



# Mission Fulfillment Committee

September 2024

September 12, 2024

9:30 a.m.

Boardroom, McNamara Alumni Center

## MIS - SEP 2024

### 1. 2024-25 Committee Work Plan

Docket Item Summary - 3

2024-25 Committee Work Plan - 5

### 2. Rankings: Landscape and Context

Docket Item Summary - 8

Background Materials - 9

Presentation Materials - 15

### 3. Annual Report on Academic Program Changes

Docket Item Summary - 28

Report on Academic Program Changes - 29

Presentation Materials - 39

### 4. Growing the University as a Tech and Corporate Engagement Hub

Docket Item Summary - 49

Presentation Materials - 52

### 5. Board of Regents Policy: International Education, Research, and Outreach – Review

Docket Item Summary - 73

Revised Board Policy - 74

Presentation Materials - 76

### 6. Consent Report - Review/Action

Docket Item Summary - 85

Academic Program Changes - 87

Tenure Recommendations - 89

### 7. Information Items

Docket Item Summary - 90

University, Student, Faculty, and Staff Activities and Awards - 91



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**September 12, 2024**

**AGENDA ITEM:** 2024–25 Committee Work Plan

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent Ruth Johnson  
Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

The purpose of this item is to review and discuss the committee’s 2024–25 work plan.

## **BACKGROUND INFORMATION**

Board of Regents Policy: *Board Operations and Agenda Guidelines* describes the role of the Mission Fulfillment Committee as follows:

The Mission Fulfillment Committee oversees and makes recommendations to the Board related to the University’s mission, as articulated in Board of Regents Policy: *Mission Statement* and carried out on five campuses and across the state, the nation, and the world. The committee oversees and advises the administration on academic priorities, activities, programs, and initiatives central to the threefold mission of research and discovery, teaching and learning, and outreach and public service.

Specifically, this committee approves on behalf of the Board:

- academic matters reserved to the Board as defined by Board of Regents Policy: *Reservation and Delegation of Authority* Article I, Section V.

This committee provides oversight of:

- academic program reviews and strategic plans of academic units;
- admissions practices, demographic trends, and enrollment planning;
- curricular and co-curricular educational, research, and engagement opportunities;
- diversity and campus climate;
- faculty development, recruitment, and retention;
- faculty promotion and tenure;
- international partnerships and global research and educational programs;
- health education and academic medicine;

- issues related to the University's academic profile such as accreditation, reputation, and academic ranking;
- online learning;
- public engagement and community partnerships that fulfill the University's land-grant mission;
- scholarship, artistic activity, and commercialization of technology and intellectual property;
- sponsored projects and research support infrastructures;
- student affairs, student wellness, and the student experience;
- student experience and academic performance of student-athletes;
- undergraduate, graduate, and professional education.

**Mission Fulfillment Committee  
2024–25 Work Plan**

Date	Topics
<b>2024</b>	
September 12-13	<ul style="list-style-type: none"> <li>• <b>2024–25 Committee Work Plan</b></li> <li>• <b>Rankings: Landscape and Context</b> This item will address the landscape and context of national and international rankings, including a high-level overview of types of rankings, ranking methodologies and usage, and which rankings should be used as benchmarks.</li> <li>• <b>Annual Report on Academic Program Changes</b> This item will provide an overview of academic program changes approved by the Board in 2023-24.</li> <li>• <b>Growing the University as a Tech and Corporate Engagement Hub</b> This item will highlight current efforts and partnerships, including the work being done in the University’s Corporate Engagement Center, to grow the University’s position as a technology and corporate engagement hub. The committee will discuss how to deepen corporate engagement across the system and how new development around the Twin Cities campus will help to create a physical engagement hub.</li> <li>• <b>Board of Regents Policy: <i>International Education, Research, and Outreach</i> – Review</b> The committee will review proposed amendments to Board of Regents Policy: <i>International Education, Research, and Outreach</i> identified during the Board’s comprehensive policy review process. Included as part of the policy review, the committee will be provided with a broader context on international engagement and collaboration systemwide.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b> <ul style="list-style-type: none"> <li>○ Completed Comprehensive Review of Board Policy</li> </ul> </li> </ul>
October 10-11	<ul style="list-style-type: none"> <li>• <b>Board of Regents Policy: <i>International Education, Research, and Outreach</i> – Action</b></li> <li>• <b>Academic and Research Integrity</b> This item will provide the committee with a primer on the University’s framework for ethical conduct in academics and research activities. The committee will discuss the University’s safeguards and protocols for responses to reports of misconduct, as well as ways to promote academic and research integrity. This discussion will serve as a foundation for the review of upcoming amendments to Board policies on research.</li> <li>• <b>Higher Learning Accreditation for the Crookston Campus 2025</b> This item will provide a briefing on the Higher Learning Commission accreditation process for the Crookston campus in 2025. The committee will discuss the required steps and criteria being used within the accreditation process and hear about current progress toward the accreditation renewal.</li> <li>• <b>Evolution of AI in Higher Education</b> This item will provide an overview of the impact of artificial intelligence on teaching, research, and administrative functions within the University and review the University’s response and best practices. The committee will also address ethical considerations and regulatory compliance associated with AI</li> </ul>

	<p>adoption. The committee will consider if a policy framework is needed and if so, at what policy level.</p> <ul style="list-style-type: none"> <li>• <b>[Board of Regents Policy: <i>Conflict Resolution Process for Student Academic Complaints – Review</i>]</b> The committee will review proposed amendments to Board of Regents Policy: <i>Conflict Resolution Process for Student Academic Complaints</i> as part of the Board’s comprehensive policy review process.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b></li> </ul>
December 12-13	<ul style="list-style-type: none"> <li>• <b>[Board of Regents Policy: <i>Conflict Resolution Process for Student Academic Complaints – Action</i>]</b></li> <li>• <b>The Arts on Campus</b> The committee will engage in a discussion about the importance of having art and experiential learning opportunities across the system. The presentation will highlight past and upcoming opportunities and their value and role in the student experience.</li> <li>• <b>Annual Report on the State of the University Research Enterprise</b> As required by Board policy, the committee will receive the annual report on the status of the University’s research and technology commercialization enterprise. In addition to the required annual metrics, the discussion will provide an update on the implementation of the Research 2030 initiative.</li> <li>• <b>Developing New Areas of Research Funding</b> This item will focus on strategies for identifying and securing new sources of research funding. The committee will discuss innovative approaches to diversifying funding streams and how the University can help faculty and staff in connecting their research priorities with funding opportunities.</li> <li>• <b>Strategic Enrollment Management Update: Twin Cities</b> This is the first in a series of topics that will focus on strategic enrollment management for each campus, including current status, progress made since the last update to the Board, and anticipated challenges. This item will focus on the Twin Cities campus.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b></li> </ul>
<b>2025</b>	
February 13-14	<ul style="list-style-type: none"> <li>• <b>Rankings: Impact and Interpretation</b> This item will continue the committee’s discussion on rankings. Discussion will examine how rankings impact institutional and programmatic reputation and other factors. Committee members will also gain insights into how the University interprets rankings data.</li> <li>• <b>Strategic Enrollment Management Update: Duluth</b> This is the second topic focusing on strategic enrollment management. This item is the in-depth discussion for the Duluth campus.</li> <li>• <b>Strategic Enrollment Management Update: Morris</b> This is the third topic focusing on strategic enrollment management. This item is the in-depth discussion for the Morris campus.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b></li> </ul>

<p>May 8-9</p>	<ul style="list-style-type: none"> <li>• <b>Promotion and Tenure, and Annual Continuous Appointments</b> The committee will review the process and act on recommendations for promotion and tenure and annual continuous appointments. The presentation will also outline current data and trends in diversity, recruitment, and retention, best practices and current initiatives in place to meet MPact 2025 Systemwide Strategic Plan goals, and steps to address areas for improvement. A panel of faculty members under consideration will also present highlights of their work as part of this agenda item.</li> <li>• <b>Research Across the System</b> This committee will receive an update on the research activities happening on each campus. The discussion will explore how collaboration and sharing of resources between the campuses can enhance research productivity and innovation and provide an opportunity for feedback on ways to improve collaboration. The presentation will also highlight current joint research initiatives and cross-campus opportunities for students.</li> <li>• <b>Strategic Enrollment Management Update: Rochester</b> This is the fourth topic focusing on strategic enrollment management. This item is the in-depth discussion for the Rochester campus.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b></li> </ul>
<p>June 12-13</p>	<ul style="list-style-type: none"> <li>• <b>Strategic Enrollment Management Update: Crookston</b> This is the fifth and final topic focusing on strategic enrollment management. This item is the in-depth discussion for the Twin Cities campus.</li> <li>• <b>Leveraging Centers and Institutes Systemwide</b> The committee will receive a presentation on the strategic use of centers and institutes across the system, including services provided, how they support the University’s mission, foster collaboration, and enhance academic and research capabilities. Discussion will also address systemwide needs to maintain the centers and institutes and associated partnerships.</li> <li>• <b>Consent Report</b></li> <li>• <b>Information Items</b></li> </ul>



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**September 12, 2024**

**AGENDA ITEM:** Rankings: Landscape and Context

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:**

Rachel Croson, Executive Vice President and Provost  
Raj Singh, Vice Provost and Dean of Undergraduate Education  
Shashank Priya, Vice President for Research and Innovation

## **PURPOSE & KEY POINTS**

The purpose of this item is to provide a high-level overview of the landscape and context of institutional rankings. The discussion will include:

- The use and limitations of rankings.
- Differing approaches, sources, and characteristics of various types of rankings (including national, international, programmatic, and specialty rankings).
- Role of rankings on institutional perception.
- Examples of select rankings and trends.
- Alignment of rankings with the MPact 2025 Systemwide Strategic Plan and considerations for use of rankings in making strategic decisions.

## **BACKGROUND INFORMATION**

The committee last discussed institutional rankings at its June 2020 meeting.



## Rankings: Landscape and Context

### Background Materials

#### Overview and framing

Higher education institutions, and research universities in particular, are highly complex entities that are difficult to understand and evaluate from the outside. The University of Minnesota System, with five distinct campuses that combine unique identities and synergistic collaboration, is even harder to summarize in a singular judgment. Despite this challenge, students and their families, prospective faculty and staff, and potential research and community partners all have a strong interest in assessing the quality of an institution's programs and scholarship. As a result, critical stakeholders often look to outside evaluations of comparative performance. Institutional rankings in particular are appealing to these audiences because they cut through the complexity and render a simple, understandable judgment of institutional quality.

This simplicity comes at a cost. The student experience, the effectiveness of degree programs, the quality of research, scholarship and creative work, and the impacts on communities of public engagement and innovation are highly contextual. Students will have different experiences depending on their academic program and their choices of involvement opportunities. Scholarship and creative work takes different forms and engages external audiences in different ways depending on the field. This diversity of forms and opportunities is a great strength of a system such as the University of Minnesota, allowing it to effectively serve a wide range of students and societal needs. Institutional rankings, through their appearance of objective measurement and mathematical sophistication, create an illusion of precision and rigor in what is unavoidably a qualitative and conditional question of what constitutes quality and exemplary performance. The tradeoff between simplicity and nuance is inherent in measurement, and despite the loss in detail, rankings provide a useful service for communicating broad signals of institutional quality.

#### Rankings referenced in MPACT

The MPACT strategic plan specifically includes four institutional rankings. Action item 2.3: Elevate national and international profile and standing while addressing societal needs includes the goal to achieve a top 25 ranking among public institutions in the United States in the USNews and World Report “Best Colleges” ranking, and to achieve a top 35 ranking among all institutions in the Academic Ranking of World Universities (AWRU). Action item 3.1: Increase collaborations to serve as a model in health education, clinical training, and new models of care includes the goal to achieve a top 25 ranking among medical schools in the United States in the Blue Ridge Institute for Medical Research (BRIMR) ranking. In addition, Action item 3.2: Demonstrate state and worldwide leadership in sustainability and environmental teaching, research, and convening power includes as one of its measures increasing the University’s ranking in the Times Higher Education (THE)

Sustainable Development Goals (SDG) Impact Ranking including but not limited to the goals for climate action, clean water, and land ecosystems. This is a new ranking system, and there is no specific numeric goal attached to this ranking for 2025.

In this presentation we will offer some context and background of the rankings landscape, and then provide additional detail on these specific rankings that have been identified in our strategic plan for special attention.

### Use of rankings by stakeholders

Students and their families, particularly those considering institutions far from their home, frequently rely on institutional rankings to understand potential schools and how they fit into the broader higher education landscape. While students who are in contact with an institution rely most heavily on those direct interactions with institutional admissions offices, students who are in initial stages of exploration or who are deciding whether to respond to outreach from an institution often turn to rankings to form their initial impressions. The University of Minnesota regularly surveys admitted students to understand what information they used in making their application and enrollment decisions. These surveys consistently find that students make significant use of college guides and rankings, particularly so for non-resident and international students. Among the findings of these surveys are:

- Academic reputation is the most important characteristic to consider when comparing colleges according to freshman students admitted for the fall 2023 term. Academic reputation was cited as the number one most important characteristic by 25% of respondents and 51% of respondents listed academic reputation as one of their top three characteristics to consider.
- College ranking articles are the top way admitted students determine an institution's academic reputation. About 67% of admitted student respondents used college ranking articles to help determine if a college has a strong reputation; 54% of respondents considered career prospects of graduates and 47% considered opinions of current students
- Among 15 overall information sources, national ranking publications were the 5th most-used information source of admitted student respondents, behind the University's website and direct communications. About 68% of respondents reported using national ranking publications for information about the University and about 10% rated national ranking publications as an "Excellent" source of information.
- Prospective students at greater distances, particularly international students, are more likely to use rankings publications as a source of information, and are slightly more likely to rate them as providing high-quality information.
- Among students who chose to enroll, rankings publications were the 10th most likely information source out of 15, although they were more likely than admitted students who did not choose to enroll to feel they were a good source of information.

Beyond students, research and scholarly excellence is often a driver of institutional partnerships, both corporate (e.g. research and commercialization partners, recruiters and employers of our graduates) and collaborations with other academic institutions. International universities rely especially heavily on rankings in choosing partners for faculty exchange or study abroad.

While much of an institution's philanthropy is driven by alumni, foundation and corporate giving can be influenced by rankings. Some donors recognize the importance of ranking in the institution's reputation, and will contribute specifically in order to affect them.

Finally, of course, rankings are news. High rankings, and especially large movements in an institution's ranking, will inevitably influence the general public's perception of the institution, and drive support.

### Data sources and characteristics of rankings

Some rankings systems gather their data from public or proprietary sources that are completely independent of the institutions, while others ask the institutions themselves to submit data in order to participate in the ranking. Whether the institution is submitting data or simply monitoring and understanding a ranking, each ranking that the institution attends to requires staff resources. In weighing how much effort to put into contributing to, evaluating, or responding to a ranking, we follow a set of principles:

- **Mission alignment:** does the ranking highlight important components of the University's mission and activity?
- **Transparency:** can the data elements used in the rankings be observed and analyzed to understand the University's relative standing and trajectory?
- **Actionable:** are the factors used in the ranking ones the University can control or influence, rather than the impressions of outside groups?
- **Influence:** is the ranking one that is valued or attended to by University stakeholders, to whom the University needs to be able to respond and explain the results of the ranking?

Rankings can be organized both by the range of institutions included and the focus of the measurement. Rankings that cover institutions in the United States can rely on the US Department of Education's Integrated Postsecondary Education Data System (IPEDS) and College Scorecard, which provide a range of measures on admissions, enrollments, retention, graduation, financial aid, institutional finances, faculty, and staff. In addition, a cooperative effort between institutions and organizations producing college guides, the Common Data Set (CDS), provides additional detail beyond federal reporting, particularly in the areas of admissions and student services. International rankings cannot draw from any common source for consistent student and faculty data, and therefore generally make use of a narrower range of institutional measures.

The purpose of the ranking also shapes the data collection effort. Institutional rankings in the United States can leverage data from IPEDS and CDS, but programmatic or topical

rankings often need to collect data directly from institutions or from third parties that provide services to institutions. Research data may be drawn directly from federal agencies such as the National Science Foundation (NSF) or National Institutes of Health (NIH). Bibliometric data may be produced by publishers and academic data providers. In addition, institutional reputations, whether for the institution as a whole or for a particular program or department, may be measured by independently administered surveys, variously focused on populations such as students, peers at other institutions, or employers.

Examples of institutional rankings

## Categories of Institutional Rankings and Examples

	International	United States
<b>College Guides</b>	<ul style="list-style-type: none"> <li>• Times Higher Education World University Rankings</li> <li>• QS World University Rankings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>USNews Best Colleges</b></li> <li>• Washington Monthly College Rankings</li> </ul>
<b>Research and Scholarship</b>	<ul style="list-style-type: none"> <li>• <b>Academic Ranking of World Universities (ARWU)</b></li> <li>• Center for World University Rankings (CWUR)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Science Foundation Higher Education Research &amp; Development (NSF HERD)</b></li> <li>• <b>Blue Ridge Institute for Medical Research (BRIMR)</b></li> </ul>
<b>Topical</b>	<ul style="list-style-type: none"> <li>• <b>Times Higher Education Sustainable Development Goals Impact Rankings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Open Doors International Exchange</li> <li>• Sierra Club Cool Schools</li> </ul>

At the institutional level, the following rankings are the ones that are most closely monitored, either as helpful benchmarking against peer institutions or because they are important to key institutional stakeholders. These include both domestic and international rankings, and span a range of specific focuses and purposes.

- United States research and scholarship rankings:
  - National Science Foundation Higher Education Research and Development survey (NSF R&D) – provides a clear measure of the University’s standing in research expenditures that can be internally decomposed and investigated, and institutional actions can be taken to improve performance
  - Blue Ridge Institute for Medical Research – provides data on comparative National Institutes of Health funded research for medical schools
  - AUTM – annual survey of university technology licensing
- International research and scholarship rankings:
  - Academic Ranking of World Universities (ARWU) – published by the ShanghaiRanking consultancy in China, the ranking focuses primarily on

- scholarly output measures (publications and citations) that can be compared and analyzed through existing institutional bibliometric data sources
- Center for World University Rankings (CWUR) – published by CWUR, a consultancy in the United Arab Emirates, the ranking focuses primarily on scholarly output measures (publications and citations) that can be compared and analyzed through existing institutional bibliometric data sources
  - United States student experience rankings:
    - USNews and World Report, “America’s Best Colleges” – the most widely recognized undergraduate student experience ranking, suffers from a number of methodological flaws and low transparency, but can be at least partially analyzed and has a level of prominence that makes it difficult to ignore
    - Washington Monthly College Rankings – pays special attention to public service, while also using more traditional student academic success measures, most of which can be independently gathered and organized for analysis
  - International student experience rankings:
    - Times Higher Education (THE) “World University Rankings” (WUR) – although it relies heavily on reputational surveys that may not provide reliable measures of institutional quality, as well as facing the practical difficulty of collecting and comparing data across institutions that are structured in different ways in different countries, this ranking has a high profile for international students
  - United States topical rankings:
    - USNews and World Report “Best Graduate Schools” – At the graduate and professional level, USNews provides field and program specific rankings, using a combination of data and reputation surveys for the broad fields of Business, Education, Engineering, Law, Nursing, and Medicine, and reputation-only rankings for individual programs and specialties
    - Institute of International Education “Open Doors” – tracks international student enrollment in domestic institutions and domestic students studying abroad, providing high-quality comparative data on specific measures of internationalization.
  - International topical rankings:
    - Times Higher Education (THE) “Sustainable Development Goals (SDG) Impact Rankings” – Provide a summary of worldwide higher education institution contributions to achieving 17 global sustainable development goals

### Other rankings of interest

The above discussion focused on rankings that are tracked at the institutional level. There are also many rankings that are important to individual colleges and programs, or to administrative and support functions. The expertise for evaluating, monitoring, and responding to these rankings resides in those units, and decisions about whether to participate, review, and analyze those rankings are made locally. In addition, the

University participates in a wide range of data sharing and benchmarking activities that do not directly involve rankings. Whether through vendors, institutional consortia, or government agencies, these data sharing efforts provide critical information for improving both academic and administrative functions.

# Rankings: Landscape and Context

Board of Regents | Mission Fulfillment Committee | September 12, 2024

**Rachel Croson**

Executive Vice President  
and Provost

**Raj Singh**

Vice Provost and Dean of Undergraduate  
Education, Twin Cities campus

**Shashank Priya**

Vice President for Research and Innovation



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

# MPact 2025

## Commitment 2: Discovery, Innovation and Impact

### Goal 3

Engage and impact Minnesota at world-class levels.

### Measure

Elevate U.S. News & World Report (USNWR)  
National Public rankings and Shanghai  
International rankings





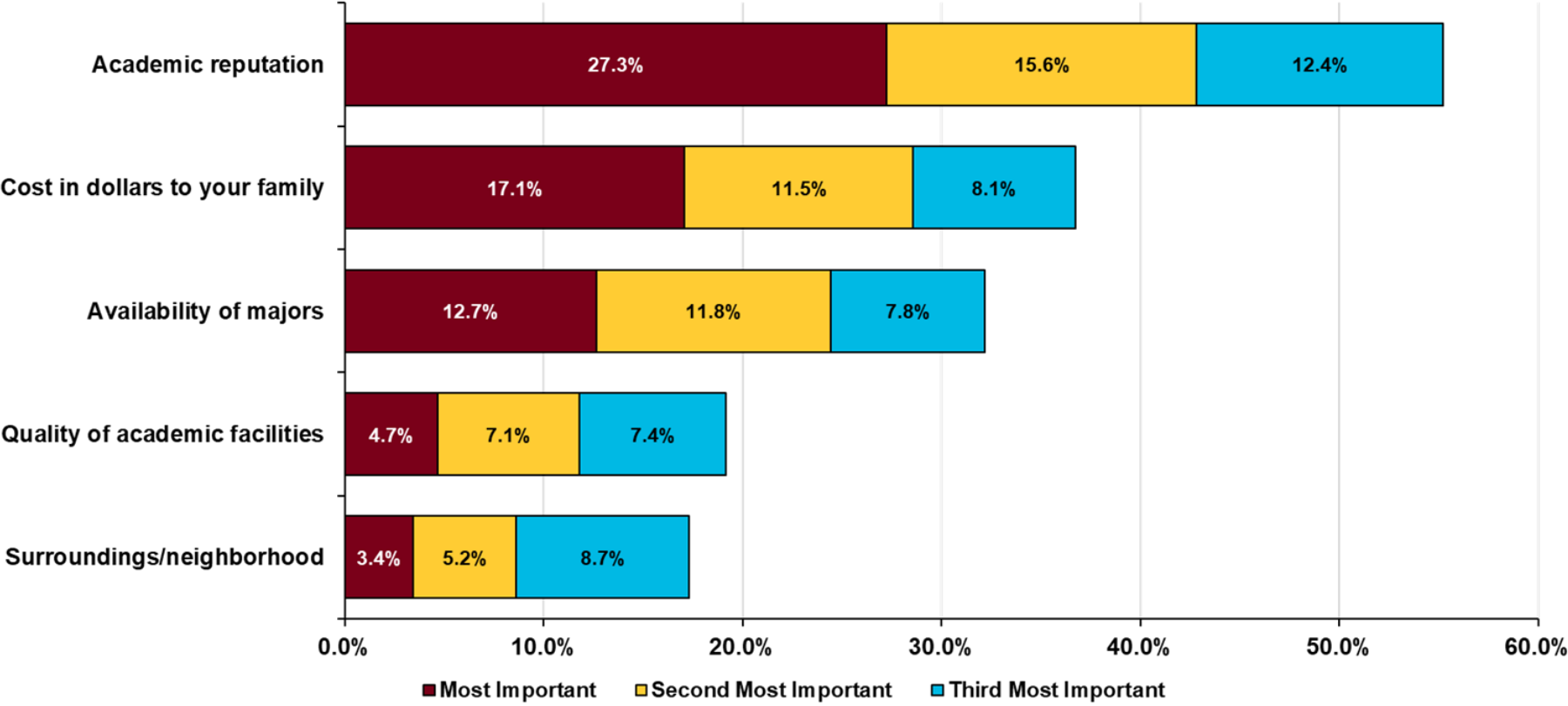
# Rankings Landscape



- Numerous national, international, programmatic, and specialty rankings are published each year
  - Different rankings have different audiences, serve different purposes, use different inputs, and assign different weights to the factors they include
  - Rankings change over time as new rankings emerge and older ones are discontinued, and as existing rankings make changes to their methodology



# Importance of Institutional Reputation for Prospective Students



Source: University of Minnesota Twin Cities Fall 2023 Admitted Student Survey

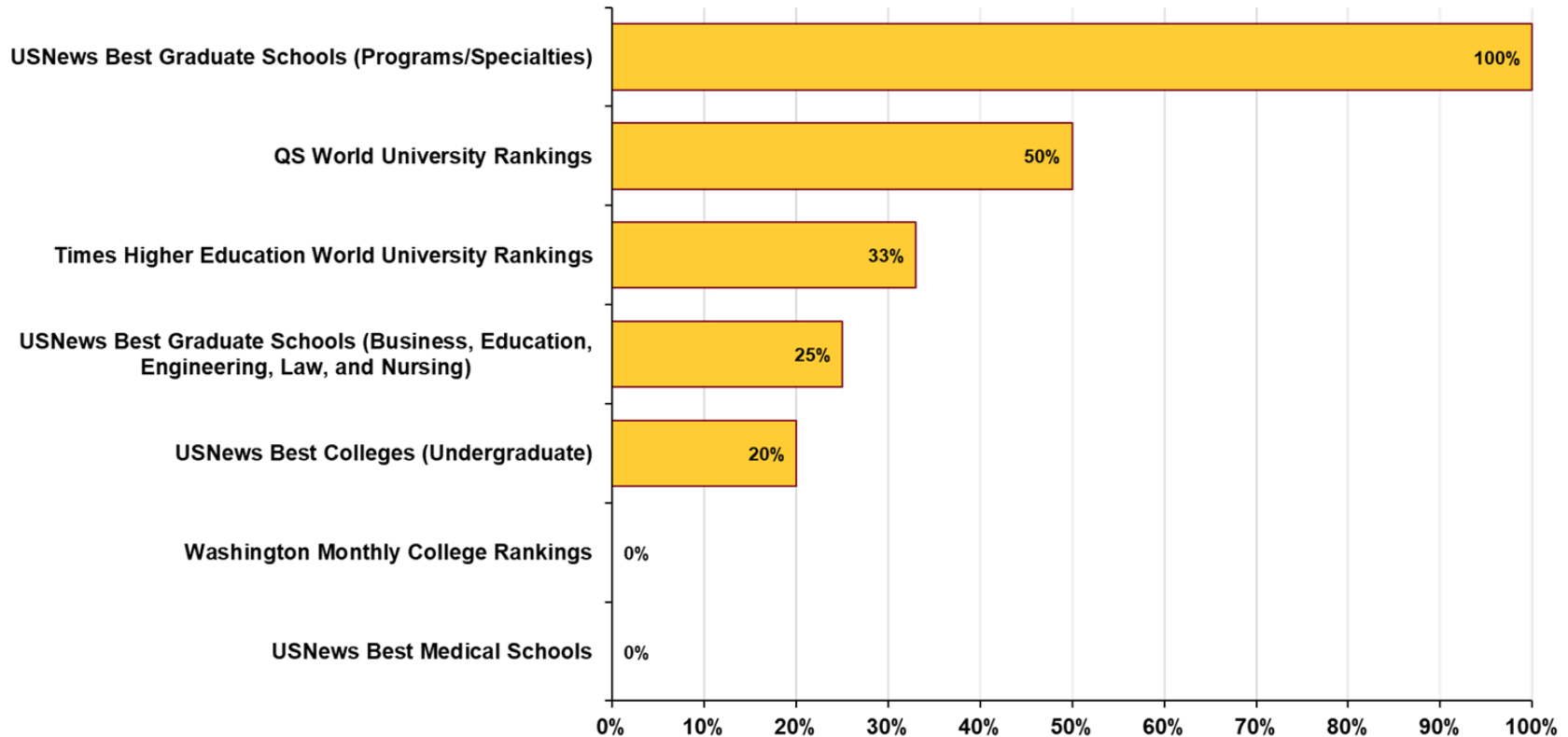


# Considerations for Attending to Rankings

- Mission alignment: does the ranking highlight important components of the University's mission and activity?
- Transparency: can the data elements used in the rankings be observed and analyzed to understand the University's relative standing and trajectory?
- Actionable: are the factors used in the ranking ones the University can control or influence, rather than the impressions of outside groups?
- Influence: is the ranking one that is valued or attended to by University stakeholders, to whom the University needs to be able to respond and explain the results of the ranking?



# Reliance on Reputation Surveys for Ranking Score



# UMN USNews Best Colleges Ranking History

Campus	Category	2018	2019	2020	2021	2022	2023	2024
<b><i>Overall Rank</i></b>								
Twin Cities	National Universities	69	76	70	66	68	62	53
Morris	National Liberal Arts	141	155	148	140	141	136	130
Duluth	Regional Universities Midwest	38	45	39	39	41	33	21
Crookston	Regional Colleges Midwest	33	36	39	27	25	28	32
<b><i>Public Institution Rank</i></b>								
Twin Cities	National Universities	25	30	27	26	26	23	23
Morris	National Liberal Arts	7	8	8	7	8	8	8
Duluth	Regional Universities Midwest	6	8	7	8	8	6	4
Crookston	Regional Colleges Midwest	3	2	1	1	1	1	3



# National Ranking: NSF / HERD Research Expenditures

	NSF / HERD 2022	
	Public	Expenditures
UC San Francisco	1	\$1,805,950
Michigan	2	\$1,770,708
Washington	3	\$1,559,708
UCLA	4	\$1,536,197
UC San Diego	5	\$1,533,357
Wisconsin	6	\$1,523,513
Ohio State	7	\$1,363,388
North Carolina	8	\$1,361,028
Pittsburgh	9	\$1,251,998
Georgia Tech	10	\$1,231,485

	NSF / HERD 2022	
	Public	Expenditures
Maryland	11	\$1,228,550
<b>Minnesota - Twin Cities</b>	<b>12</b>	<b>\$1,202,084</b>
Univ Texas M.D. Anderson Cancer Ctr	13	\$1,182,536
Texas A&M	14	\$1,152,666
Florida	15	\$1,085,834
Penn State	16	\$1,019,940
UC Berkeley	17	\$981,035
UC Davis	18	\$883,807
Texas	19	\$845,896
Arizona	20	\$824,340

- All UMN campuses: \$1.227B, a virtual tie with Maryland
- Up two spots from prev year (2021) HERD rankings

*Dollar amounts in thousands*

# National and Global Rankings: ARWU (Shanghai Index)

	NSF / HERD 2022		ARWU (Shanghai) 2023		
	Public	Expenditures	World	US	US Public
UC San Francisco	1	\$1,805,950	21	16	5
Michigan	2	\$1,770,708	26	18	6
Washington	3	\$1,559,708	18	14	3
UCLA	4	\$1,536,197	13	11	2
UC San Diego	5	\$1,533,357	19	15	4
Wisconsin	6	\$1,523,513	35	23	8
Ohio State	7	\$1,363,388	101-150	39-51	19-24
North Carolina	8	\$1,361,028	31	21	7
Pittsburgh	9	\$1,251,998	83	36	17
Georgia Tech	10	\$1,231,485	151-200	52-61	25-28

	NSF / HERD 2022		ARWU (Shanghai) 2023		
	Public	Expenditures	World	US	US Public
Maryland	11	\$1,228,550	50	28	11
<b>Minnesota - Twin Cities</b>	<b>12</b>	<b>\$1,202,084</b>	<b>44</b>	<b>26</b>	<b>10</b>
Univ Texas M.D. Anderson Cancer Ctr	13	\$1,182,536	80	35	16
Texas A&M	14	\$1,152,666	151-200	52-61	25-28
Florida	15	\$1,085,834	101-150	39-51	19-24
Penn State	16	\$1,019,940	101-150	39-51	19-24
UC Berkeley	17	\$981,035	5	4	1
UC Davis	18	\$883,807	101-150	39-51	19-24
Texas	19	\$845,896	43	25	9
Arizona	20	\$824,340	101-150	39-51	19-24

*Dollar amounts in thousands*

# Blue Ridge Institute for Medical Research Rankings

## BLUE RIDGE RESEARCH RANKING 2023

 MEDICAL SCHOOL

**#9**

public medical schools  
in NIH funding



## DEPARTMENTS RANKED IN THE TOP 10:

**#1**

Family Medicine & Community Health  
Family Medicine & Behavioral Health

**#4**

Surgery

**#6**

Biochemistry, Molecular Biology  
& Biophysics

**#7**






Pediatrics





# THE Sustainable Development Goals Impact Ranking

- The University of Minnesota participates in the Impact Ranking as a system
- The University of Minnesota System is tied for 5th overall among universities in the United States

 SUSTAINABLE DEVELOPMENT GOALS	US Ranking	World Ranking
 6 CLEAN WATER AND SANITATION	2	26
 13 CLIMATE ACTION	3	53
 2 ZERO HUNGER	5	24
 3 GOOD HEALTH AND WELL-BEING	5 (tie)	85

# Other Rankings of Interest

- Social mobility rankings
  - Washington Monthly College Rankings – attempts to measure how institutions contribute to the public good
- Technology licensing
  - AUTM - professional association ranking of university technology licensing
- Programmatic rankings
  - Global Ranking of Academic Subjects – Shanghai ranking of programs by field of publications
  - USNews Best Graduate Schools – USNews ranking of graduate programs by field
- Discipline-specific rankings agencies



# Discussion

How focused should we be on rankings?

In the next Systemwide Strategic Plan, are there other rankings we should focus on?

Are there particular targets to consider for each campus / each ranking?  
Comparison groups?





# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**September 12, 2024**

**AGENDA ITEM:** Annual Report on Academic Program Changes

**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 discuss 2023–24 academic program changes, the components of degree programs, and the ways in which courses are utilized. The item will include:

- A report of 2023–24 approvals.
- Discussion of the approval process.

The committee will be asked to consider whether the process for new, changed, and discontinued academic programs ensures that academic proposals come before the committee having undergone a rigorous, thorough review at appropriate levels.

## **BACKGROUND INFORMATION**

Academic program proposal review and approval is governed by Administrative Policy: *Adding, Changing, or Discontinuing Academic Plans*. Approval by the Board is required by Board of Regents Policy: *Reservation and Delegation of Authority* for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

This report is submitted annually in conformance with Board of Regents Policy: *Board Operations and Agenda Guidelines*.

**University of Minnesota Board of Regents  
Mission Fulfillment Committee  
September 12, 2024**

**Annual Report on Academic Program Approval**

**Introduction**

As part of its ongoing agenda, the Mission Fulfillment Committee reviews the new academic program approval and academic program changes recommended by the Executive Vice President and Provost. These recommendations are presented to the Committee on the consent agenda at each meeting. This report provides a summary of the process for approving new, changed, and discontinued academic programs, and an account of the new, changed, and discontinued programs approved by the Board in 2023–2024.

**Part I. The Academic Program Approval Process**

The University of Minnesota’s set of academic programs is among the most comprehensive of any institution in the world. The University offers over 300 undergraduate majors on its five campuses; more than 200 master’s degree programs; and over 100 doctoral degree programs. The University is one of only four campuses in the U.S. with agricultural programs, a law school, and academic health science programs including dentistry, pharmacy, nursing, veterinary medicine, and a major medical school. This section describes the program proposal approval process, the principles that guide approval, the criteria used to assess proposals for new and changed programs, and the process’s intersection with delegation of authority policies.

**Program Approval Process**

The process for establishing new academic programs or making changes to current programs offered by any college or campus of the University of Minnesota, involves a series of steps designed to provide careful review and oversight. The process originates at the program and departmental level, progresses through the colleges to the Office of the Provost and, if necessary, the Board of Regents.



The stages of development and approval are additive, with various points of emphasis at each stage in the process. Early consultation within the college, among other colleges, with institutional units, and across campus is a key component of the process, as each unit focuses on different aspects of the proposal. For example, the Office of Undergraduate Education and the Graduate School focus their reviews on admission and degree requirements, University policy compliance, and other factors specifically related to the academic success of students. Review by the Office of the Provost focuses on things like need and demand, efficiency and effectiveness, support and resources, mission, collaboration, and program duplication. New undergraduate major degree program proposals on the Twin Cities campus are also reviewed by the Campus Curriculum Committee.

The public review period, which occurs in the weeks leading up to the Board of Regents meeting, encourages open communication across colleges and campuses concerning the creation, discontinuation, and change of academic programs; fosters collaboration and productive exchanges across and between departments and disciplines; and prevents inadvertent encroachment upon and duplication of academic programs.

## **Principles**

The principles that guide academic plan approval include the following:

### **▪ Mission, Priorities, and Interrelatedness**

Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University's broad institutional goals and strategic directions.

### **▪ Common Criteria**

Proposals for academic programs should reflect consideration of common criteria: quality, productivity, and impact; centrality; uniqueness and comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and development and leveraging of resources. (See "Criteria for New Program Proposals" section below.)

### **▪ Communication and Consultation**

Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.

### **▪ Timely Review**

The process ensures thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, Executive Vice President and Provost, Vice Chancellor for Academic Affairs, or collegiate dean.

Approval of academic program proposals should be carried out by the Board of Regents as guided by [University Policy](#) or by an appropriate-level administrator with the delegated authority from the Board. Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

## **Approval-Level Requirements**

The type of requested action determines the required approval level. Changes requiring Board of Regents and Executive Vice President and Provost review and approval include the following:

- Adding a new degree, minor, or program track (subplan)
- Adding a new integrated degree program (e.g., 4+1 Bachelor to Master's program)
- Significant changes to a degree or minor, including: adding a subplan, changing a plan or subplan name, changing a degree designation (e.g., B.S. to B.A., M.S. to M.A.), changing

the academic home of a plan, merging two or more degrees or minors

- Discontinuing a degree, plan, or subplan
- Offering distance delivery of all or substantially all coursework for an existing plan, adding or changing the delivery of a degree program.

### **Criteria for New Program Proposals**

The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria parallel ones used in the University's periodic review of collegiate and departmental academic and administrative units.

#### **Mission, Priorities, and Interrelatedness**

- In what ways is the proposed program consistent with the University's and the unit's mission?
- How does the program support the unit's strategic direction and compact?
- How will the program contribute to the priorities of the University (SWSP), the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications for other units, colleges, or campuses, including the impact on other units of prerequisites and related courses?

#### **Demand, Development, and Leveraging of Resources**

- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. The following type of evidence is provided, as appropriate:
  - Evidence that the program meets societal needs and expectations
  - Evidence of consultation with employers or professional organizations, if appropriate
  - Employment data, if appropriate (e.g., current and projected availability of jobs for graduates)
  - Enrollment data for similar programs
  - Data indicating student interest or demand, both short- and long-term
  - Projected number of applicants for the program
  - Projected number of degrees to be conferred per year at full operation
- What is the intended geographic service area and what is the prospective student market? ▪  
How will students benefit from the program?

#### **Uniqueness and Comparative Advantage**

- What are the characteristics of the program that make it particularly appropriate for the University of Minnesota?

- Are there comparable academic programs in Minnesota or elsewhere? ▪  
What planning and development expertise shaped the proposal?

### **Efficiency and Effectiveness**

- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
  - What steps will be taken to ensure the program is operated economically and effectively?

### **Quality, Productivity, and Impact**

- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.?



**Part II. Summary of 2023–24 New and Changed Programs**

**NEW, CHANGED and DISCONTINUED PROGRAMS 2023–2024**

**CROOKSTON CAMPUS**

Create an NXT GEN BADGE Undergraduate Certificate	May 2024
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**DULUTH CAMPUS**

***College of Education and Human Professions***

Change program modality options for the Master of Social Work	June 2024
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***College of Arts, Humanities, and Social Sciences***

Discontinue the Master of Music degree	May 2024
Restructure the Bachelor of Arts degree to include six subplans	June 2024
Discontinue the Bachelor of Music in Jazz Studies	June 2024
Discontinue the Bachelor of Music in Theory and Composition	June 2024

***Swenson College of Science and Engineering***

Discontinue the Bachelor of Science in Environmental Science	Feb 2024
Discontinue the Bachelor of Science in Geological Sciences	Feb 2024
Discontinue the Bachelor of Arts in Geological Sciences	Feb 2024
Change the name of the Master of Science in Earth Sciences to Earth and Environmental Sciences	June 2024
Add a new Biodiversity, Conservation, and Sustainability subplan in the Bachelor of Arts in Biology	June 2024
Add a new Applied Biochemistry subplan in the Bachelor of Science in Biochemistry	June 2024
Add a new Biochemistry for Health Sciences subplan in the Bachelor of Science in Biochemistry	June 2024

Add a new Applied Chemistry subplan in the Bachelor of Science in Chemistry	June 2024
Add a new Environmental Chemistry subplan in the Bachelor of Science in Chemistry	June 2024

## **MORRIS CAMPUS**

Create a new Integrated Degree Program (IDP) ECON-BA/APEC-MS subplan in the Morris Bachelor of Arts in Economics and CFANS Master of Science in Applied Economics	Feb 2024
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## **TWIN CITIES CAMPUS**

### ***Carlson School of Management***

Create a Master of Global Management degree	Dec 2023
Create a Bachelor of Science in Business Analytics	Feb 2024
Change program modality options for: <ul style="list-style-type: none"> <li>● Corporate Financial Management Post-Baccalaureate Certificate</li> <li>● Leadership for Managers Post-Baccalaureate Certificate</li> <li>● Medical Industry Post-Baccalaureate Certificate</li> <li>● Strategic Management Post-Baccalaureate Certificate</li> <li>● Strategic Marketing Post-Baccalaureate Certificate</li> <li>● Supply Chain Management for the Medical and Health Sector Post-Baccalaureate Certificate</li> </ul>	Feb 2024
Create a Sustainable Environmental, Social and Governance Leadership Post-Baccalaureate Certificate (with Humphrey School of Public Affairs)	Feb 2024
Discontinue Asset Management Post-Baccalaureate Certificate	Feb 2024
Change program modality options for Master of Applied Business Analytics	May 2024

### ***College of Continuing and Professional Studies***

Change program modality options for Master of Professional Studies and Graduate Minor in Addictions Counseling	May 2024
Create an Arts and Cultural Leadership graduate minor	June 2024
Change the name of Bachelor of Applied Science in Health Services Management to Healthcare Management	June 2024

***College of Design***

Create a Bachelor of Science in User Experience Design	Feb 2024
Change the name of Research Practices subplan in the Master of Science in Architecture to Applied Research in Practice	Feb 2024
Change the name of Bachelor of Science in Retail Merchandising to Retail and Consumer Studies	Feb 2024
Change the name of the Retail Merchandising undergraduate minor to Retail and Consumer Studies	Feb 2024
Discontinue Master of Arts in Design	Feb 2024
Create a subplan option for PhD students to pursue the Ecological Restoration in Landscape Architecture Graduate minor	May 2024

***College of Education and Human Development***

Create an undergraduate minor in Esports Management	Dec 2023
Change the name of the Master of Education in Special Education Initial License Emotional and Behavioral Disabilities Residency-Based subplan to Emotional and Behavioral Disabilities	Dec 2023
Change the name of the Alternative Pathway: ESL (English as a Second Language) subplan in the Master of Education and Initial Teaching License degree to Alternative Pathway: MLE (Multilingual Education)	Feb 2024
Change the name of the Second Language Education subplan in the Master of Education and Initial Teaching License degree to Multilingual Education	Feb 2024
Change the name of the SLE WRKPRO (Second Language Working Professionals) subplan in the Master of Education and Initial Teaching License degree to ME (Multilingual Education Working Professionals)	Feb 2024
Change the name of the Foundations of Education subplan in the Bachelor of Science in Early Childhood to Early Education	May 2024

***College of Food, Agriculture and Natural Resource Sciences***

Merge the Agroecology and Organic and Local Food Production subplans in the Bachelor of Science in Sustainable Agriculture and Food Systems into a new subplan titled Sustainable Food Production	Dec 2023
Change the name of the Consumers and Markets subplan in the Bachelor of Science in Sustainable Agricultural and Food Systems to Food Marketing and Supply Chains	Dec 2023

Discontinue the Sustainable Agriculture Systems Graduate minor	Dec 2023
Create a new Integrated Degree Program (IDP) ECON-BA/APEC-MS subplan in the Morris Bachelor of Arts in Economics and CFANS Master of Science in Applied Economics	Feb 2024
Change the academic degree-granting college for the PhD, Master of Science, and Graduate minor in Water Resources Science from the Graduate School to CFANS	Feb 2024

***College of Liberal Arts***

Create a Bachelor of Arts in Economics-Business Economics Emphasis	Feb 2024
Create an undergraduate minor in Medical Spanish	Feb 2024
Create an undergraduate certificate in Cross-Cultural Health in Spain	Feb 2024
Change the academic degree-granting college for the Master and Graduate minor in Heritage Studies and Public History from the College of Design to CLA	Feb 2024
Change the name of the Moving Image Studies Graduate minor to Moving Image, Media & Sound	Feb 2024
Change the name of the Master and Graduate minor in Scientific and Technical Communication to Technical Communication	Feb 2024
Create an Applied Statistics subplan and a Data Science subplan in the Bachelor of Arts in Statistical Practice	Feb 2024
Change the name of the Generalist subplan in the Bachelor of Arts in Theatre Arts to Comprehensive	Feb 2024
Change the name of the Performance Creation subplan in the Bachelor of Arts in Theatre Arts to Acting/Performance	Feb 2024
Change the name of the History/Dramaturgy subplan in the Bachelor of Arts in Theatre Arts to Directing/Dramaturgy/Playwriting/Criticism	Feb 2024
Create a PhD in American Indian and Indigenous Studies	May 2024

***College of Pharmacy***

Create a Medical Laboratory Sciences undergraduate minor	June 2024
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***College of Science and Engineering***

Create a Master of Science in Data Science in Operations Research	Dec 2023
Discontinue the Master of Civil Engineering	Dec 2023
Discontinue the Master of Geoengineering	Dec 2023
Discontinue the Quaternary Paleoecology Graduate minor	Dec 2023
Create a new Integrated Degree Program (IDP) Bachelor of Chemical Engineering and Master of Science in Data Science for Chemical Engineering and Materials Science	Feb 2024
Create a new Integrated Degree Program (IDP) Bachelor of Materials Science and Engineering and Master of Science in Data Science for Chemical Engineering and Materials Science	Feb 2024
Change the academic degree-granting college for the PhD, Master and Graduate minor in History of Science, Technology, and Medicine from the Graduate School to CSE	Feb 2024
Change program modality options in the Cyber Security Graduate Minor	May 2024
Create a new Integrated Degree Program (IDP) Bachelor of Science in Computer Science and Technology Leadership Institute Master of Science in Security Technologies	June 2024
Create a new Integrated Degree Program (IDP) Bachelor of Science in Mathematics and Master of Financial Mathematics	June 2024
Create a new Integrated Degree Program (IDP) Bachelor of Science in Mathematics and Master of Science in Mathematics	June 2024

***Humphrey School of Public Affairs***

Create a Sustainable Environmental, Social and Governance Leadership Post-Baccalaureate Certificate (with Carlson School of Management)	Feb 2024
Create a Public Health Data Science Graduate Minor	Feb 2024
Discontinue the Human Services Leadership Post-Baccalaureate Certificate	May 2024

***Law School***

Create an Alternative Dispute Resolution Concentration in the JD and LLM degrees	June 2024
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***Medical School/Graduate Medical Education (GME)***

Create a Fellowship Program in Blood and Marrow Transplant and Cellular	Oct 2023
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Therapies	
Create a Fellowship Program in Dermato-Allergology	Oct 2023
Create a Fellowship Program in Healthcare Administration, Leadership, and Management	Dec 2023
Create a Fellowship Program in Global Breast Cancer	Feb 2024
Change the Child Neurology Fellowship to a Residency	Feb 2024
Change the academic degree-granting college for the PhD, MHI, MS, and Graduate minor in Health Informatics from the Graduate School to the Medical School	Feb 2024
Create a Fellowship Program in Stereotactic and Functional Neurology	June 2024

***School of Public Health***

Change to name of the “standard track” subplan to “traditional track”	Dec 2023
Change to name of the “coordinated master’s program” subplan to “coordinated program”	Dec 2023
Change program modality options for the Public Health Preparedness, Response, and Recovery Post-Baccalaureate Certificate	Dec 2023
Discontinue the Industrial Hygiene subplan in the Environmental Health PhD, MS, and MPH degrees	Feb 2024
Discontinue the Advanced Management Training for Clinician Leaders Post-Baccalaureate Certificate	Feb 2024
Discontinue the Aging Studies Post-Baccalaureate Certificate	Feb 2024
Discontinue the Public Health Performance Improvement Post-Baccalaureate Certificate	Feb 2024
Change program modality options for the Sexual Health Graduate Minor	May 2024

# Annual Report on Academic Program Changes

Board of Regents | Mission Fulfillment Committee | September 2024

**Rachel Croson**

Executive Vice President and Provost



UNIVERSITY OF MINNESOTA

Driven to Discover<sup>SM</sup>

# University Policy

## Adding, Changing, or Discontinuing Academic Plans

Departments, colleges, and campuses have the authority to establish, change, and discontinue academic programs that may appear on official University transcripts, subject to appropriate consultation with other units and **subject to the final authority of the Board of Regents.**

**This applies to: undergraduate, graduate, and professional credit-bearing degrees, majors, minors, and certificates**





# Board of Regents Approval

In general, degree plan changes that need Board of Regents approval are:

- Changes that would be reflected on the transcript
- Changes related to accreditation requirements/notifications



## BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 9, 2021

AGENDA ITEM: Consent Report

Review  Review + Action  Action  Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

### PURPOSE & KEY POINTS

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; conferral of tenure for outside hires; and conferral of faculty emeritus status, as outlined below.

#### I. Request for Approval of New Academic Programs

- Medical School (Twin Cities campus)—Create a Fellowship Program in Clinical Informatics
- Medical School (Twin Cities campus)—Create a Fellowship Program in Pediatric Neuro-Oncology
- Medical School (Twin Cities campus)—Create a Fellowship Program in Wound Medicine

#### II. Request for Approval of Changed Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Create a partially online option in the B.A. and B.S. degree programs in Multidisciplinary Studies.
- College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Applied Business Certificate Program
- College of Continuing and Professional Studies (Twin Cities campus)—Create a completely online option in the Facility Management Certificate Program
- College of Liberal Arts (Twin Cities campus)—Change the name of B.A., B.S. and undergraduate minor in Sociology of Law, Criminology, and Deviance to Sociology of Law



# Scope

- **Adding** a new degree, minor, or sub-plan
- **Changing** (substantively) a new degree, minor, or sub-plan which includes:
  - changing a degree program plan or sub-plan name
  - changing a degree designation (e.g. B.S. to B.A., M.S. to M.A.)
  - changing the academic home (degree-granting college/unit) of a plan
  - changing program delivery modality
- **Discontinuing** a degree, plan, or sub-plan



# Principles

- **Mission, Priorities, and Interrelatedness**—How does the program support the unit's strategic direction and compact?
- **Demand, Development, and Leveraging of Resources**—What evidence shows student or industry demand?
- **Uniqueness and Comparative Advantage**—What are the characteristics of the program that make it particularly appropriate for the University?
- **Efficiency and Effectiveness**—Is the program within the capacity of the unit's resources?
- **Quality, Productivity, and Impact**—How will program quality be measured? How will student learning outcomes be assessed?



# Examples from 2023-2024

- **New programs:**

- American Indian and Indigenous Studies PhD (TC - College of Liberal Arts)
- NXT GEN BADGE Undergraduate Certificate (Crookston)
- Arts and Cultural Leadership graduate minor (TC - College of Continuing and Professional Studies)

- **Changed programs:**

- Change name of undergrad major in Retail Merchandising to Retail and Consumer Studies (TC - College of Design)
- Change from in-person modality option to hybrid modality option in the Master of Social Work (Duluth)
- Restructured Bachelor of Arts in Music to include 6 subplans (Duluth)

- **Discontinued programs:**

- School of Public Health discontinued three Graduate Certificates as a result of school-wide review and curricular restructuring (TC)
- Bachelors of Music in Jazz Studies and in Theory and Composition (Duluth)



# Approval Levels and Process Overview

- Additive, with special points of emphasis at each stage
- Consultation
  - within the unit
  - among colleges
  - posting for public review



# Consultation of New Degree Program Proposals

- Consultation is an integral part of the process
- The Provost's Office facilitates consultation using mechanisms including
  - Campus Curriculum Committee
  - Professional Education Council
  - Graduate Associate Deans
  - Public Review Period (Provost Website)



# New, Revised, and Discontinued Programs

2023–2024

	New	Revised	Discontinued
Twin Cities	27	37	13
Duluth		8	6
Morris	1		
Crookston	1		
Rochester	0		



# Summary and Discussion

- Process ensures that academic proposals before the committee have undergone a rigorous, robust, and thorough review at appropriate levels
- Questions?







# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**September 12, 2024**

**AGENDA ITEM:** Growing the University as a Tech and Corporate Engagement Hub

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Shashank Priya, Vice President for Research and Innovation  
Rick Huebsch, Associate Vice President, Technology Commercialization  
Steve Corkery, Associate Vice President, Corporate Engagement Center

## **PURPOSE & KEY POINTS**

The purpose of this item is for the committee to receive an update on the University’s initiatives aimed at solidifying its role as a tech and corporate engagement hub. The presentation will cover the University’s strategies to connect research and innovation with industry, drive economic growth, and position the University as a leader in technology transfer and commercialization.

The University has a strong track record of success in technology commercialization, corporate engagement, and innovation. These efforts are central to the University’s goals to advance knowledge, foster economic growth, and make a positive impact on society. As this discussion will highlight, the University is committed to building on this foundation, expanding its partnerships, and addressing the challenges that lie ahead. The initiatives outlined in this presentation represent a vision for growth, and with the support of technology and corporate partners, the University will be well-positioned to lead in the rapidly evolving landscape of technology and corporate engagement.

## **Corporate Engagement**

The University’s Corporate Engagement Center (CEC) serves as a crucial bridge between the University and the private sector. The CEC helps private sector companies navigate the University more efficiently and helps faculty connect to the private sector. This engagement helps facilitate partnerships that bring academic research to market, and secure research, sponsorship, and philanthropic investments to the University. The CEC engages companies in five primary ways: developing research partnerships, workforce development, executive engagement, assisting companies in increasing their brand and visibility with students and the community, and place-based partnerships (engaging companies who might want to have offices/labs on or adjacent to campus). An additional key focus is identifying organizations interested in The MIX development.

In FY 2024, the CEC secured over \$130M in investments, coordinated 48 corporate visits and hosted nine specialized engagement events, significantly expanding the University's corporate partnerships.

Corporate philanthropy also shows the connections the University is making. Corporations invested over \$100M in philanthropy in FY24, \$33.9M of which came from Minnesota's Fortune 500 companies, reflecting the strong and growing relationship between the University and the state's business community. This financial support places the University third in the Big Ten for corporate philanthropy, underscoring the critical role of corporate partnerships in advancing the University's mission.

### **Technology Commercialization**

The University's Technology Commercialization office is a nationally recognized leader, known for its innovative approaches and successful technology transfers. With over 1,500 active patents and 3,200 current licenses, the office has played a key role in launching over 260 startup companies since 2006, with an average of 20–25 new startups each year. The office's work has been instrumental in translating University research into real-world applications that benefit society, foster economic growth, and generate revenue for the University.

The office continues to receive national recognition for its excellence: it is ranked number one in the Heartland for University Tech Transfer by Heartland Forward, number five in the U.S. for Tech Transfer in Life Sciences by Nature Biotechnology, and number six among U.S. public universities by the Milken Institute. These rankings highlight the University's leadership in technology transfer and its impact on regional and national innovation.

### **Impactful Partnerships**

The University's long-term corporate research partnerships have resulted in significant advancements across various fields. For example, a partnership signed in 2012 has led to more than 40 funded projects in medical devices, sensors, and imaging. Similarly, a 2021 collaboration focused on AI and cybersecurity challenges has already funded more than 20 projects. These partnerships highlight the University's ability to address pressing societal issues through strategic industry collaborations.

### **Challenges and the Path Forward**

Despite the University's successes, significant challenges remain, particularly in securing adequate funding for startups. [Minnesota lags behind other states in venture capital investment](#), making it difficult for University startups to scale. From another vantage point, our region's startup "supply" exceeds the availability of capital. The University recognizes that overcoming these challenges will require collective investment and support from a wide range of stakeholders.

To address these challenges, the University is launching several initiatives aimed at supporting and scaling the entrepreneurial ecosystem:

- *Discover -> Advance -> Impact* program is a unique end-to-end, evergreen funding model—providing University innovations with necessary resources from start to scale. Resources include gap funding, startup funding, incubation space, and much more. The program offers

a unique opportunity for interested partners and champions to contribute to making the University the destination for entrepreneurial innovators. University research leaders are cultivating potential donors to the *Discover → Advance → Impact* program, and potential angel investors for [DiscoveryMN Angels](#), to help ensure that the University continues to be a leader in innovating, driving economic growth, and addressing the world's most pressing challenges.

- The [DiscoveryMN Angel Network](#) is a new external angel investment community that invests in promising startups led by University students, faculty, and alumni. It will connect startups with external investors, providing critical funding to help these ventures grow.
- The Founders Pledge offers successful entrepreneurs an opportunity to “pay it forward” by making a non-binding pledge of future support to the University. These initiatives are designed to build a sustainable, evergreen funding model that will ensure innovations can advance from the lab to the marketplace, making a lasting impact on society.

### Examples of Impact in Action

With additional support, the University can make more of these stories a reality:

- [Miromatrix](#): This startup, now a subsidiary of United Therapeutics, is working to eliminate the organ transplant waitlist by developing bioengineered human organs, addressing one of the world's most pressing healthcare challenges.
- [FastBridge Learning](#): Now a division of Illuminate Education, this company is transforming how teachers assess and address student needs, offering faster and more effective solutions that are gaining national recognition.
- [Jord BioScience](#): By harnessing microbes to improve crop production and reduce chemical use, Jord is addressing critical challenges in agriculture and sustainability.
- [Claros Technologies](#): Claros is at the forefront of developing solutions to destroy “forever chemicals,” a significant environmental and public health concern. This technology has the potential to become a multibillion-dollar industry, demonstrating the far-reaching impact of the University's research.

# Growing the University as a Tech and Corporate Engagement Hub

Board of Regents | Mission Fulfillment Committee | September 12, 2024

## **Shashank Priya**

Vice President for Research and Innovation

## **Rick Huebsch**

Associate Vice President, Technology Commercialization

## **Steve Corkery**

Associate Vice President, Corporate Engagement Center

# Today, we will discuss:

- Corporate Engagement and Technology Commercialization, and their roles connecting UMN research and innovation to the marketplace
- Vision for growth: our impact plan to unlock more pathways to get UMN's big ideas from the lab and into the world
- Advanced **research partnerships** with industry through the 2030 Workshop, government- industry collaborations, and joint outreach to academic units
- Ways you can support



# Driving Impact with the Private Sector



## Climate Saving



## Life Saving




## Feeding the World



## Supporting Students & Workforce

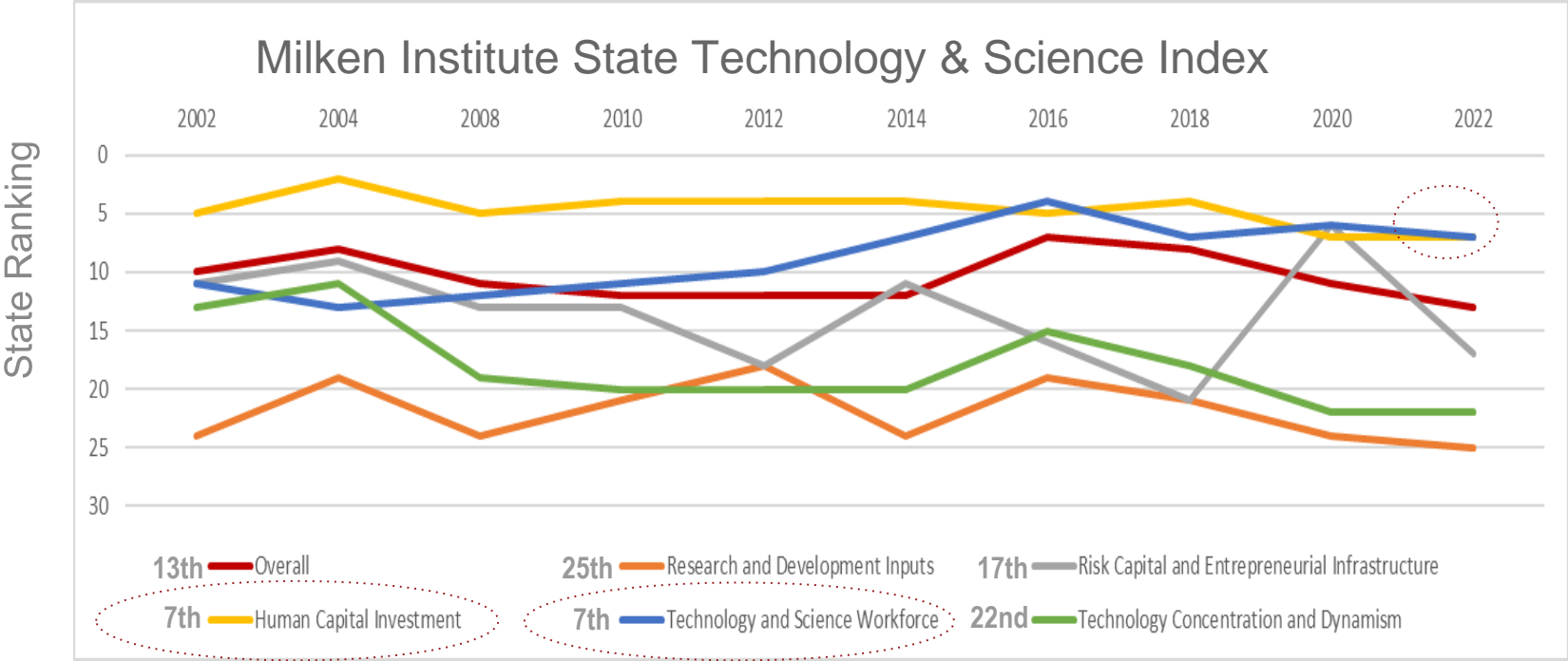




In 2023, **15 MN**  
companies made the Fortune 500 list

	2023 Fortune 500 Ranking	Revenue in Billions
United Health Group	5	\$ 324.1
Target	33	\$ 109.1
CHS	90	\$ 47.8
Best Buy	94	\$ 46.3
3M	116	\$ 34.2
U.S. Bancorp	149	\$ 27.4
C.H. Robinson Worldwide	160	\$ 26.7
Land O'Lakes	213	\$ 19.2
General Mills	219	\$ 19.0
Xcel Energy	271	\$ 15.3
Ameriprise Financial	289	\$ 14.3
Ecolab	293	\$ 14.2
Hormel Foods	330	\$ 12.5
Thrivent Financial	412	\$ 9.4
Polaris	424	\$ 9.0

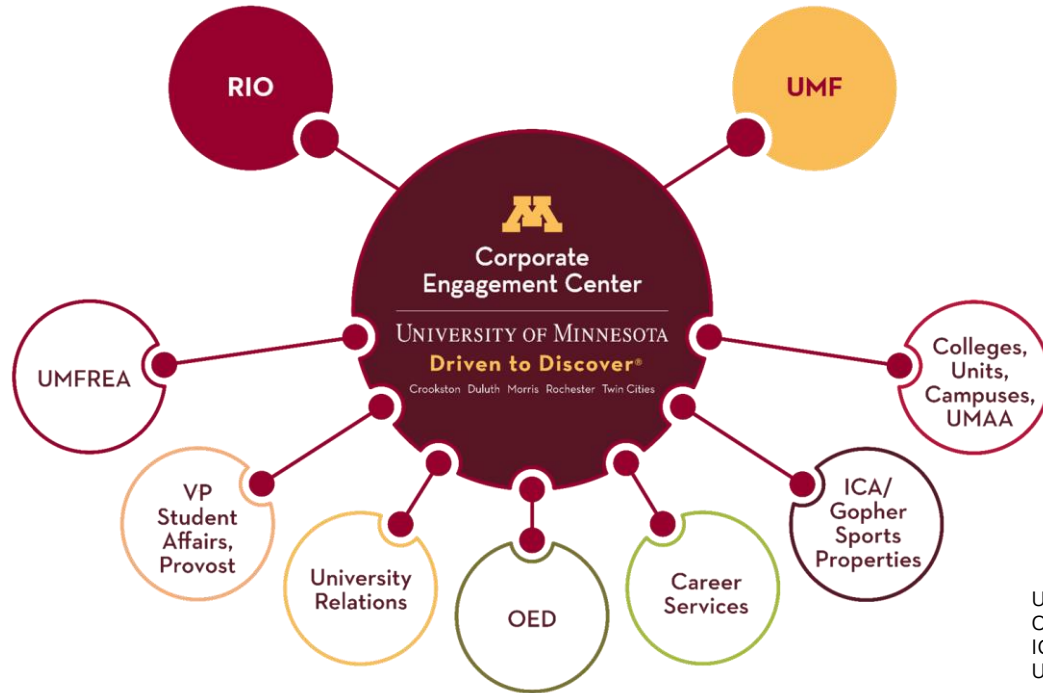
# Minnesota Innovation Ecosystem



*Consistently in **Top 10** for **Human Capital Investment** and **Technology and Science Workforce**. Need to boost other sectors.*



# Corporate Engagement Center (CEC) Structure



UMFREA - UMF Real Estate Advisors  
OED - Office of Equity and Diversity  
ICA - Intercollegiate Athletics  
UMAA - University of Minnesota Alumni Assoc



# Corporate Engagement Center Model

## Place-based Partnerships

- Co-locate to campus
- Specialized facility and equipment sharing
- Real estate development
- Commercial tenancy



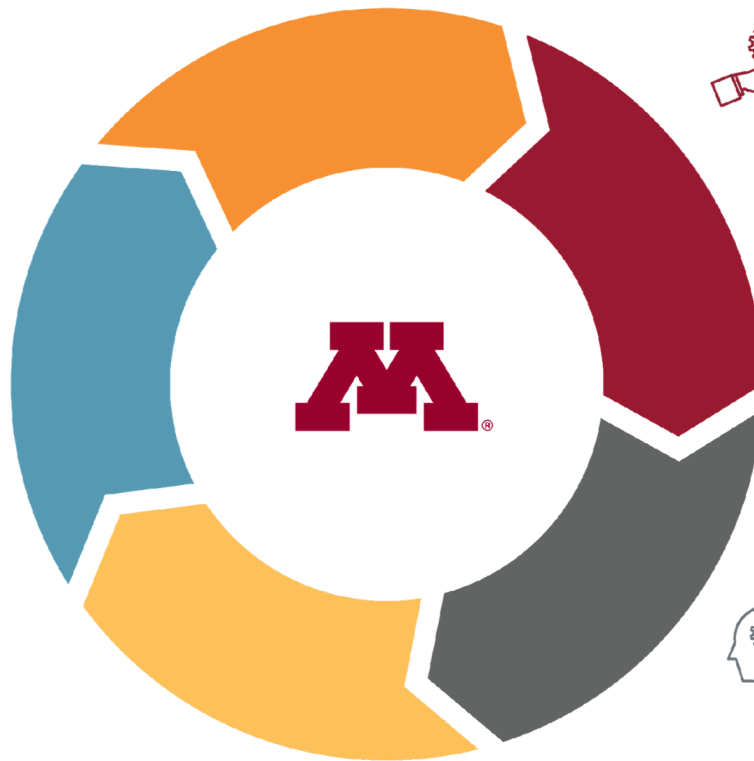
## Executive and Employee Engagement

- Participate on U of M boards
- Serve as executive champion/sponsor
- Teach in classrooms
- Contribute expertise at U of M conferences and events



## Outreach and Visibility

- Sponsor and participate in events
- Volunteer and mentor
- Host a corporate alumni network
- Naming opportunities
- Global programs



## Technology and Innovation

- Sponsor research
- License or commercialize technology
- Participate in center and institute activities
- Co-locate on campus
- Enlist faculty expertise
- Utilize specialized research facilities and equipment
- Become a member of U of M research consortium
- Venture investing



## Workforce Development

- Recruit talent
- Engage with students
- Provide executive and continuing education
- Partner on K-12 outreach efforts to build a diverse pipeline



# FY24 Strategic Portfolio Companies

3M <sup>+</sup>	<u>Corteva Agriscience</u>	Honeywell	Polaris <sup>+</sup>
Abbott Laboratories	Danaher (Beckman Coulter)	<u>Hormel</u> <sup>+</sup>	PPG Industries
ALLETE	Danfoss	Huntington (formerly TCF)	Seagate Technology
Ameriprise <u>Financial</u> <sup>+</sup>	Delta Dental of MN	Huntsman Corp	<u>Securian Financial</u> <sup>+</sup>
Bayer Corp	Donaldson	Johnson & Johnson	<b>Solventum</b> <sup>*</sup>
Best Buy <sup>+</sup>	Dow	<u>Land O'Lakes</u> <sup>+</sup>	Stratasys
Bio-Techne	DuPont	Lockheed Martin	<u>Target</u> <sup>+</sup>
Blue Cross Blue Shield MN	<u>Ecolab</u> <sup>+</sup>	Mayo Clinic	<u>Thrivent Financial</u> <sup>+</sup>
Boston Scientific	Emerson Electric	Medica	Toro Company
Cargill	Essentia Health	Medtronic	U.S. <u>Bank</u> <sup>+</sup>
C.H. Robinson <sup>+</sup>	ExxonMobil	MN Corn Growers Association	United Natural Foods Inc (Cub)
CHS <sup>+</sup>	<u>Fastenal</u> <sup>+</sup>	<b>Moderna</b> <sup>*</sup>	<u>UnitedHealth Group</u> <sup>+</sup>
Cisco Systems	Fidelity	Patterson Companies	Wells Fargo
CJ Foods (Schwans)	General <u>Mills</u> <sup>+</sup>	Pentair	<u>Xcel Energy</u> <sup>+</sup>
Coca-Cola	Google	PepsiCo	Zoetis
Compeer Financial	H.B. Fuller	Pfizer	

\*New to CEW Portfolio in FY24

\*Minnesota Fortune 500 (17)





# Corporate Research Partnerships

In Action



Renewed 2013, 2018  
More than \$7M in research  
funded



New research agreement signed in 2023  
4 projects funded in 2024  
2 projects could receive federal or state  
funding



More than 40 projects funded  
in medical devices, sensors,  
and imaging



23+ projects funded, including  
inequities in video conferencing,  
ethics in AI, edge computing,  
cybersecurity challenges with  
MI/AI

## Other Corporate Engagement Highlights

- \$130M in corporate philanthropy in FY 24, MN Fortune 500 companies gave **\$33.9M**
- Ranked **3rd in the Big Ten** for corporate philanthropy, according to most recent data
- Advanced **research partnerships** with industry through the **Research 2030 workshop**, **Sustainable GeoCommunities** kickoff, and other government-industry collaborations, and joint outreach to academic units



# What is Technology Commercialization?

Facilitating the transfer of University research to develop new products and services to:

- Benefit the public good
- Foster economic growth
- Generate revenue to support the University's mission

## MECHANISMS FOR TECHNOLOGY COMMERCIALIZATION



LICENSE  
TECHNOLOGY



SPIN OUT COMPANY



ONLINE EXPRESS  
LICENSE



SPONSORED  
RESEARCH

# Technology Commercialization at UMN

**UMN Technology Commercialization** is a nationally recognized leader in technology transfer, known for excellence in executing license deals and for its innovative, business-friendly approaches.



**260**

STARTUP COMPANIES  
SINCE 2006



**1500+**

ACTIVE PATENTS



**3200+**

CURRENT LICENSES



**20-25**

NEW STARTUPS PER  
YEAR AVERAGE



**20**

STARTUPS ACQUIRED  
OR GONE PUBLIC



# A history of supporting innovation and startups

## Driven to Discover<sup>®</sup>



#1 RANKED IN HEARTLAND

**Building for Impact**

# From UMN Impact to Regional Leadership

UMN's growing track record of success is being recognized nationally, highlighting the multifaceted role that the University plays in Minnesota's regional innovation economy:

- #1** in Heartland for University Tech Transfer; Heartland Forward 2022
- #5** US Tech Transfer for Life Sciences; Nature Biotechnology
- #6** US Public University Tech Transfer Office; Milken Institute
- #8** US University in "Innovation Impact"; Bush Institute

**This collective impact has also brought UMN to the center of several regional partnerships tackling big cross-sector challenges:**

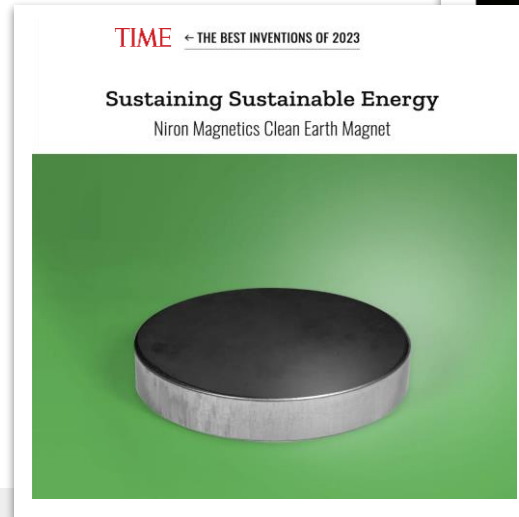
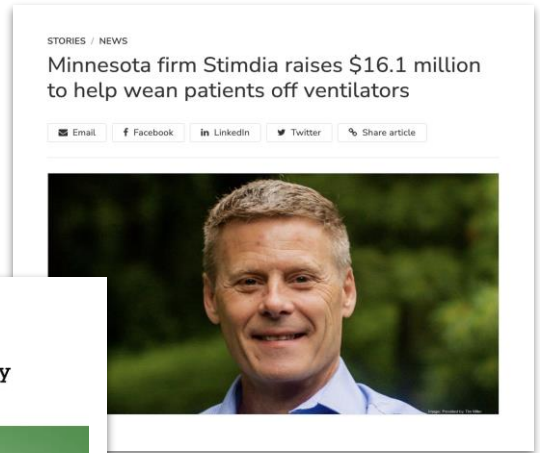




# Impact in Action

- ▶ UMN discoveries are on the frontlines of the world's **most pressing challenges**
- ▶ Among UMN startups, **70% locate in Minnesota**
- ▶ UMN startups have a **70% survival rate**

***But serious growth challenges exist ...  
requiring collective investment and support***



## Poised to Unleash **More Innovation**

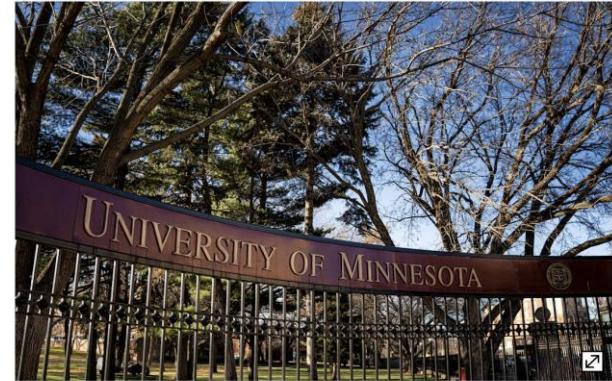
- ▶ Strongest pipeline of startup opportunities in UMN history
- ▶ High faculty/student demand for entrepreneurial experiences
- ▶ But... extremely difficult fundraising for startups - and **MN remains behind on funding nationwide**

BUSINESS

### University of Minnesota's startup pipeline helps drive state's innovation economy

In fiscal year 2022, the U launched 22 companies

By Nick Williams Star Tribune | SEPTEMBER 14, 2022 — 10:35AM



GLEN STUBBE, STAR TRIBUNE, STAR TRIBUNE

Since 2006, 216 companies have been created based on software, therapies, machines and devices created by researchers, faculty, staff members and sometimes graduate students at the university.

- ▶ UMN can be single most impactful lever to **accelerate growth in MN's innovation ecosystem** – and be the destination for entrepreneurial students and faculty

# Our Vision for Growth

Investing in bringing high potential ideas from the lab into the world



## ► Discover → Advance → Impact™

A unique end to end, evergreen funding model - providing UMN innovations with necessary resources from start to scale. Resources include gap funding, startup funding, incubation space, and much more.



**DiscoveryMN Angel Network:** investing in promising startups led by students, alumni, faculty and supporters of the University of Minnesota.



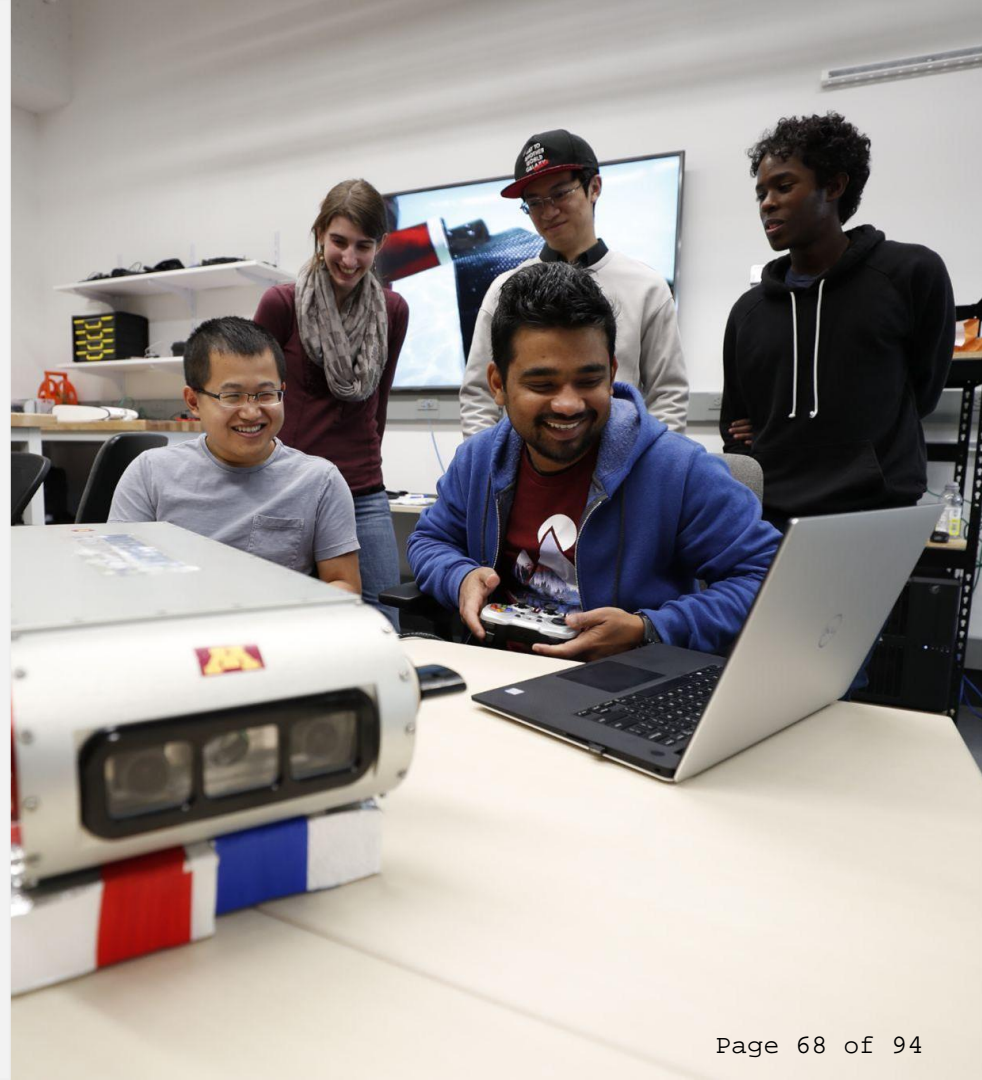
**Founders Pledge:** Successful UMN entrepreneurs “paying it forward” with a non-binding pledge of support to the University that supported their early growth.

Build the future

# Of UMN Innovation

Seeking partners and philanthropic champions who are:

- ▶ Passionate about MN innovation & startups
- ▶ Committed to making UMN the destination for entrepreneurial students & faculty
- ▶ Interested in seeing their one-time donation have a sustainable, generational impact



# Discover → Advance → Impact™

*With additional support, we can make more of these stories a reality:*



**Jord Bio Science** is harnessing microbes to improve crop production & reduce chemical use



**FastBridge Learning** is transforming how teachers assess & address the needs of students - with faster results that are demonstrated effective



**Claros** is destroying 'forever chemicals' - a technological race that could become a multibillion-dollar industry



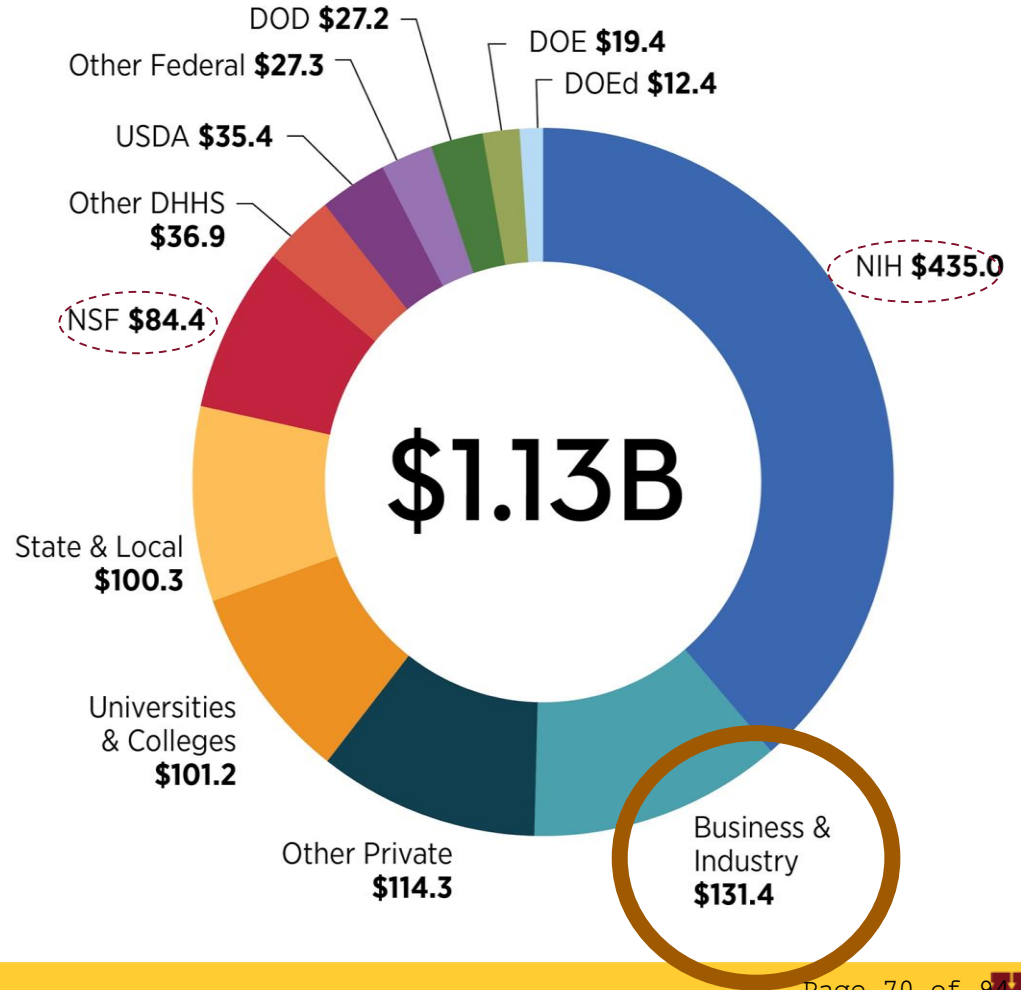
**Miromatrix** is working to eliminate the organ transplant waitlist via bioengineered human organs

# Sponsored Awards by Source

FY23, \$ in millions

Roughly **12%** of our research funding comes from **businesses & industry**

There is significant potential to increase this contribution through **CEC work** and **partnerships with small businesses (e.g. SBIR / STTR)**.



# Closing Remarks

- ▶ Our **Corporate Engagement Center** continues to add new activities and services, and is expanding its corporate network both in the state and around the nation.
- ▶ The **Discover → Advance → Impact™** program will open opportunities for all (e.g. undergraduates) to develop their creative solutions. Aim is to spin out more than 30 startups each year.
- ▶ University continues to play **significant role in regional economic development** through the expansion of research activities and transition of outcomes from research to the marketplace.





# Research & Innovation

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UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>®</sup>**





# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**September 12, 2024**

**AGENDA ITEM:** Board of Regents Policy: *International Education, Research, and Outreach*

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Harvey Charles, Vice Provost for International Affairs, Global Programs and Strategy Alliance

## **PURPOSE & KEY POINTS**

The purpose of this item is to review proposed amendments to Board of Regents Policy: *International Education, Research, and Outreach*. The changes reflect items identified as part of the comprehensive policy review process and include:

- Emphasizing the need for the University to support internationalization.
- Acknowledging the importance of an internationalized curriculum and academic and social support for international students.
- Encouraging faculty and staff to enhance their intercultural development.
- Highlighting benefits of international collaboration.
- Other wording and phrasing corrections to align with current approaches and goals of campus internationalization.

## **BACKGROUND INFORMATION**

Board of Regents Policy: *International Education, Research, and Outreach* was adopted on July 12, 1974, and last amended on June 8, 2018 as the result of the six year comprehensive review of the policy.



## BOARD OF REGENTS POLICY: *International Education, Research, and Outreach*

### SECTION I. SCOPE.

This policy governs international education, research, and outreach activities of the students, faculty, and staff of the University of Minnesota (University).

### SECTION II. GUIDING PRINCIPLES.

This policy affirms the commitment of the Board of Regents (Board) to foster international education, research, and outreach throughout the University community. The following principles shall guide international education, research, and outreach at the University:

- (a) In an interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all humankind.
- (b) Through international education, research, or outreach the University builds and extends its scholarly standing, its potential for research, its contributions to economies, and the education and skills of students and citizens of the state, the nation, and the world.
- (c) The University has a responsibility to incorporate into its community and curriculum international opportunities that provide students, faculty, and staff the understanding, skills, and knowledge necessary to be globally competent citizens of the state, the nation, and the world.
- (d) The University has a responsibility to ensure to the extent possible, respectful, mutually beneficial, and ethical engagement ~~with people, places, and ideas~~ around the globe.

### SECTION III. IMPLEMENTATION.

The president or delegate shall ~~administer policies~~maintain administrative policies and procedures that, in compliance with all applicable laws and regulations, effectively promote ~~and~~, encourage, and support a comprehensive approach to international education, research, and outreach that includes the following elements:

- (a) **International Experience for Students.** The University will encourage the participation of University students in international educational, research, and outreach experiences and provide ~~opportunities that afford participating students the guidance and assistance necessary to integrate these experiences into University degree curricula~~an internationalized curriculum to ensure all students have opportunities to gain global knowledge and intercultural competency.
- (b) **Enrollment and Inclusion of International Students.** The University will recruit and enroll students from other countries in its undergraduate, professional, and graduate programs in such

numbers and with such geographic origins as to meet the guiding principles stated in this policy, and provide academic and social support to integrate students into campus life.

(c) **Faculty and Staff Teaching, Research, and Outreach.** The University will encourage international ~~education and~~ engagement ~~in the~~ and intercultural development of faculty and staff so they can maximize their impact on teaching, research, and outreach ~~of its faculty and staff through the interaction of people and ideas.~~

(d) **Collaboration with International Institutions and Innovation.** The University will:

- build strategic international partnerships by bringing together the strengths of the University with those universities, institutions, and organizations that are at the forefront of innovation and change in education, research, and outreach ~~with universities, institutions, and organizations worldwide;~~
- expand international scholarly engagement; and internationalize the research capacity; and
- provide global and intercultural experiences for University ~~community~~ faculty, staff, and curriculum ~~students.~~

## REVISION HISTORY

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**Adopted:** July 12, 1974

**Amended:** May 13, 1994; June 13, 2008; June 8, 2018

**Last Comprehensive Review:** 2018

# Board of Regents Policy: *International Education, Research and Outreach - Review*

Board of Regents | Mission Fulfillment Committee | September 12, 2024

**Harvey Charles, Ph.D.**

Vice Provost for International Affairs

# Background

- Brief introduction of Vice Provost, Global Programs and Strategy Alliance
- Policy last updated in 2018
  - New realities after pandemic, racial reckoning
  - Proposed updates to better reflect current approaches and goals of campus internationalization
- Consultation in spring 2024
  - Senate Committee on Educational Policy (SCEP)
  - Senate Consultative Committee (SCC)



## Proposed Change: Section II(d)

**Change:** Addition of *mutually beneficial* to describe our international engagement

**Rationale:** It is important to state explicitly that international engagement should be reciprocal.




*Extension project with Kisii University (Kenya) and female farmers*

# Proposed Change: Section III Introduction

**Change:** Added *support* in addition to promote and encourage internationalization

**Rationale:** In order to be successful, the University must not only promote and encourage international activities but also provide support. This does not necessarily mean financial support, but could include actions like removing barriers, expanding access, or improving processes.

A photograph showing the wing of an airplane in flight, viewed from the passenger's perspective. The wing is on the left side of the frame, extending towards the center. The background is a bright sunset or sunrise over a body of water, with the sun low on the horizon, creating a lens flare effect. The sky is a mix of orange, yellow, and blue.

*In 2023, the University launched a new blanket international insurance policy covering all faculty and staff traveling abroad with an option to cover visitors.*

## Proposed Change: Section III(a)

**Change:** Add reference to an internationalized curriculum

**Rationale:** Not all students will be able to participate in international education, research, or outreach experiences; therefore, it is important for the University to provide curricular opportunities accessible to all students.



*The Internationalizing Course Design program helps faculty infuse global, international, and intercultural learning into their course design and delivery.*



## Proposed Change: Section III(b)

**Change:** Add reference to academic and social support for international students

**Rationale:** In addition to recruiting and enrolling international students, the University must provide the appropriate support to ensure student success.



*Academic Success Day, hosted by International Student and Scholar Services and campus partners*

## Proposed Change: Section III(c)

**Change:** Add reference to intercultural development of faculty and staff

**Rationale:** In addition to international engagement, it is important for faculty and staff to consider enhancing their own intercultural competence—the skills, knowledge, and perspectives to understand the world and more effectively participate in international teaching, research, and outreach.



*“Addressing Xenophobia & Minoritization” workshop for faculty and staff is a collaboration between OED, GPS Alliance, and Minnesota English Language Program.*

*Graphic is “Created” by Cara Foster from Noun Project*

## Proposed Change: Section III(d)

**Change:** Addition of *Innovation* and other minor changes to more clearly define collaboration

**Rationale:** The goals and benefits of international collaboration are broad, and were not adequately reflected in previous language.



*Institute on Community Integration's collaboration with KL University (India) addresses critical needs in the disability community*

# Questions and Discussion





# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Mission Fulfillment**

**September 12, 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 Education and Human Development, Twin Cities campus—requests approval to create a new graduate minor in Parent and Family Education, effective spring 2025.

### **II. Request for Approval of Changed Academic Plans**

- Medical School, Twin Cities campus—requests approval to change the name of the Clinical Informatics Fellowship, effective summer 2025.
- School of Public Health, Twin Cities campus—requests approval to change the academic-degree-granting college for the undergraduate Public Health minor from the College of Liberal Arts to the School of Public Health, effective fall 2025.

### **III. Request for Approval of Discontinued Academic Plans**

- College of Food, Agricultural and Natural Resource Sciences, Twin Cities campus—requests approval to discontinue the Applied Plant Sciences graduate minor, effective spring 2025.

### **IV. Request for Conferral of Tenure for New Hires**

- Brady Atwood, associate professor with tenure, Department of Pharmacology, Medical School, Twin Cities campus
- Brigitte Seim, associate professor with tenure, Hubert H. Humphrey School of Public Affairs, 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.

## **PRESIDENT'S RECOMMENDATION**

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents**  
**Mission Fulfillment Committee**  
**September 12, 2024**  
**Consent Report: Academic Program Changes**

**I. Request for Approval of New Academic Programs**

**College of Education and Human Development (Twin Cities campus)—requests approval to create a new graduate minor in Parent and Family Education**, effective spring 2025. The graduate minor in Parent and Family Education allows students to specialize in both the theory and practice of providing education and support to parents, caregivers, and families in a variety of settings. The minor cuts across disciplines and examines families in various social contexts and institutions, providing students with a comprehensive and holistic understanding of the complex questions and issues facing families today. The program will be offered in a completely online modality and makes use of existing courses and resources.

**II. Request for Approval of Changed Academic Plans**

**Medical School (Twin Cities campus)—requests approval to change the name of the Clinical Informatics Fellowship**, effective summer 2025. The Medical School's Division of Family Medicine and Community Health requests approval to change the name of the University of Minnesota Clinical Informatics Fellowship to University of Minnesota Hennepin HealthCare Clinical Informatics Fellowship. The Clinical Informatics program is merging with the Hennepin Health Clinical Informatics Fellowship to position it best, both locally and nationally, to train physician clinical informaticists. The program will remain under University of Minnesota sponsorship, and no additional resources are needed to deliver the fellowship.

**School of Public Health (Twin Cities campus)—requests approval to change the academic-degree-granting college for the undergraduate Public Health minor from the College of Liberal Arts to the School of Public Health**, effective fall 2025. When the undergraduate Public Health minor was first approved in 2011, the School of Public Health did not serve undergraduate students and so was not equipped to administer an undergraduate program. With the passage of the Public Health BA, and adequate staffing and resources to administer the minor, the School of Public Health would like to transition the minor to SPH. There are no changes in the collaborative relationship between CLA and SPH, nor to the curriculum.

**III. Request for Approval of Discontinued Academic Plans**

**College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to discontinue the Applied Plant Sciences graduate minor**, effective spring 2025. This

program is being discontinued due to continuous low enrollment over the last decade. There are currently no students enrolled in this program, so no transition plan is needed.



**University of Minnesota Board of Regents**  
**Mission Fulfillment Committee**  
**September 12, 2024**

**Consent Report: Recommendation to Grant Tenure to New Hires**

The Executive Vice President and Provost recommends two 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.

**Brady Atwood, associate professor with tenure, Department of Pharmacology**

Dr. Atwood's research has had a significant impact on the understanding of the effects of opioids and alcohol on brain cell communication that controls behavioral responses, as well as on the impacts of prenatal opioid exposure. He earned his Ph.D. in 2010 from the University of Washington. Prior to joining the University of Minnesota, Professor Atwood was an associate professor with tenure at the Indiana University School of Medicine.

**Brigitte Seim, associate professor with tenure, Hubert H. Humphrey School of Public Affairs**

Professor Seim's interdisciplinary scholarship explores threats to global democracy and governance accountability. Her work informs policies that address challenges to democratic institutions globally. She earned her Ph.D. in 2014 from the University of California, San Diego. Presently, Dr. Seim is a fellow in the Office of Evaluation Sciences in Washington, D.C., and an associate professor at the University of North Carolina, Chapel Hill.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

September 12, 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

- A. University, Student, Faculty, and Staff Activities and Awards
- B. Completed Comprehensive Review of Board Policies

### A. 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.

### B. Completed Comprehensive Review of Board Policies

The purpose of this item is to inform the committee that the comprehensive review of the following Board policies has been completed and the policy implementers have recommended that no changes be made at this time:

- [Board of Regents Policy: Academic Freedom and Responsibility](#)
- [Board of Regents Policy: Faculty Tenure](#)
- [Board of Regents Policy: Libraries and Archives](#)

The policies can be accessed through the above hyperlinks.

If there are items that the committee would like addressed, those will be recorded and referred back to the policy implementer. If the committee raises no additional items, the comprehensive review process will be complete and the date of last comprehensive review will be noted within each policy. The president and policy implementers have the ability to recommend changes outside of the comprehensive review process as needed (e.g., amendments resulting from changes to federal law).

**University of Minnesota Board of Regents  
Mission Fulfillment Committee  
September 12, 2024**

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

**University Highlights**

The [University of Minnesota Morris](#) and [University of Rochester](#) have both been recognized as a 2024-2025 College of Distinction, a prestigious honor that highlights its unwavering commitment to providing an exceptional undergraduate education.

The University of Minnesota Rochester has [earned the esteemed Equity & Inclusion award from Colleges of Distinction](#), an advocate for schools who excel in the areas of student engagement, great teaching, vibrant communities and successful outcomes.

[The U of M tied for fifth in the U.S. overall and was ranked in the top 10 percent worldwide](#) by the Times higher Ed Impact Rating. The U of M ranked among the top five in the U.S. for its work related to:

- Clean water (No. 2 in the U.S., No. 26 in the world)
- Climate action (No. 3 in the U.S., No. 53 in the world)
- Zero hunger (No. 5 in the U.S., No. 24 in the world)
- Health and well-being (tying for No. 5 in the U.S., No. 85 in the world)

The Center for Urban and Regional Affairs has received [a \\$10+ million investment from the Minnesota Legislature](#) for the Anti-Displacement Community Prosperity Program, aiming to prevent displacement along the Blue Line Extension.

The Center for Advancing Research Impact in Society has been [awarded \\$9 million from the U.S. National Science Foundation](#). Laurie Van Egeren, Vice Provost for Public Engagement, is a co-PI on the ARIS grant.

The Minnesota Northstar Geriatrics Workforce Enhancement Program [received a five-year \\$5 million in renewed funding](#) from the Health Resources and Services Administration to improve the health care and health of older adults across the state.

The Clinical and Translational Science Institute [has received two major grants totaling more than \\$4 million from the National Institutes of Health](#) for the T32 program for training for postdoctoral and predoctoral University of Minnesota trainees.

The University of Minnesota Medical School [received a \\$2.8 million R01 grant from the National Institutes of Health](#) for a project exploring the potential of cannabidiol (CBD) in easing stress and tobacco withdrawal symptoms.

The College of Education and Human Development 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 that would be free to the public.

The College of Liberal Arts has been [awarded the \\$300,000 2024 Robert H. N. Ho Family Foundation New Professorship in Buddhist Studies](#) grant from Robert H. N. Ho Family Foundation and the American Council of Learned Societies to establish a new tenure-track position in Buddhist Studies.

The University of Minnesota’s Technological Leadership Institute (along with its partners Polar Semiconductor and the Minnesota Semiconductor Manufacturing Consortium), is celebrating a [\\$120 million grant](#) awarded by the Biden administration under the 2022 CHIPS and Science Act to expand semiconductor manufacturing in the state.

The University of Minnesota Twin Cities has received [the 2024 Apex Award for Innovation in a Mobility, Transportation, or Parking Program](#) by the International Parking & Mobility Institute. This award recognizes the University’s Universal and Employee Transit Pass programs, which provide unlimited access to public transit for eligible students and staff.

The Forest Assisted Migration Project, which the University of Minnesota: Duluth and UMN Extension are partners, has been named the [winner of the 2024 Environmental Innovation Award](#) by the Environmental Initiative.

The University of Minnesota Climate Adaptation Partnership, a joint program between Extension and the College of Food, Agricultural and Natural Resource Sciences, and other regional partners have helped St. Louis County secure [over \\$1.8 million in federal funds toward climate resilience work for the Lake Superior coastal region](#).

### **Faculty and Staff Awards and Activities**

Ruth Shaw, professor in the College of Food, Agricultural and Natural Resource Sciences, [received the Society for the Study of Evolution's 2024 Lifetime Achievement Award](#) for her fundamental empirical and conceptual contributions to evolutionary biology and her commitment to SSE.

Joshua Collins, associate professor in the College of Education and Human Development, [was awarded the 2023 R. Wayne Pace Book of the Year Award](#) from the Academy of Human Resource Development for *Human Resource Development: Critical Perspectives and Practices* (along with his co-authors). Collins has received this award for the second consecutive year.

Betsy Maloney Leaf, assistant professor in the College of Education and Human Development, [has received a grant of \\$777,910 from the Minnesota Department of Education](#) to provide teacher mentorship to theatre and dance early career teachers.

Tetyana Shippee, professor in the School of Public Health, [received the Gerontologist of the Year award from the Minnesota Gerontological Society](#).

Heidi Roop, assistant professor and director of the University of Minnesota Climate Adaptation Partnership, is [joining the White House Office of Science and Technology Policy](#) on a temporary assignment as the assistant director for climate services. She will also serve as deputy director for services with the U.S. Global Change Research Program.

J. Sunil Rao, professor in the School of Public Health, has been [named a Fellow of the Institute of Mathematical Statistics](#), one of the world's leading professional organizations in the fields of statistics, mathematics, and probability.

Manka Nkimheng, professor in the School of Public Health, has been [named a 2024 Bush Foundation Fellow](#), receiving a \$100,000 grant.

Associate Professor of English V. V. Ganeshanathan, professor in the College of Liberal Arts, has [won the 2024 Women's Prize for Fiction with her 2023 novel Brotherless Night](#).

Philip Zelazo, professor in the Institute of Child Development, was recently [awarded the Distinguished Contributions to Developmental Psychology award from the American Psychological Association](#) for his distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors.

Timothy Pieher, professor in the College of Education and Human Development, was [awarded a three-year \\$710,966 National Institutes of Health grant](#) to help adolescents improve their mental health and prevent school-based conduct issues, including aggression and violence.

Barbara Peterson, clinical professor in the School of Nursing, has been [named the International Society of Psychiatric-Mental Health Nurses board president](#).

Professor Christine Mueller, professor in the School of Nursing, has been [named the recipient of the prestigious Doris Schwartz Gerontological Nursing Research Award by the Gerontological Society of America](#) for her outstanding and sustained contribution to geriatric nursing research.

Martin Michalowski, associate professor in the School of Nursing, [was elected to the 2024 class of Academy Fellows of the International Academy of Health Sciences Informatics](#), which is one of the highest honors in the field.

Bharat Jalan, professor in the College of Science and Engineering, [has been named an American Vacuum Society Fellow](#), a prestigious fellowship that recognizes AVS members who have made outstanding scientific and technical contributions.

Gerald Shurson, professor in the College of Veterinary Medicine, [has received the American Society of Animal Science Research Fellow Award](#), which recognizes individuals who have provided distinguished service to animal science and the livestock industry.

Erin Durban, associate professor in the College of Liberal Arts, has [won the 2024 LGBTQ+ Studies Lammy Award](#) for their book, *The Sexual Politics of Empire: Postcolonial Homophobia in Haiti*.

### **Student Awards & Activities**

Joud Haj Sakor, a second-year University of Minnesota Rochester student, is one of six students nationwide to be [selected into the American Gastroenterological Association \(AGA\) Young Guts Scholars Program](#) for their 2025 cohort.

Gavin Buersken, a 2024 University of Minnesota Duluth alum, organized an event to [help elementary school students plant 1,000 trees](#).