's distributed learning strategy at its June meetings in 2022 and 2023. The Office of Distributed Learning was launched in September 2022. In the past year, the distributed learning team has been focused on three primary areas: (i) systemwide programs, (ii) supporting online and hybrid educational programs, and (iii) a new degree completion pilot program.

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 13, 2024
Distributed Learning Strategy Update

SYSTEMWIDE PROGRAMS

Current online programs

The University of Minnesota system has a number of programs that are delivered in either hybrid or online formats. The number of online programs has been growing, albeit at a slow rate. Future growth is expected and the Office of Distributed Learning consults with academic units about where these opportunities might exist.

Table 1. Summary of online and hybrid academic programs available in the University of Minnesota system. As of In Fall 2023, there were 127 credit and non-credit programs available in a completely online format.

Program Type	2022	2023	change
Baccalaureate	26	26	0
Masters	35	37	2
Doctorate	6	6	0
Undergraduate other	0	1	1
Post-baccalaureate credit certificate/licensure/endorsement	60	64	4
Undergraduate credit certificate	20	20	0
Total Credit Programs	*147*	*154*	*7*
Undergraduate minor	22	24	2
Graduate minor	14	14	0
Total Minors (Credit)	*36*	*38*	*2*
Professional development certificate	12	10	-2
Coursera specializations	13	13	0
Coursera MasterTrack	1	0	-1
Total Noncredit	*26*	*23*	*-3*

Coursera

Coursera is an online learning platform that offers a wide range of short-form courses, industry certificates, and online degrees in subjects such as computer science, business, data

science, language learning, personal development, arts, and humanities. Coursera programming is designed by experts from universities, non-profit organizations, and private sector companies and is available to any learner (currently 113 million registered Coursera users) around the world for a nominal monthly subscription fee of $59.

The University became one of Coursera's university partners in 2015, with the University initially launching its Coursera content in 2016. Since that time, 9 Colleges, Schools, and Institutes within the University have launched a total of 68 courses, 54 of which are grouped into Specializations, a collection of 3-4 courses focused on a particular topic. The Office of Distributed Learning continues to identify new potential courses and specializations that can expand the reach of University of Minnesota to the millions of Coursera learners. Access for University of Minnesota faculty, staff, and students is available at Coursera for Minnesota.

From May 2023 to May 2024, University of Minnesota Specializations have had 85,728 enrollments and 17,731 completions by Coursera learners (individuals who are not affiliated with the University). In that same period there have been 331,888 individual enrollments in University of Minnesota Coursera courses and 138,897 course completions.

The University is also a member of the Coursera Consortium, which provides our faculty, staff, and students with free access to over 4,000 Courses from 58 Institutions around the globe that have created Coursera content. In the same May 2023 to May 2024 period, there were 11,032 enrollments and 736 completions within Coursera Consortium content by University faculty, students, and staff.

NXT GEN PROGRAMS

A recent focus of distributed learning at the University has been the NXT GEN career-connected and accelerated programs. Faculty and staff at Crookston will re-launch NXT GEN AG and are currently developing NXT GEN BADGE. As noted in the Audit & Compliance Committee's February 2024 meeting, the original NXT GEN platform is no longer being used; however, academic technologists, faculty, staff, and administrators are working to leverage other academic technology tools that can function similarly and better integrate with our other systems, thereby increasing their likelihood of broader impact on educational outcomes. The newest addition to this portfolio of programs is NXT GEN Teach.

NXT GEN Teach

NXT GEN Teach is a systemwide initiative that aims to remove barriers, create more accessible pathways, and expand the number of licensed special education teachers in Minnesota. This initiative seeks to address long-standing and urgent state needs (PELSB 2023), position the University of Minnesota as a ready partner for school districts statewide seeking to access state funding for teacher preparation, and create new tuition-generating pathways, all while creating a model that may be applied to other teacher licensure programs in the future.

NXT GEN Teach is a collaborative effort with colleagues at Crookston, Duluth, Morris, and Twin Cities' campuses to strengthen current programming (Duluth and TC campuses have existing special education licensure programs; Morris and Crookston campuses seek to create special education licensure programs) and develop new pathways across campuses that will lead to degrees and licensure in multiple state teacher shortage areas of Special Education.

NXT GEN Teach is currently engaged in the following efforts:

- NXT GEN Teach (Duluth, Morris, Twin Cities campuses + five district partners) has received state funding to join the Minnesota Department of Education's Apprenticeship/Residency Design Academy for SY24-25. The purpose of this academy is to create a shared vision of NXT GEN Teach Apprenticeship, develop the foundational concepts of our teacher apprenticeship, build program efficacy with research-based curriculum and strategies to launch our apprenticeship program while creating a model that can be used for additional programs in the future.
- The NXT GEN Teach Director (D. Franke) is coordinating across the system to bring awareness to additional state and federal funds available to support preservice special education teachers. This funding is intended to support increased enrollment in special education teacher preparation programs and increase the number of licensed teachers. For example, the Minnesota Department of Education is currently running the Teacher Education Pipeline Program – a funding stream dedicated to removing financial and programmatic barriers for adults seeking to become a fully licensed Tier 3 or Tier 4 special education teacher.
- NXT GEN Teach hired a recruiter to work immediately and throughout the summer with potential students who already have access to state funding for tuition through their school districts and are looking to enroll in a special education licensure program this upcoming fall (2024) at the University of Minnesota.
- NXT GEN Teach partnered with university teams to create more accessible and candidate-focused websites that will launch next week.

All current and future efforts will continue to focus on promoting the university's programming, reducing the financial cost for students, and working with school district partners to better serve our rich and diverse communities in the state while simultaneously increasing enrollment at all campuses.

Professional Educator Licensing and Standards Board (PELSB). (2023). 2023 Biennial report: Supply and demand of teachers in Minnesota. https://mn.gov/pelsb/board/reports/

DEGREE COMPLETION

The Office of Distributed Learning has launched the 'Restart Your Degree' pilot program. We are inviting back 3,412 students who stopped out of University of Minnesota majors from 2014-2018. The students identified for this cohort come from a small number of programs, and are

only a subset of the total students who stopped out over this period. Invited students will have the option of reenrolling in one of 15 programs that represent units across the university system (Table 1). Each of these students will be offered additional support and policy exemptions that should increase their ultimate goal of a degree. Students can return to the UMN system by enrolling into one of the participating programs in the first two years of the program. They will commit to completing their degree within five years (by end of spring semester 2029), which is the span of the program.

Table 1. University of Minnesota majors into which students in the Restart Your Degree pilot can matriculate.

Major	Campus	Modality
Accounting B.S.	Crookston	Online, Online Accelerated, & On campus
Applied Economics	Twin Cities	On campus
Applied Studies B.S.	Crookston	Online & On campus
Biology B.A.	Morris	On campus
Communication B.S.	Crookston	Online & On campus
English B.A.	Duluth Morris Twin Cities	On campus
Health Sciences B.S.	Rochester	On campus
Individualized Studies, BIS	Twin Cities	Online & On campus
IT Infrastructure B.A.Sc.	Twin Cities	Hybrid
Multidisciplinary Studies B.A. or B.S.	Twin Cities	Hybrid, Online
Political Science B.A.	Twin Cities	On campus (online summer)
Psychology B.A., B.A.Sc	Duluth Morris	Online & On campus On campus

Students who are invited back as part of this pilot program will be given information on degree options, financial aid, and other support (see restart.umn.edu).

ONLINE PROGRAM SUPPORT SERVICES

Over the past year, the Office of Distributed Learning has been building an internal service that will assist in the creation and launch of online programs, thoughtfully utilize external partners, offer financial models that build capacity while reducing financial burden on individual units, and coordinate with central University units to utilize available resources and maintain quality program

delivery. This service - Online Program Support Services (OPSS) - has resulted in market research reports for units and programs throughout the UMN system, along with multiple completed master service agreements with external vendors that can provide marketing, recruiting, and consultative services. External vendors include EducationDynamics (market research, marketing, student recruitment, enrollment management, instructional design and quality control, student success and retention); Kennedy & Company (specialized program market analysis, competitive analysis, enrollment analysis); and CompleteU (outreach to students who started but did not complete a bachelor's degree). Each of these vendors will be engaged on a fee-for-service basis.

Distributed Learning Strategy Update

Board of Regents | Mission Fulfillment Committee | June 13, 2024

Rachel Croson
Executive Vice President and Provost

Eric Watkins
Vice Provost for Distributed Learning

UNIVERSITY OF MINNESOTA
Driven to Discover℠

MPact 2025

Commitment 1: Student Success

Goal 3

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

Action

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

Office of Distributed Learning

Systemwide programs

Online program support services

Degree completion

Systemwide Programs

Online Course and Program Awareness

Online minors available to all UMN students

Flexible course offerings are available at many campuses

Seek beneficial program collaboration

Multi-I students taking 1 or more completely online classes in AY 2022-2023.	
Home campus	*Number of students*
Crookston	23
Duluth	87
Morris	100
Twin Cities / Rochester	54

Distributed Learning

Coursera

NXT GEN

MED (Rochester)

AG (Crookston)

BADGE (Crookston)

Teach (Crookston, Duluth, Morris, Twin Cities)

Online Program Support Services

Traditional Models Are Under Pressure

Online Program Managers partner with higher education institutions to deliver new and scaled online programs

OPM carries the financial risk in return for a share of tuition or a fee for service

Tuition share arrangement are under pressure from federal regulators and the state legislature

LOCAL

Minnesota lawmakers seek new rules for online college programs

They're targeting companies that take a portion of tuition for helping recruit or run online programs. St. Cloud State and Southwest Minnesota State already have such contracts.

By Liz Navratil Star Tribune | APRIL 11, 2024 — 10:28AM

December 13, 2023

Future of OPMs in Flux as Regulations Loom

University relationships with online program managers could be turned on their heads in 2024, as the government considers more oversight into OPM contracts.

By Lauren Coffey

Supporting Online Programs at UMN

Coordinate research, development, launch, and ongoing support of online programs

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

Connect units with vetted external partners as needed for services

Work with UMN central units to help maintain quality program delivery

Degree Completion

Some Credit No Credentials (SCNC)

Approximately 40.4 million Americans have attended college but not earned a credential.

In Minnesota, there are 2.5 SCNC students for every enrolled undergraduate

Between fall semester 2014 and spring semester 2018 - 9,291 students stopped out of UMN undergraduate degree programs.

How can UMN serve these students?

Restart Your Degree Pilot

Invite back a cohort from high stop-out majors and then provide policy and process changes with additional supports.

Participating Programs

Crookston: Accounting B.S., Applied Studies B.S., Communication B.S.

Duluth: Biology B.S, English B.A., Psychology B.A.Sc.

Morris: Biology B.A., English B.A., Psychology B.A.

Rochester: Health Sciences B.S.

Twin Cities: Applied Economics, English B.A., Individualized Studies B.I.S., IT Infrastructure B.A.Sc., Multidisciplinary Studies B.A. or B.S., Political Science B.A.

Maroon indicates programs with an online pathway to degree

Work Plan

Identify more systemwide collaborations for educational program delivery

Coordinate 'Restart Your Degree' and learn how to better serve the some-credit, no credential population

Launch and scale new programs that meet the needs of Minnesota

Discussion

What would success look like for these distributed learning programs?

How can we reach the some-credit, no-degree student pool?

How can we ensure that the graduates of these programs have skills relevant for Minnesota employers?

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **June 13, 2024**

AGENDA ITEM: University Libraries Overview

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Lisa German, University Librarian and Dean of Libraries

PURPOSE & KEY POINTS

The purpose of this item is for the committee to learn about the important ways the University Libraries deliver the University's mission.

The presentation will highlight the following key points:

- The University Libraries are an active hub for student engagement.
- University Libraries have been reinventing spaces from stacks of books to hubs of innovation.
- Library staff and their expertise are critical to advancing student success, research and discovery, and outreach.
- The libraries at all campuses collaborate and embrace systemness.
- As a leader within the Big Ten Academic Alliance, University Libraries form collaborative partnerships that save money.

BACKGROUND INFORMATION

The University Libraries are driven to expand access to information, strengthen research and teaching, and enrich communities throughout Minnesota, the region, and the world. University Libraries seek to power curiosity, discovery, and connection. University librarians serve as partners in the educational and research enterprise and, together with other University staff, provide resources, expertise, and support to students, faculty, and researchers, as well as the wider community. The University Libraries undertake this work using the following values:

- We respect each person
- We lead with expertise
- We are accountable
- We support the journey
- Together, we make the difference

Additional background materials are available below:

- [University of Minnesota Libraries - 2023 Impact Report (July 1, 2022 - June 30, 2023)](#)
- [University of Minnesota Libraries 2021-2025 Strategic Plan](#)
- [Health Sciences Libraries Impact Report](#)
- [Minitex FY23 Annual Report](#)

University Libraries Overview

Board of Regents | Mission Fulfillment Committee | June 13, 2024

Lisa German
University Librarian and Dean of Libraries

Advancing the mission

- Facts and Figures
- The Library of the Future is here
  - Makerspaces, innovation hubs, wellness spaces, online databases, staff expertise, and more
- Student success
- Research and discovery
- Collaborations

About the Libraries

- 307 staff
- 207 student employees
- 7.6 million total volumes
- Ranked #10 in public academic libraries ARL

From stacks of books to online databases…

With more than **85%** of new purchases being online materials, the Libraries website is our front door.

To makerspaces…

Driving innovation through VR and experimentation

To 1:Button Studios…

These public health nursing students created a public service announcement to promote healthy eating

To a research collaboration studio…

To an innovation hub…

The Toaster — a collaboration with CSOM's Holmes Center — is open to all UMN students, faculty, and staff

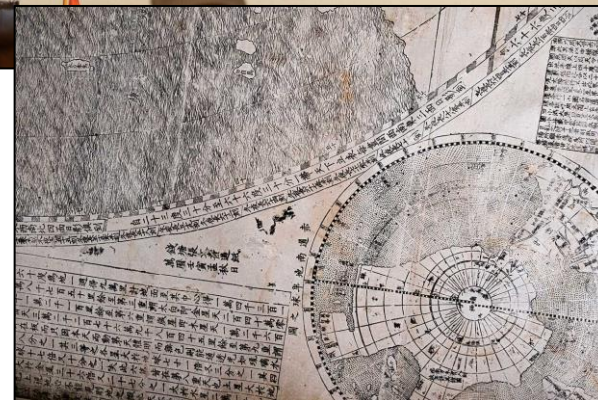# To wellness spaces...
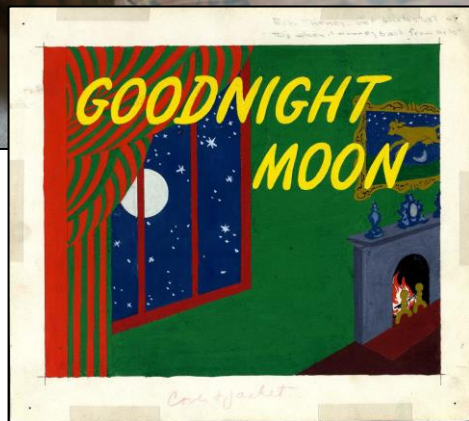
- Wilson
- Walter
- Health Sciences

To mental health partnerships...

In collaboration with
Boynton:

- PAWS

- West Bank Mental Health
  Clinic

Archives and Special Collections

Advancing the Mission

- Student Success
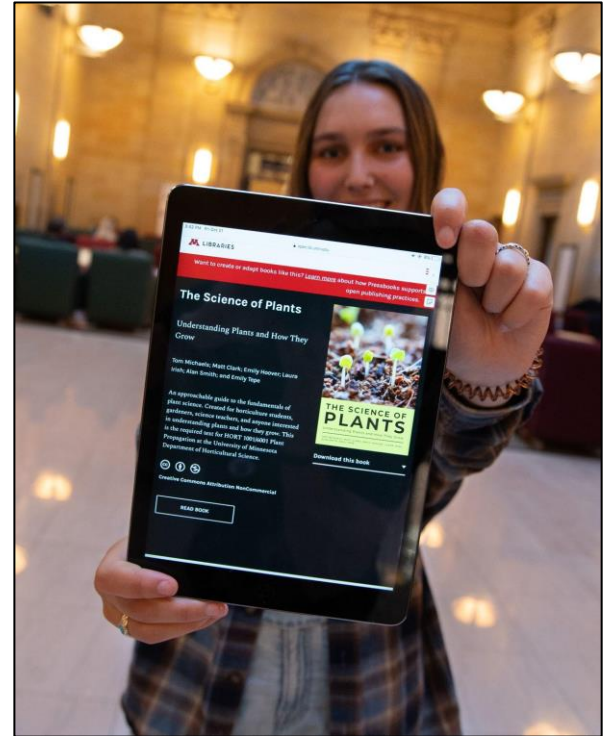- Research Services
- Outreach

Student Success

Support student financial equity

Support student equity through access to affordable course materials, resources, and technologies

Savings on course materials

Library course materials were embedded in 3,346 course sections in FY23, resulting in potential savings to students of **$6.5 million**

Student Success

**Strengthen student information literacy**
Strengthen student knowledge and skills to effectively and critically discover information, understand knowledge production, and ethically use information and scholarly content to further learning and research

Peer Research Consultants
Our peer research consultants helped more than **4,000 students** last year on research papers, assignments, and getting started on faculty-sponsored research projects

Research Services - The Research Lifecycle
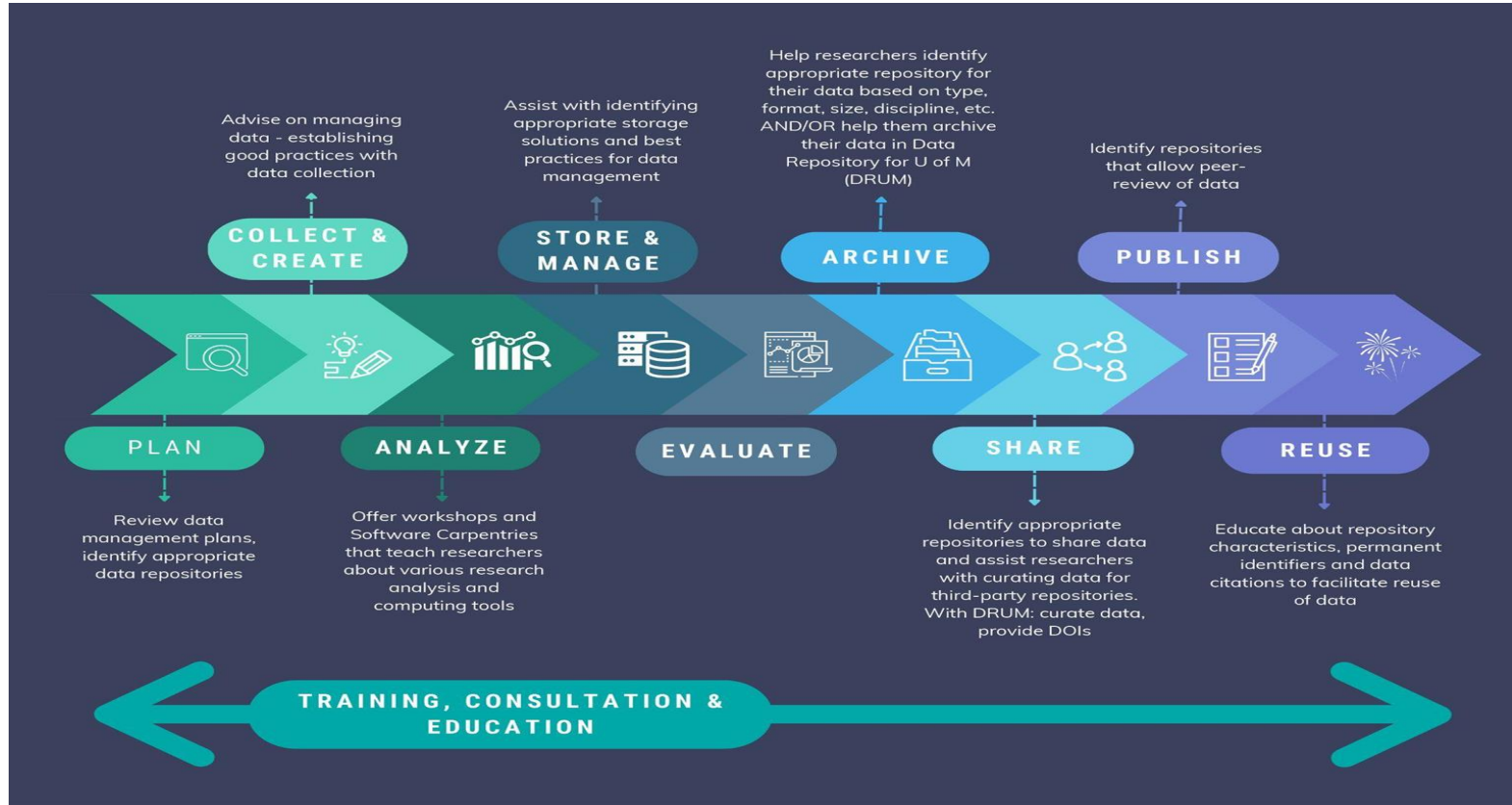
Data Management and Research

Data Curation • Evidence Synthesis • Research Information

Research and Discovery

Lead open scholarship and open science

Lead the University toward open scholarship and open science as the standard practice

Open Access Publishing

Open access publishing is free for U of M researchers (Twin Cities, Duluth, Morris, and Rochester) when they publish in Wiley journals, thanks to BTAA partnership

Outreach

Minitex/UMN Libraries serve all Minnesotans

Taking Advantage of our Systemness

Duluth

Twin Cities

Crookston

Rochester

Morris
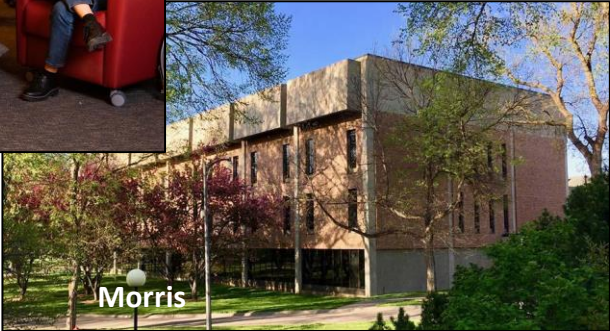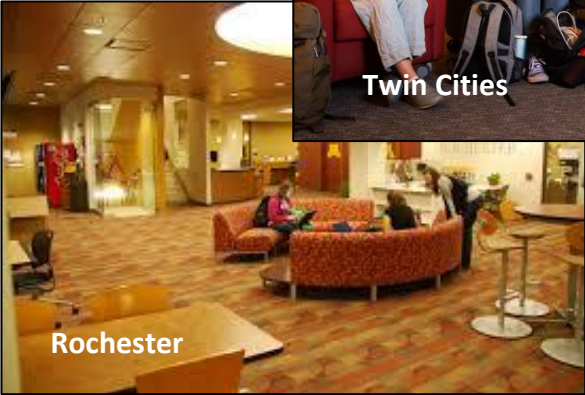
K-12 Outreach

- Supporting high-school girls who want to be orthopaedic surgeons

- Hosting and assisting History Day students

- Connecting K-12 teachers to library map resources

- Demonstrating the importance of primary sources to high school students

The BTAA and the Big Collection

The Big Ten Academic Alliance libraries are working towards a networked approach to managing the collections of the Big Ten university libraries as a single collection.

"The Big Collection" would constitute the third largest library collection in the world.

Thank you!

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **June 13, 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; and conferral of tenure for new hires, as outlined below.

I. Request for Approval of New Academic Programs

- College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new Arts and Cultural Leadership graduate minor, effective spring 2025.
- College of Pharmacy, Twin Cities campus—requests approval to create a new Medical Laboratory Sciences undergraduate minor, effective spring 2025.
- Medical School, Twin Cities campus—requests approval to create a Stereotactic and Functional Neurosurgery Fellowship, effective summer 2024.

II. Request for Approval of Changed Academic Plans

- College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to restructure the Bachelor of Arts in Music degree, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality of the Master of Social Work, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to change the name of the Master of Science in Earth Sciences degree, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to add a new subplan in the Bachelor of Arts in Biology degree, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to add two new subplans in the Bachelor of Science in Biochemistry degree, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to add two new subplans in the Bachelor of Science in Chemistry degree, effective fall 2025.

- College of Continuing and Professional Studies, Twin Cities campus—requests approval to change the name of the Bachelor of Applied Science in Health Services Management, effective fall 2025.
- College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Computer Science and TLI Master of Science in Security Technologies degree programs, effective spring 2025.
- College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Mathematics and Master of Financial Mathematics degree programs, effective spring 2025.
- College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Mathematics and Master of Science in Mathematics degree programs, effective spring 2025.
- Law School, Twin Cities campus—requests approval to add a concentration to the JD and LLM degrees, effective spring 2025.
- Medical School, Twin Cities campus—requests approval to add a second year to the Pediatric Otolaryngology Fellowship, effective summer 2024.

III. Request for Approval of Discontinued Academic Plans

- College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to discontinue the Bachelor of Music in Jazz Studies, effective summer 2025.
- College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to discontinue the Bachelor of Music in Theory and Composition, effective summer 2025.

IV. Request for Conferral of Tenure for New Hires

- Rebecca Cunningham, professor with tenure, Division of Epidemiology and Community Health, School of Public Health, Twin Cities campus
- Angela Fertig, professor with tenure, Hubert H. Humphrey School of Public Affairs, Twin Cities campus
- Ramon Fonkoué, associate professor with tenure, Department of French and Italian, College of Liberal Arts, Twin Cities campus
- Alex Garn, professor with tenure, School of Kinesiology, College of Education and Human Development, Twin Cities campus
- Archis Ghate, professor with tenure, Department of Industrial and Systems Engineering, College of Science and Engineering, Twin Cities campus
- Michael Hill, professor with tenure, School of Mathematics, College of Science and Engineering, Twin Cities campus
- Danni Li, associate professor with tenure, Department of Laboratory Medicine and Pathology, Medical School, Twin Cities campus
- Emil Lou, professor with tenure, Department of Medicine, Medical School, Twin Cities campus
- Wenchao Ma, assistant professor with tenure, Department of Educational Psychology, College of Education and Human Development, Twin Cities campus

- Hemant Naikare, professor with tenure, Department of Veterinary Population Medicine, College of Veterinary Medicine, Twin Cities campus
- Silvia Orengo-Nania, professor with tenure, Department of Ophthalmology and Visual Neurosciences, Medical School, Twin Cities campus
- Virginia Ramseyer Winter, assistant professor with tenure, School of Social Work, College of Education and Human Development, Twin Cities campus
- Ilan Wurman, assistant professor with tenure, Law School, Twin Cities campus

BACKGROUND INFORMATION

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

- Academic program changes: Article I, Section V, Subd. 2.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends approval of the Consent Report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
June 13, 2024
Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new Arts and Cultural Leadership graduate minor, effective spring 2025. Affiliated with the Master of Professional Studies in Arts and Cultural Leadership (ACL), this minor utilizes current ACL coursework to offer graduate students in related fields access to leadership, management, and social practice courses to enhance industry skills and employment opportunities. The minor will be offered in multiple modalities, including majority face-to-face/classroom, hybrid, and completely online, and makes use of existing courses and resources.

College of Pharmacy, Twin Cities campus—requests approval to create a new Medical Laboratory Sciences undergraduate minor, effective spring 2025. The Medical Laboratory Sciences undergraduate minor focuses on preparing students to understand and conduct the medical laboratory testing used in hospitals and clinics to make diagnoses and treatment plans. The minor will serve students who plan to pursue further medical study, particularly in hospital laboratories, by providing them with the knowledge needed to pass medical laboratory categorical certification examinations, as well as giving them an understanding of the laboratory testing used to diagnose and treat patients. The program will be offered in a hybrid modality and makes use of existing courses and resources.

Medical School, Twin Cities campus—requests approval to create a Stereotactic and Functional Neurosurgery Fellowship, effective summer 2024. The Medical School's Division of Neurological Surgery requests approval to establish a 12-month fellowship training program in Stereotactic and Functional Neurosurgery. The program emphasizes a multidisciplinary approach to the diagnosis, treatment, and management of complex neurological disorders and provides opportunities for fellows to engage in clinical research and innovative approaches to the field. Fellows will receive mentorship from experienced neurosurgeons and be exposed to a high-volume clinical practice with a diverse patient population. The fellowship aims to meet the growing demand for specialized neurosurgeons in this field and contribute to ongoing advancements in the diagnosis and treatment of neurological disorders. This program will have a direct source of financial support via industry support from ClearPoint Neuro. Should funding not be available from ClearPoint Neuro, the Department of Neurosurgery will be responsible for continuation of funding.

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II.   Request for Approval of Changed Academic Plans

College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to restructure the Bachelor of Arts in Music degree, effective fall 2025. The BA in music offers students a general course of music study in a liberal arts setting, providing students with an overview of music theory, history, and performance practice, while allowing for students to closely align their personal musical interests and goals by choosing one of the various subplans. The restructure includes new subplan options in 1) academic, 2) instrumental, 3) jazz and commercial music, 4) keyboard, 5) music composition, and 6) vocal. By design, the generous number of electives in this degree easily allows students to double major, declare a minor in a complementary interest area, or study additional subject areas in music by selecting music courses beyond what is included in the degree program. The restructuring makes use of existing courses and resources.

College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality of the Master of Social Work, effective fall 2025. The program requests approval to change from the current in-person/classroom delivery modality option to a hybrid/partially online modality option.

Swenson College of Science and Engineering, Duluth campus—requests approval to change the name of the Master of Science in Earth Sciences degree, effective fall 2025. The new program name, Earth and Environmental Sciences, includes areas of environmental geoscience, economic geology, conservation paleobiology, geophysics, glacial geology and geomorphology, hydrology, hydrogeology, igneous and metamorphic petrology, isotope and aqueous geochemistry, limnogeology, paleoclimatology, sedimentology and stratigraphy, surface processes, and structure-tectonics. This new name better reflects the broad array of areas studied within the degree.

Swenson College of Science and Engineering, Duluth campus—requests approval to add a new subplan in the Bachelor of Arts in Biology degree, effective fall 2025. The new subplan in Biodiversity, Conservation, and Sustainability is designed for students interested in research, policy, or advocacy focused on global issues such as climate change and environmental protection.

Swenson College of Science and Engineering, Duluth campus—requests approval to add two new subplans in the Bachelor of Science in Biochemistry degree, effective fall 2025. Students will choose to complete one of the two subplans within the Biochemistry BS, either Applied Biochemistry or Biochemistry for Health Sciences. Careers in the healthcare fields are actively sought after, and it is often not obvious to prospective students that the Biochemistry BS degree is a stepping stone to a plethora of healthcare programs, such as medical, pharmacy, dental, and optometry programs. A Health Sciences subplan clarifies this and provides specific curricula for securing the necessary prerequisites for these healthcare programs, while differentiating it from the traditional Applied Biochemistry track.

Swenson College of Science and Engineering, Duluth campus—requests approval to add two new subplans in the Bachelor of Science in Chemistry degree, effective fall 2025. Students will

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choose to complete one of the two subplans within the Chemistry BS, either Applied Chemistry or Environmental Chemistry. Applied Chemistry engages students with several upper-division laboratory courses. Environmental Chemistry offers an in-depth dive into courses focusing on different aspects of environmental issues including laboratories and policies.

College of Continuing and Professional Studies, Twin Cities campus—requests approval to change the name of the Bachelor of Applied Science in Health Services Management, effective fall 2025**.** The proposed name change, from Health Services Management (HSM) to Healthcare Management (HCM), provides better communication to prospective students and employers about the program's focus, and better aligns with the expectations and perceptions of students and the healthcare industry. Program content and objectives would not change.

College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Computer Science and TLI Master of Science in Security Technologies degree programs, effective spring 2025. The Technological Leadership Institute is an interdisciplinary center within CSE, and its master's degree programs develop leaders for technology-intensive enterprises. Critical infrastructure encompassing vital sectors like energy, water, transportation, and healthcare, faces evolving threats ranging from cyberattacks to natural disasters. As a component of security technologies, cybersecurity talent gaps are prevalent across the nation. This IDP allows students to streamline their education in a condensed time frame, allowing them to accelerate their entry into high-paying jobs. Graduates of a 4+1 program will have a competitive advantage over other applicants due to the comprehensive understanding of both computer science fundamentals and specialized knowledge in security technologies.

College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Mathematics and Master of Financial Mathematics degree programs, effective spring 2025. The MFM curriculum, developed in collaboration with industry practitioners, emphasizes both theoretical rigor and practical application, ensuring graduates possess a unique blend of deep technical expertise, financial domain knowledge, and problem-solving skills highly valued by employers. As the finance industry increasingly relies on quantitative methods and technological solutions, there is a pressing need for graduates equipped with advanced skills in complex modeling and coding. This IDP provides an expedited path for students to earn both a bachelor's and a master's degree within five years. These students can accelerate their entry into lucrative career opportunities, as positions requiring graduate degrees often come with significantly higher salaries. Additionally, the IDP can assist with recruiting strong students to the University of Minnesota, drawn by the prospect of a structured, efficient pathway to obtaining an advanced degree in a high-demand field.

College of Science and Engineering, Twin Cities campus—requests approval to add an integrated degree program (IDP) subplan option in the Bachelor of Science in Mathematics and Master of Science in Mathematics degree programs, effective spring 2025. This IDP allows students to streamline their education in a condensed time frame, allowing them to accelerate their

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entry into high-paying jobs or doctoral studies in mathematics. Graduates of a 4+1 program will have access to a broad range of career options with many employers highly valuing both analytical and critical problem-solving skills that are featured by MS in Mathematics degree holders. Additionally, this Integrated degree program will provide a pathway for our BS Students to more easily earn their MS at the University of Minnesota.

Law School, Twin Cities campus—requests approval to add a concentration to the JD and LLM degrees, effective spring 2025. The Law School currently offers eleven (11) concentrations and proposes to add a new Alternative Dispute Resolution (ADR) concentration. In addition to Law School courses, students may earn concentration credit for specified courses offered by other units of the University. Students in a concentration must also either write a research paper or pursue an immersion experience (e.g., clinic, field placement, etc.). The proposed ADR concentration provides students with the opportunity to develop expertise in the most commonly used forms of ADR. Many more disputes are resolved by the three primary forms of ADR—negotiation, mediation, and arbitration—than litigation. The ADR concentration will offer students who are interested in an in-depth exploration of ADR theory and practice a curated course of study that will prepare them well for a modern legal practice with a dispute resolution focus. The concentration is intentionally designed to be highly experiential so that students who earn the concentration will not only understand ADR philosophy and rules but be trained to be successful advocates within ADR processes.

Medical School, Twin Cities campus—requests approval to add a second year to the Pediatric Otolaryngology Fellowship, effective summer 2024. The Medical School's Department of Otolaryngology requests approval to add a second year to its existing Pediatric Otolaryngology Fellowship. Based on current case numbers, the fellowship program could easily provide the appropriate surgical training to a second fellow. The program has received external financial support for the funding for the second year of the fellowship. The Pediatric Otolaryngology fellowship has a long tradition of training surgeons who continue the tradition of academic medicine and are spread across the United States. Expansion to a second fellow in a 2-year program strengthens that reputation and allows the Department of Otolaryngology to continue to train leaders in the specialty. No additional resources are needed to deliver the fellowship.

III.   Request for Approval of Discontinued Academic Plans

College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to discontinue the Bachelor of Music in Jazz Studies, effective summer 2025. This program is being discontinued as part of a restructure and offered as a subplan in the Bachelor of Arts in Music (referenced in section II), which will better meet the needs of the department and student interest, and result in a shorter time to degree for students. The eight current continuing students will be able to graduate indefinitely due to the ability to substitute courses and/or transfer to the new Music BA subplan.

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College of Arts, Humanities and Social Sciences, Duluth campus—requests approval to discontinue the Bachelor of Music in Theory and Composition, effective summer 2025. This program is being discontinued as part of a restructure and offered as a subplan in the Bachelor of Arts in Music (referenced in section II), which will better meet the needs of the department and student interest, and result in a shorter time to degree for students. The six current continuing students will be able to graduate indefinitely due to the ability to substitute courses and/or transfer to the new Music BA subplan.

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University of Minnesota Board of Regents
Mission Fulfillment Committee
June 13, 2024

Consent Report: Recommendation to Grant Tenure to New Hires

The Executive Vice President and Provost recommends 13 external hires for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Rebecca Cunningham, professor with tenure, Division of Epidemiology and Community Health, Twin Cities campus

Dr. Cunningham earned her M.D. from Jefferson Medical College in 1996 and completed her residency in emergency medicine at the University of Michigan. Her scholarly work has had a significant impact in the areas of firearm injury and violence prevention. Dr. Cunningham currently serves as the Vice President for Research and Innovation at the University of Michigan with faculty appointments as a tenured professor in the Medical School's Department of Emergency Medicine and in the School of Public Health's Department of Health Behavior and Health Education. Dr. Cunningham has been named as the next president of the University of Minnesota, effective July 1, 2024.

Angela Fertig, professor with tenure, Hubert H. Humphrey School of Public Affairs, Twin Cities campus

Dr. Fertig's research investigates the relationships among social determinants of health and mental health outcomes and describes racial/ethnic gaps in these areas. She earned her Ph.D. from Brown University in 2001. Prior to joining the University of Minnesota in 2014 as an adjunct faculty member, Dr. Fertig was an associate professor with tenure at the University of Georgia. Dr. Fertig currently serves as a Social Policy Research Scientist at the Hubert H. Humphrey School of Public Affairs.

Ramon Fonkoué, associate professor with tenure, Department of French and Italian, Twin Cities campus

Professor Fonkoué's research focuses on French literature and cinema from West Africa, the French Caribbean, and by Afropeans in French speaking European countries. He earned his Ph.D. in 2009 from the University of Oregon. Prior to joining the University of Minnesota in 2021, Dr. Fonkoué was an associate professor with tenure at Michigan Technological University. Dr. Fonkoué is currently a contract associate professor in the University of Minnesota's Department of French and Italian.

Alex Garn, professor with tenure, School of Kinesiology, Twin Cities campus

Professor Garn's work has had a significant impact on his field in the area of achievement motivation theories to increase physical activity. He also examines large-scale, school-based programs and interventions promoting urban youth health. Dr. Garn received his Ph.D. from Indiana University in 2007. Dr. Garn is currently a professor with tenure at Louisiana State University, where he serves as the interim director of the School of Kinesiology.

Archis Ghate, professor with tenure, Department of Industrial and Systems Engineering, Twin Cities campus

Dr. Ghate's area of expertise is in models, theory, and algorithms for optimization under uncertainty. He has applied his research to both business analytics and healthcare, including a cancer treatment paradigm that optimizes radiotherapy dosing based on the patient's biological response. Professor Ghate earned his Ph.D. from the University of Michigan in 2006. Presently, Dr. Ghate is a professor with tenure and Endowed Chair at Clemson University.

Michael Hill, professor with tenure, School of Mathematics, Twin Cities campus

Dr. Hill's work examines algebraic topology, one goal of which is to classify surfaces and higher dimensional hypersurfaces (known collectively as "manifolds"). Professor Hill received his Ph.D. in 2006, and subsequently held postdoctoral positions at Harvard University and the University of Virginia. Dr. Hill is currently a professor with tenure at the University of California, Los Angeles. Professor Hill is the incoming Ordway Chair Professor in the University of Minnesota's School of Mathematics.

Danni Li, associate professor with tenure, Department of Laboratory Medicine and Pathology, Twin Cities campus

Professor Li's research investigates blood-based biomarkers as vascular risk factors for Alzheimer's disease and related dementias and aging-related outcomes. She earned her Ph.D. from the University of Minnesota in 2007. Prior to joining the University of Minnesota's faculty, Dr. Li was an assistant professor at John Hopkins University. Dr. Li has been a contract associate professor in the University of Minnesota's Department of Laboratory Medicine and Pathology since 2012.

Emil Lou, professor with tenure, Department of Medicine, Twin Cities campus

Dr. Lou's research in the field of gastrointestinal oncology focuses on the characterization of tunneling nano-tubules in solid tumors, which has expanded current concepts of intercellular communication in cancer. He earned his M.D. and Ph.D. in 2004 from the State University of New York Upstate Medical University. Professor Lou joined the University of Minnesota's contract faculty in 2011, after completing a fellowship at Duke University in neuro-oncology. Dr. Lou is currently a contract associate professor in the University of Minnesota's Department of Medicine.

Wenchao Ma, assistant professor with tenure, Department of Educational Psychology, Twin Cities campus

Professor Ma's scholarly work focuses on developing and applying cognitive diagnosis models and

software tools to pinpoint students' strengths and weaknesses in specific skill areas and enhance personalized learning and targeted interventions. Professor Ma received his Ph.D. from Rutgers University in 2017. Dr. Ma presently serves as an associate professor at the University of Alabama.

Hemant Naikare, professor with tenure, Department of Veterinary Population Medicine, Twin Cities campus

Dr. Naikare's work has had a significant impact on the field examining the prevention of infectious disease in animals. His area of focus is animal disease diagnostics and prevention of infectious diseases of companion and production animals, as well as zoonotic diseases impacting animal health, human health, the environment, and antimicrobial resistance. He earned his Ph.D. from Oklahoma State University in 2005. Currently, Dr. Naikare is a professor with tenure at the University of Georgia.

Silvia Orengo-Nania, professor with tenure, Department of Ophthalmology and Visual Neurosciences, Twin Cities campus

Considered an expert in her field, Dr. Orengo-Nania's work has had a significant impact in the area of improving visual outcomes for individuals with glaucoma and optic neuritis. Dr. Orengo-Nania earned her M.D. in 1987 from Baylor College of Medicine and is currently a professor with tenure at Baylor College. Professor Orengo-Nania is the incoming department head in the Department of Ophthalmology and Visual Neurosciences.

Virginia Ramseyer Winter, assistant professor with tenure, School of Social Work, Twin Cities campus

Professor Ramseyer Winter's scholarly work aims to identify relationships between positive body image and health outcomes among diverse populations and to inform related interventions and policy. As a result of her research, she founded the world's first and only interdisciplinary research center on body image and health (Center for Body Image Research & Policy). Dr. Ramseyer Winter received her Ph.D. in 2015 from the University of Kansas. Currently, Dr. Ramseyer Winter is an associate professor with tenure at the University of Missouri.

Ilan Wurman, assistant professor with tenure, Law School, Twin Cities campus

Professor Wurman is recognized as a leading scholar in the field of constitutional law. His scholarly work focuses on modern administrative law, separation of powers, constitutional structure, and the Fourteenth Amendment. Professor Wurman earned his J.D. in 2013 from Stanford Law School. He joins the University of Minnesota from Arizona State University, where he is currently an associate professor with tenure.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **June 13, 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
June 13, 2024

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

University Highlights

Six projects with representation from five colleges/units and two UMN campuses (Twin Cities and Duluth) have received a total of $795,392 in funding over the next two years from the 2024 Biotechnology and Biomanufacturing Seed Grants.

The Center on Causal Data Science for Child and Adolescent Maltreatment Prevention has received a five-year, $7.6 million P50 grant from the Eunice Kennedy Shriver National Institute of Child Health & Human Development at the National Institutes of Health.

The University of Minnesota Medical School, School of Public Health and HealthPartners has received a $900,000 grant from the Minnesota Department of Human Services to evaluate the outcomes of the current medications for opioid use disorder prescription training in the Department of Family Medicine and Community Health residency programs.

The Institute for Advanced Study has received a three-year grant of $226,000 from the Consortium of Humanities Centers and Institutes in partnership with The Unidad de Proyectos Sociales (Center for Social Projects) at the Universidad Autónoma de Yucatán, and the Humanities Research Centre at Australian National University to explore how Indigenous communities creatively respond to the cascading effects of mega-development projects and mass tourism.

Department of Educational Psychology was recently awarded a $500,000 grant from the Minnesota Department of Education to provide scholarships to support recruitment and retention of future school psychologists.

The University of Minnesota's College of Education and Human Development announced it has been awarded a $1,155,000 grant from the Shakopee Mdewakanton Sioux Community to develop and offer an Indigenous Education for All online course free to the public.

Faculty and Staff Awards and Activities

 V. V. Ganeshananthan, associate professor in the College of Liberal Arts, has won the $150,000 2024 Carol Shields Prize for Fiction with her 2023 novel *Brotherless Night*.

Lamar Johnson, associate professor in the College of Liberal Arts, was awarded a 2024 Guggenheim Fellowship by the John Simon Guggenheim Memorial Foundation.

Rachel Hardeman, professor in the School of Public Health, [was named a member of the 2024 TIME100](#), recognizing the world's 100 most influential personalities and leaders.

Magdalena Wojtczak, research associate professor, was [awarded a $2,546,399 grant from the NIH](#) for the project "Effects of Age and Hearing Loss on Auditory Temporal Processing: Perceptual and Electrophysiological Measures."

Philip Zelazo, professor in the Institute of Child Development, was [elected to the 2023 American Association for the Advancement of Science class of fellows](#).

Joshua Feinberg, professor in the College of Science and Engineering, as one of 502 national and international scientists, engineers, and innovators elected this year by the American Association for the Advancement of Science.

Vladimir Sverak, professor in the College of Science and Engineering, was recently [elected to the American Academy of Arts and Sciences](#).

Heather Peters, associate professor at the University of Minnesota Morris, and Čhaŋtémaza Neil McKay, a Dakota Language Specialist in the College of Liberal Arts, were [winners of the 2024 President's Awards and Engaged Campus Awards](#) by the Iowa and Minnesota Campus Compact.

Student Awards & Activities

Allison Koos, undergraduate '24 at the University of Minnesota Morris, Autumn Macias, alumni from University of Minnesota Morris, and Fyzeen Ahmad, undergraduate in the College of Science and Engineering, were [winners of the 2024 President's Awards and Engaged Campus Awards](#) by the Iowa and Minnesota Campus Compact.

Jonah Cullen, College of Veterinary Medicine alumni, [received $218,000 from the USDA National Institutes of Food and Agriculture](#).