



Mission Fulfillment Committee

February 2025

February 13, 2025

Approximately 15 min Following Adjournment of the Academic Health Committee and the Audit & Compliance Committee

Boardroom, McNamara Alumni Center

MIS - FEB 2025

1. Board of Regents Policy: Conflict Resolution Process for Student Academic Complaints – Action

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

AGENDA ITEM: Board of Regents Policy: *Conflict Resolution Process for Student Academic Complaints*

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Scott Lanyon, Vice Provost for Graduate and Professional Education and Dean of the Graduate School

PURPOSE & KEY POINTS

The purpose of this item is to act on proposed amendments to Board of Regents Policy: *Conflict Resolution Process for Student Academic Complaints*.

Since the December 2024 meeting, two adjustments have been made to the definition of student:

- Added “admitted” to (d) to make clear that the policy applies to those students that have been admitted to the University but not yet enrolled (Section III, Subd. 2(d)).
- Added additional criteria to include a person who withdraws, transfers, or graduates after an alleged academic complaint has been submitted but before that allegation is resolved (revised Section III, Subd. 2(g)).

No other changes have been made to the proposed amendments. As a reminder, the unchanged proposed amendments reflect items identified as part of the comprehensive review process and include:

- Realigning the policy structure to Board policy conventions.
- Including new guiding principles that ensure alignment with Administrative Policy: [Addressing Student Academic Complaints](#).
- Adding key definitions for clarity.
- Providing additional detail on exclusions to this policy.

Other changes for readability and clarity are also included in the proposed amendments.

BACKGROUND INFORMATION

Board of Regents Policy: *Conflict Resolution Process for Student Academic Complaints* was adopted in July 2006 and last comprehensively reviewed in 2018.

PRESIDENT'S RECOMMENDATION

The President recommends adoption of the proposed amendments to Board of Regents Policy:
Conflict Resolution Process for Student Academic Complaints.



BOARD OF REGENTS POLICY: *Conflict Resolution Process for Student Academic Complaints*

Subd. 1. Scope. SECTION I. SCOPE.

~~The University of Minnesota (University) shall have an~~ This policy governs the internal process for the good faith review and resolution of student academic complaints within the University of Minnesota (University). ~~The~~ is student academic conflict resolution process shall apply to student complaints about the University's provision of academic services and education.

SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the resolution of student academic complaints:

- (a) The University is dedicated to the fair and equitable resolution of conflict at the lowest level possible.
- (b) Those engaging in the academic complaint process will be free from retaliation or other adverse actions as a result of their good faith participation.
- (c) Students are entitled to due process and procedural fairness protections, including the right to an advocate of choice and the right to the resolution of a case within a reasonable period of time.

SECTION III. DEFINITIONS.

Subd. 1. Student Academic Complaint.

Student academic complaint shall mean a formal complaint submitted by a student to the University alleging a demonstrable violation of a University policy, rule, or established practice (e.g., non-standard examination practices or untimely dismissal from an academic program) related to the University's provision of academic services and education affecting their role as a student.

Subd. 2. Student.

Student shall mean any:

- (a) person taking courses at the University or enrolled in a University academic program;
- (b) person who has taken courses or enrolled in a University academic program within the past three terms (including summer), and who has not withdrawn, transferred, or graduated;
- (c) person who has registered for classes or has been approved for readmission to the University;

- (d) person participating as an admitted student in University activities, even if prior to the start of classes;
- (e) person previously enrolled within the last three terms (including summer), and who has a continuing relationship with the University through active participation in student groups or University-sponsored activities;
- (f) person on an official leave of absence with an intent to return; and
- (g) person who withdraws, transfers, or graduates after submitting a student academic complaint and before the allegation is resolved.

Subd. 2. Exclusions. SECTION IV. EXCLUSIONS.

This policy shall not apply in the following circumstances:

- (a) student complaints regarding University employment, which are covered by Board of Regents Policy: *Conflict Resolution Process for Employees*;
- (b) student complaints regarding disciplinary actions taken by the University, which are covered by Board of Regents Policy: *Student Conduct Code* and other administrative policies and procedures;
- (c) student complaints regarding discrimination, sexual misconduct, nepotism, or related retaliation, which are covered by Board of Regents Policy: *Diversity, Equity, Inclusion, and Equal Opportunity*, Board of Regents Policy: *Sexual Harassment, Sexual Assault, Stalking and Relationship Violence*, and other administrative policies and procedures;
- (e)(d) student complaints regarding grades, which are submitted to, and resolved by, the departmental, collegiate, or administrative home of the course in which the grade is being contested; and
- (e)(e) student complaints regarding University admission decisions, which are submitted as appeals to, and resolved by, the program directly, or if alleging discrimination, are covered by Board of Regents Policy: *Diversity, Equity, Inclusion, and Equal Opportunity*, and other administrative policies and procedures.

Subd. 3. Delegation of Authority. SECTION V. DELEGATION OF AUTHORITY.

The president or delegate shall administer this policy and is authorized to adopt and amend administrative policies and procedures to ensure its implementation.

REVISION HISTORY

Adopted: July 12, 2006

Last Comprehensive Review: 2018

Supersedes: Student Academic Grievance dated January 13, 1995.

Board of Regents Policy: *Conflict Resolution Process for Student Academic Complaints - Action*

Board of Regents | Mission Fulfillment Committee | February 13, 2025

Scott Lanyon

Vice Provost for Graduate and Professional Education
and Dean of the Graduate School

Reminder from December Meeting

Recommended Edits to Policy Content:

1. Formatted policy to meet current Board of Regents standards;
2. Added definitions to further clarify scope; and,
3. Made minor changes to 'exclusions' section.

Clarifying Definition of “Student” for Those Admitted but not yet Enrolled

(d) person participating as **an admitted** student in University activities, even if prior to the start of classes

A complaint related to academic services provided to an admitted student:

- attending educational activities (e.g., orientation or welcome week) prior to start of classes
- attending a summer academic bridge program

Revised Definition of “Student” in Policy

Student shall mean any:

- (a) person taking courses at the University or enrolled in a University academic program;
- (b) person who has taken courses or enrolled in a University academic program within the past three terms (including summer) and who has not withdrawn, transferred, or graduated;
- (c) person who has registered for classes or has been approved for readmission to the University;
- (d) person participating as an **admitted** student in University activities, even if prior to the start of classes;
- (e) person previously enrolled within the last three terms (including summer) and who has a continuing relationship with the University through active participation in student groups or University-sponsored activities;
- (f) person on an official leave of absence with an intent to return; **and**
- (g) person who withdraws, transfers, or graduates after an alleged academic complaint and before the allegation is resolved.**



Questions?



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

AGENDA ITEM: The Arts on Campus

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Julie Delliquanti, Director, Tweed Museum of Art, Duluth campus
Alejandra Peña Gutiérrez, Director, Weisman Art Museum, Twin Cities campus
Kari Schloner, Executive Director, Northrop, Twin Cities campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to engage in a discussion about the importance of having art and experiential learning opportunities across the University. Arts at the University include a wide range of opportunities from visual, to performing, to design, and many others. The presentation will outline how the arts play a role on each of the University’s five campuses to advance the University’s mission of teaching and learning, research and discovery, and outreach and public service. The discussion will highlight past and upcoming opportunities and their value and role in the student experience.

The arts are core to the University’s mission and are integrated into all aspects of teaching and learning, research and discovery, and outreach and engagement. They are not separate from the academic experience; they are foundational to it, enhancing creativity, critical thinking, and interdisciplinary collaboration. Arts can be traditional outlets such as the fine arts (e.g., painting and sculpting), or performative arts (e.g., acting, dance, and music). However, the arts impact a multitude of other areas, including the social sciences, medical and health sciences, and the STEM (science, technology, engineering, and mathematics) fields.

The Arts on Campus Background Materials

Arts Colleges/Departments/Programs by Campus

Crookston

Academic Programs

- Graphic Design
- Music
- Music and Theater

Campus Art and Gardens

Duluth

College of Arts, Humanities and Social Sciences (CAHSS) Departments

- Art and Design
- [Music](#)
- [Theatre](#)
- Fine Arts Academy
- [MMAD Lab and Viz Lab](#)
- [Tweed Museum of Art](#)
- [Weber Music Hall](#)

Glensheen Mansion

Morris

Academic Programs

- Art History
- Art Therapy
- Arts Administration
- Jazz Studies
- Music
- Studio Art
- Theatre Arts

The Edward J. & Helen Jane Morrison Gallery

Rochester

Activities and Partnerships

- The [Arts and Health Living Learning Community](#) provides a space for students to explore their artistic interests, passions and the role art plays in health care.
- [Creative Expression in the Classroom and Art Studio](#)
- [Counterspaces](#) and [Counterspaces 2.0](#)
- [Rochester Art Center](#)

Twin Cities

College of Liberal Arts Departments

- Art
 - [Galleries at the Regis Center for Art](#)
- Art History
- Music
 - [Ted Mann Concert Hall](#)
- Theatre Arts & Dance
 - [Rarig Center](#)
 - [Barbara Barker Center for Dance](#)

College of Design

Northrop

- [FY24 Impact Report](#)

Weisman Art Museum

Examples: Arts in Teaching and Learning

- The Weisman Art Museum is actively partnering with researchers working outside the arts, to bring a creative lens to collaboration and innovation: This spring WAM is prototyping two new courses, with [Palliative Medicine](#) and the “[Becoming a Doctor](#)” [series](#) [both with the Medical School]. These partnerships focus on bringing visual thinking strategies into play to enhance clinical outcomes, supporting future medical practitioners to have more meaningful dialogue with their patients through art.
- Morris’s mission has evolved to include a high profile commitment to sustainability as a top priority since the early 2000’s. Since 2009, students in Studio Art have participated in Fashion Trashion: a project to make a wearable garment from recycled materials other than fabric that would be worn for runway show on campus.

- [Northrop Across Campus](#) is a program that encourages University of Minnesota faculty and staff to incorporate Northrop Season events into their curriculum and classroom discussions by providing complimentary tickets for entire U of M classes. For each Northrop Season event, the program offers opportunities to Connect, Discover, and Engage by providing thematic connections, resources for discovery, and questions designed to spark conversation and encourage reflection.
 - For example, 15 sections of Spanish 1004 attended [Ballet Hispanico's performance of Doña Perón](#) and explored the themes of forced migration, cultural preservation, power, and representation.
- Northrop provides pre-professional technique workshops for students at the University, giving them the chance to learn from and collaborate with some of the world's best dancers and musicians, elevate their practical skills, and prepare them for careers in the arts and beyond. As an example, [Limón Dance Company](#) conducted workshops and residency activities with many of our own University of Minnesota dance students over the course of Fall 2022. Students then performed with the company during their public performance.
- Every year the Tweed Museum of Art & the Department of Art & Design collaborate to host an [annual exhibition](#) of student work.
- [Imagination Studio: UMR/Alternative Learning Center Collaboration \(ALC\)](#): Imagination Studio is a community-engaged program where UMR students, as "Creative Companions," connect with ALC students facing personal, academic, and mental health challenges. Together, they create art in a studio setting, fostering mutual learning and growth. This program aims to empower both ALC and UMR students to discover their creative potential and cultivate a creative culture within the UMR community through public and virtual exhibitions and programming.

Examples: Arts in Research and Discovery

- The Weisman is involved in a years-long partnership with the UMN Medical School and Dr. Katie Cullen. This work involves [research into the effects of creative activity on clinical outcomes and brain activity in youth and college-aged folks experiencing depression](#).
- UMD Associate Professor John O'Neill's expertise is on accessible design. In his graphic design classes students learn the principles of accessible design across digital and print media. Last fall students in an upper-level undergraduate course created a multisensory pop-up exhibition designed to be accessible for individuals with low vision and blindness. The experience deepened a multi-year partnership with Lighthouse Center for Vital Living and drew from [Professor O'Neill's research](#) and creative activity. John collaborated with an author/poet to create a tactile book where text and image may be experienced by those with low vision and blindness.

- At UMD, a team of researchers including faculty from Studio Art, Computer Science, and Communication received grant funding to create an immersive and interactive, single user virtual-reality experience. Together—and also in partnership with the MMAD lab—students, faculty, and staff are collaborating on the creation of the visual world and the development of a character, Nellie. As Nellie helps the VR user navigate her world, the user will learn her story. At the conclusion of the project, the software will be made available to people across campus and the team will have better understanding of learning and learning processes in VR.
- Through the [Northrop Centennial Commissions Program](#), the University of Minnesota supports the creation of new artistic works that have been seen across the nation and the world. Over the past five years, Northrop has commissioned 16 groundbreaking pieces from some of the nation’s most prominent artists, spanning diverse genres and themes in music and dance. Northrop will continue to commission new works annually until at least its centennial in 2029.
- Carl Flink, the Director of Dance & Nadine Jette Sween Professor of Dance, and his company [Black Label Movement](#) developed and workshopped their new work [Battleground](#), commissioned by the American Dance Festival, ahead of its premiere at the festival in Durham, NC in October. These workshops took place in the "Battleground Pit" on the west lawn of Northrop.
- All of the art history and some of the studio faculty at UMD have curated exhibitions at the Tweed Museum of Art. Dr. Sara Blaylock’s Exhibition (co-curated with Dr. Sarah James), [“Anti-Social Art: Experimental Practices in Late East Germany”](#) (Winter 2022) was the first of its kind in the United States and brought many works of art to the museum where students in her classes were able to engage with them directly. [Exhibition review](#)
- UMD Associate Professor Maryam Khaleghi Yazdi worked with colleagues in the College of Arts, Humanities and Social Sciences on a project that visualizes the experiences of frontline workers in housing and food organizations during COVID-19.
- UMR student, Bontu Ambo, along with UMR Assistant Professor Yuko Taniguchi, Dr. Kathryn Cullen (MIDB), and her team from RAD Lab led a [creativity and wellbeing study for the Oromo youth](#). The artwork created from this study has been exhibited in the MIDB.

Examples: Arts in Outreach and Public Service

- Each year, Northrop brings thousands of [K-12 students from across the state to campus](#) for arts and culture experiences, providing low-cost and free tickets, as well as bus subsidies. This introduces students to dance and music performances, connects these experiences to classroom discussions, and fosters a sense of belonging while inspiring aspirations to attend the University of Minnesota. Many

of the student matinee performances are also livestreamed and available on-demand, offering more students throughout the state access to the best of national and international performing arts. The annual UMN Marching Band student matinee has been a sell out hit since its debut in 2019, giving K-12 students a window into student life at the University of Minnesota.

- The UMD Art Education BFA program is unique in the state for its museum-based pedagogy. Students from schools in the Duluth region frequently visit the Tweed. During those visits they have an opportunity to look at works of art at the museum and often create works of art inspired by what they have learned about particular artists or techniques. For example, in December, students from a local middle school looked closely at Thomasina TopBear's painting in the exhibition, "Dreaming Our Futures: Ojibwe and Očhéthi Šakówiŋ Artists" and then created their own north star designs which Art Education Professor, Dr. Alison Aune says, "as the symbol that connects this world and the spirit worlds and is a connection to our ancestors. The Morning Star is the brightest star of the dawning day and represents guidance, hope in the future, protection, and prosperity."
- The University of Minnesota Rochester and the Rochester Art Center have partnered on a participatory community display titled "[Counterspaces](#)". Counterspaces is a collective healing project for Rochester community members who have been impacted by the existing and increasing acts of racialized violence against Asian Americans and Pacific Islanders (AAPI) and Black, Indigenous, and People of Color (BIPOC). This space is dedicated for listening to the stories, thoughts, and feelings of marginalized community members. This space is also for all members to creatively share their thoughtful responses. Counterspaces are "safe social spaces... which offer support and enhance feelings of belonging" in marginalized individuals existing in spaces that are not made with them in mind.
- Northrop's ongoing partnership with local dance company and school TU Dance is an example of how mutually beneficial partnerships increase access and engagement in the arts, build audiences, and support the University's mission to be a public institution meant to better life for all Minnesotans. Recent partnership activities include multi-day workshops for dancers in TU's CULTIVATE program, and an opportunity for CULTIVATE dancers to perform in a production titled [In the Same Tongue by Dianne McIntyre](#).
- The Truth and Repair work at Weisman Art Museum involves close collaboration with an Indigenous-led advisory board, composed of local Indigenous artists and community members as well as members of tribes from the American Southwest. Weisman Art Museum staff will also work with an Indigenous evaluators cohort, led by the arts-based evaluation firm [Inspire to Change](#), who will help develop institution-wide evaluation practices built around Indigenous frameworks and culturally responsive methodologies.

- The Weisman Art Museum has hired Juan Lucero to serve as Guest Curator for Native American Art & Artists. He is managing WAM's Native American Artist-in-Residence Program and working closely with Weisman curators to research the permanent collection and curate an exhibition reflective of the perspectives and creative contributions of Native American art and artists.
- [UMD Theatre](#) welcomes more than 6,000 audience members every season, directly engaging students and community members alike in powerful experiences that connect our community members to each other and to the broader world. In addition, current UMD Theatre students and alums are working at all of the major theatre venues in the Twin Ports, in the Twin Cities, as well as regionally and nationally, thereby expanding the footprint of the impact of the arts at the University of Minnesota across our state, region, and the country.
- The [Music Department at the University of Minnesota Duluth](#) has many outreach programs which provide musical opportunities in the Twin Ports and greater Northland region. Faculty and student musicians can be found performing throughout the Twin Ports on a weekly basis at a variety of venues such as the Duluth Entertainment and Convention Center, Sacred Heart Music Center, The West Theater, Essentia Health and at a great variety of establishments that house music, contributing a great deal to the local economy through cultural enrichment.

Additional resources to explore about the importance of arts and culture:

Americans for the Arts [Arts Impact Explorer](#)

[Creative MN](#) study on the impact of the arts on MN's economy, education system, and public opinion

[World Health Organization review of the evidence of the role of the arts on health and wellbeing](#)

[Florida's Center for the Arts in Medicine](#)

[SMU DataArts' Arts Vibrancy Index 2024](#) shows that **MN holds the #1 slot in national ranking for public support of the arts**, and the #4 ranking for overall arts vibrancy.

Studies have found that Engagement with the arts improves wellbeing in general and specifically to support people living with [dementia](#), [anorexia](#), and [mental disorders](#).

The Arts on Campus

Board of Regents | Mission Fulfillment Committee | February 13, 2025

Rachel Croson

Executive Vice President and Provost

Julie Delliquanti

Director, Tweed Museum of Art, Duluth Campus

Alejandra Peña Gutiérrez

Director, Weisman Art Museum, Twin Cities Campus

Kari Schloner

Executive Director, Northrop, Twin Cities Campus



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Goals of this Presentation



Context

- Arts enhances well-being and health
- Exposure to art and making art changes how we think
- Our State values the arts
- Our University values the arts

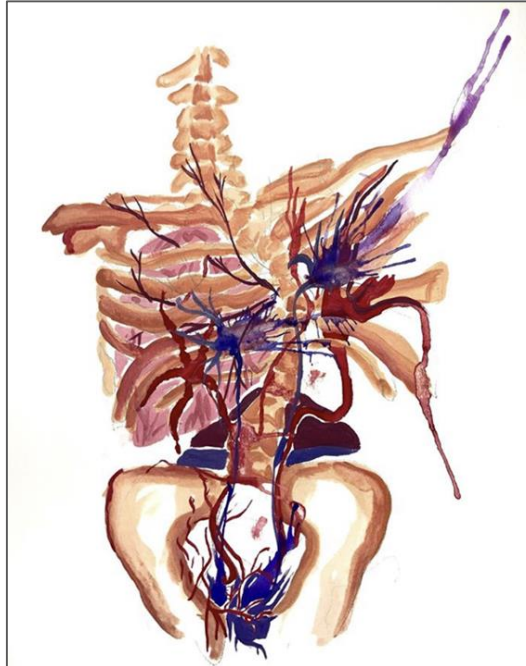


Arts Contribute to Teaching and Learning

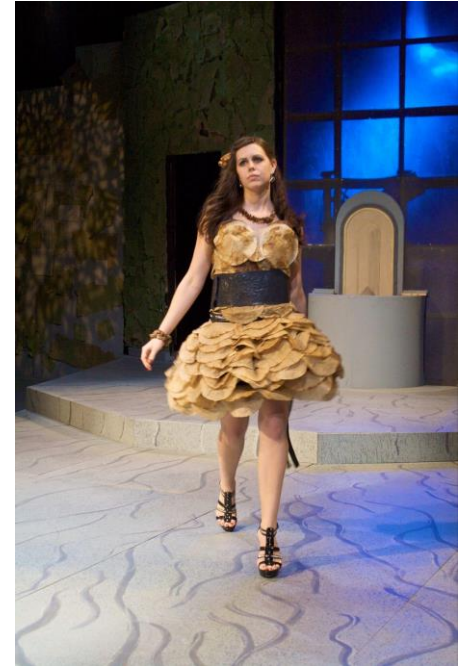
UMTC - Northrop Across
Campus: *Doña Perón*



UMTC - Center for the Art
of Medicine



UMM - ARTS 1900:
Fashion Trashion

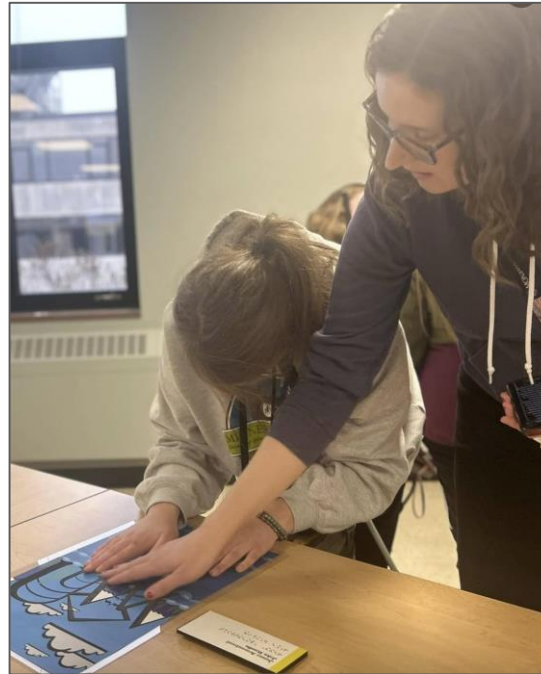


Arts Contribute to Research and Discovery

UMTC - 'Creativity Camp'
Adolescent Mental Health



UMD - Accessible Art
Multisensory Experience



UMD - Motion and Media
Across Disciplines Lab



Arts Contribute to Outreach and Public Service

UMTC - Northrop: K-12 Programs



UMD - *Dreaming Our Futures: Ojibwe and Očhéthi Šakówiŋ Artists*



UMR - “Counterspaces” a Participatory Community Display

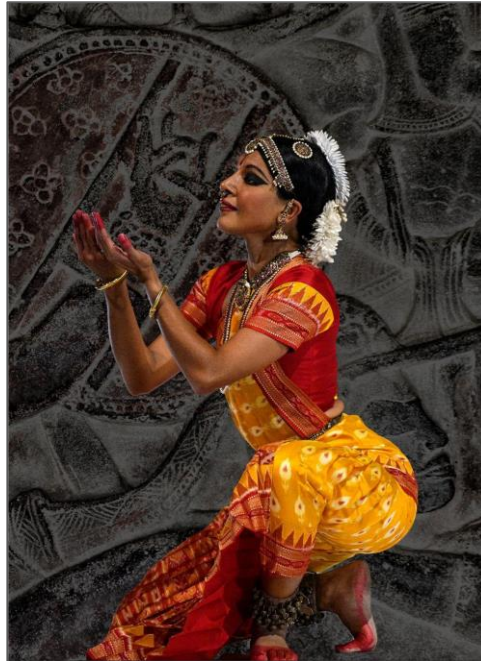


Collaborations

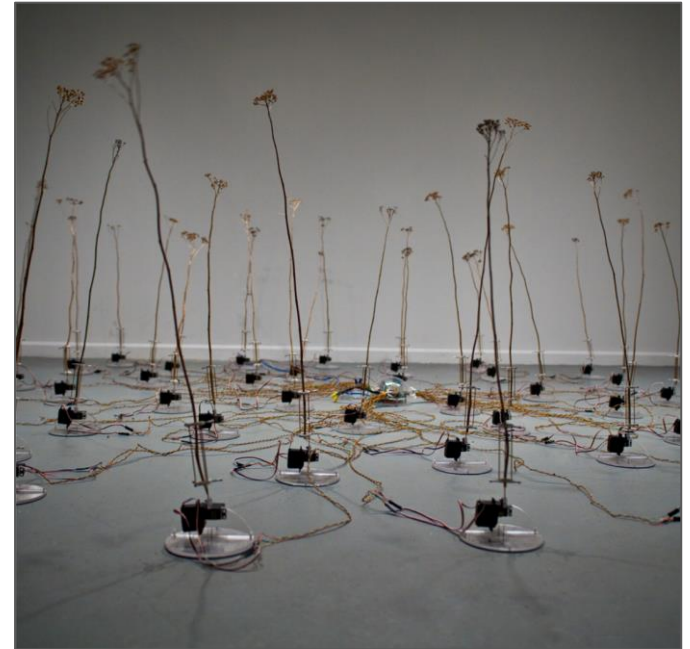
UMC - University Teaching and Outreach Center: Facets of Agriculture Tiles



UMTC - Community Collaborations: *Children of Dharma*



UMD - Collaboration with NASA and the JPL



A Complete Unknown



A Complete Unknown



The Future

Healthier



Systemness



AI and Creativity



Summary and Questions

Across all our campuses, the arts contribute significantly to our educational, research and outreach missions

How do we further leverage the arts to

- Advance those missions
- Supplement and complement arts offerings in our communities



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

AGENDA ITEM: Rankings: Disciplinary

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Shashank Priya, Vice President for Research and Innovation

PURPOSE & KEY POINTS

The purpose of this item is to continue the committee’s discussion on institutional rankings. This presentation will focus on program, discipline, and research rankings. It will examine how rankings impact institutional and programmatic reputation and other factors. The committee will gain insights into how the University interprets rankings data and how rankings have changed over time.

BACKGROUND INFORMATION

The committee last discussed higher education rankings and their impact at the September 2024 meeting.

**Rankings: Disciplinary
Background Materials**

US News Best Graduate Schools Rankings of University of Minnesota Twin Cities Programs

Program Ranking	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Health Care Management	2	2	2	2	2	2	3	3	3	3	2
Best Medical Schools: Primary Care	2	2	3	5	15	10	12	7	9	10	6
Nursing-Midwifery	3	2	2	2	2	8	8	8	8	8	8
Clinical Psychology	5	5	5	5	5	6	6	6	6	6	6
Chemical Engineering	6	6	5	4	5	4	5	5	2	5	3
Pharmacy	6	3	3	3	3	2	2	2	2	3	3
Best Nursing Schools: Doctor of Nursing Practice	8	6	7	18	21	18	26	13	12	---	---
Environmental / Environmental Health Engineering	9	9	11	11	12	18	13	15	18	15	19
Audiology	9	10	10	10	10						
Best Public Affairs Programs	9	10	12	9	10	10	9	8	8	14	14
Veterinary Medicine	11	11	10	10	10	10	9	9	9	9	9
Public Health	12	12	11	10	9	9	8	8	8	8	8
Psychology	12	12	12	8	8	8	8	8	9	9	9
Speech-Language Pathology	14	20	20	20	20	16	16	16	16	17	17
Best Law Schools	16	16	21	22	21	20	20	23	22	20	20
Aerospace / Aeronautical / Astronautical Engineering	18	20	17	17	15	14	17	21	16	17	14
Economics	18	18	18	16	16	16	16	16	11	11	11
Civil Engineering	19	19	17	17	16	17	23	21	16	18	20
Materials Engineering	20	20	20	21	21	22	21	22	19	18	22
Mathematics	20	20	17	17	17	17	17	17	17	17	17
Mechanical Engineering	23	17	19	17	24	24	22	24	16	16	16
Computer Engineering	24	20	23	31	23	21	17	24	23	26	21
Earth Sciences	24	24	24	24	24	24	24	25	25	25	25
Sociology	24	24	24	24	17	17	17	17	20	20	20
Best Education Schools	25	25	19	22	22	21	19	21	20	21	20
Political Science	25	25	25	25	24	24	24	24	19	19	19
Electrical / Electronic / Communications Engineering	26	30	19	27	22	23	25	22	27	32	21
History	26	26	26	26	32	32	32	32	24	24	24
Chemistry	27	27	25	24	24	24	24	24	24	24	24
Biomedical Engineering / Bioengineering	28	21	25	24	19	14	16	20	22	18	20

Industrial / Manufacturing / Systems Engineering	29	21	24	23	25	29	32	27	32	33	42
Physics	32	32	25	25	25	25	25	26	26	26	26
English	32	32	32	32	42	42	42	42	36	36	36
Physical Therapy	33	25	25	25	25	19	19	19	19	19	19
Best Business Schools	35	31	33	28	38	35	29	32	27	27	33
Best Medical Schools: Research	35	35	43	42	40	43	46	44	35	40	34
Best Engineering Schools	36	37	41	33	31	27	28	27	27	28	28
Computer Science	36	35	34	29	29	29	29	29	29	29	29
Biological Sciences	46	46	46	39	39	39	39	34	34	34	34
Nursing-Anesthesia	51	29	29	29	29	29	29	29	29		
Social Work	51	46	46	36	36	36	32	32	32		
Occupational Therapy	53	58	58	58	58						
Best Fine Arts Programs	64	64	64	64	64	50	50	50	50	50	50

Rankings of University of Minnesota Twin Cities Professional Programs

Program Ranking	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
USNews Best Medical Schools: Primary Care	2	2	3	5	15	10	12	7	9	10	6
Shanghai GRAS Veterinary Sciences	4	4	3	3	4	4	5	7			
USNews Pharmacy	6	3	3	3	3	2	2	2	2	3	3
USNews Best Nursing Schools: DNP	8	6	7	18	21	18	26	13	12		
USNews Best Public Affairs Programs	9	10	12	9	10	10	9	8	8	14	14
Shanghai GRAS Dentistry Oral Sciences	11	21	30	23	23	20	18	19			
USNews Public Health	12	12	11	10	9	9	8	8	8	8	8
Blue Ridge School of Public Health	12	12	12	10	13	12	11	6	4	5	5
Shanghai GRAS Pharmaceutical Sciences	13	25	28	19	21	19	17	29			
USNews Best Law Schools	16	16	21	22	21	20	20	23	22	20	20
Blue Ridge School of Dentistry	16	24	11	12	12	15	12	14	18	16	14
Blue Ridge School of Veterinary Medicine	19	19	21	20	18	20	12	18	22	13	13
Blue Ridge School of Pharmacy	22	11	13	12	5	6	6	14	17	15	14
Blue Ridge School of Medicine	24	21	29	28	27	30	33	34	32	30	27
Shanghai GRAS Nursing	25	21	23	18	16	20	17	12			
Shanghai GRAS Public Health	31	18	26	20	21	20	23	12			
USNews Best Medical Schools: Research	35	35	43	42	40	43	46	44	35	40	34
Blue Ridge School of Nursing	37	14	15	12	10	18	18	26	41	19	15

National Science Foundation Higher Education Research and Development Expenditure Rankings of University of Minnesota Twin Cities Programs

Field Name	2023	2022	2021	2020	2019	2018	2017	2016	2015
Natural resources and conservation	3	4	4	4	4	3	3	3	
Psychology	5	6	4	4	3	2	2	2	4
Sociology, demography, and population studies	7	4	4	8	8	10	6	6	6
Bioengineering and biomedical engineering	8	10	12	10	14	11	10	11	10
Business management and business administration	10	9	7	9	10	8	6	4	5
Chemical engineering	10	9	8	5	5	5	6	5	8
Mechanical engineering	15	16	14	22	21	24	22	17	13
Agricultural sciences	18	24	20	21	21	22	23	25	11
Geological and earth sciences	19	23	21	19	17	18	20	16	25
Health sciences	19	17	18	16	17	18	17	13	15
Economics	20	21	21	21	10	11	14	14	17
Mathematics and statistics	26	23	20	19	17	22	24	17	7
Aerospace, aeronautical, and astronautical engineering	27	25	26	23	19	22	28	25	25
Political science and government	28	29	25	15	12	13	12	12	15
Law	30	37	32	33	36	38	38	32	32
Chemistry	31	32	29	25	27	30	26	25	27
Education	33	40	45	29	32	40	29	31	35
Civil engineering	34	37	33	32	27	21	18	20	20
Physics	34	30	30	27	25	25	30	27	25
Computer and information sciences	35	21	29	29	27	26	20	31	29
Electrical, electronic, and communications engineering	38	37	32	33	31	30	32	33	30
Other life sciences	39	43	44	37	41	36	57	59	82
Biological and biomedical sciences	43	43	41	45	47	42	40	38	30
Astronomy and astrophysics	47	48	45	45	48	45	45	41	36
Metallurgical and materials engineering	48	44	48	43	46	30	21	21	134
Social work	49	54	47	42	51	20	17	18	31
Other non-S&E fields	59	74	85	76	51	96	116	114	63
Anthropology	65	77	93	101	43	84	68	57	
Humanities	69	68	59	52	38	55	52	61	67
Other sciences	70	70	66	74	75	250	252	240	111
Industrial and manufacturing engineering	77	56	56	39	43	34	36	35	
Communication and communications technologies	92	89	72	61	65	75	88	66	90
Other social sciences	92	102	93	90	72	61	61	59	61
Visual and performing arts	145	100	135	119	94	19	22	34	16
Other geosciences, atmospheric sciences, and ocean sciences	179	164	162	169	163	162	167	154	57
Other engineering	326	310	323	315	308	303	296	286	42

ShanghaiRanking Global Ranking of Academic Subjects Rankings of University of Minnesota Twin Cities Programs*

Field	Subject	2024	2023	2022	2021	2020	2019	2018	2017
Natural Sciences	Ecology	1	1	1	1	3	3	3	5
Life Sciences	Veterinary Sciences	4	4	3	3	4	4	5	7
Social Sciences	Communication	7	10	14	18	25	18	19	16
Social Sciences	Psychology	7	15	12	14	13	11	10	11
Engineering	Transportation Science Technology	7	12	13	9	9	11	14	11
Engineering	Biotechnology	9	9	8	7	9	8	9	12
Social Sciences	Business Administration	9	9	15	17	12	8	7	6
Social Sciences	Library Information Science	9	3	9	14	13	15	16	13
Medical Sciences	Medical Technology	9	11	14	9	22	21	19	19
Engineering	Remote Sensing	9	9	13	20	24			
Engineering	Mechanical Engineering	10	14	8	7	8	9	9	9
Medical Sciences	Dentistry Oral Sciences	11	21	30	23	23	20	18	19
Engineering	Environmental Science Engineering	12	22	20	20	20	19	17	14
Life Sciences	Agricultural Sciences	13	11	9	8	8	7	7	7
Natural Sciences	Geography	13	3	9	8	7	5	8	7
Medical Sciences	Pharmacy Pharmaceutical Sciences	13	25	28	19	21	19	17	29
Natural Sciences	Earth Sciences	14	19	19	23	23	16	16	30
Social Sciences	Public Administration	14	22	20	15	8	10	23	32
Social Sciences	Management	15	8	7	6	7	7	7	5
Social Sciences	Education	16	28	19	27	20	12	7	3
Engineering	Chemical Engineering	17	14	13	12	12	13	12	12
Social Sciences	Economics	17	15	18	19	18	18	17	15
Social Sciences	Statistics	18	18	18	18	18	18	17	16
Engineering	Food Science Technology	22		22	21	16	17	16	15
Engineering	Biomedical Engineering	23	35	32	25	32	26	26	26
Engineering	Water Resources	23	12	16	19	20	20	20	21
Natural Sciences	Physics	24	21	22	21	22	23	23	33
Medical Sciences	Nursing	25	21	23	18	16	20	17	12
Social Sciences	Finance	27	27	25	23	23	29	20	25
Engineering	Nanoscience Nanotechnology	27	41	37	27	30	24	24	24
Life Sciences	Human Biological Sciences	28	38	34	27	27	28	24	23
Social Sciences	Sociology	28	23	22	21	27	24	22	22
Life Sciences	Biological Sciences	29	35	35	37	31	31	31	28

Engineering	Telecommunication Engineering	29	41	12	30	42	31	35	25
Engineering	Automation Control	30	18	18	17	17	13	13	12
Natural Sciences	Mathematics	30	30	25	25	16	17	20	20
Medical Sciences	Clinical Medicine	31	35	39	40	41	37	37	26
Medical Sciences	Public Health	31	18	26	20	21	20	23	12
Natural Sciences	Atmospheric Science	33	40	41	43	45	29	21	
Natural Sciences	Chemistry	33	31	21	21	22	23	23	22
Social Sciences	Hospitality Tourism Management	37	40	40	44	45	28	24	23
Social Sciences	Political Sciences	37	30	31	31	25	25	19	18
Social Sciences	Law	38	43	32	19	19	18	20	22
Engineering	Computer Science Engineering	41	40	27	28	28	35	35	22
Engineering	Energy Science Engineering	41	43	31	21	22	24	26	30
Engineering	Materials Science Engineering	42	48	40	41	34	35	36	37
Engineering	Electrical Electronic Engineering	44	22	30	24	27	31	26	26
Natural Sciences	Oceanography	46	36	38	46		34	34	
Engineering	Civil Engineering			34	36	26	23	17	16
Engineering	Instruments Science Technology			27	37	28	18	31	30

***These rankings were only compared to domestic institutions within the United States, and do not reflect comparisons to international institutions.**

Rankings: Disciplinary

Board of Regents | Mission Fulfillment Committee | February 13, 2025

Rachel Croson

Executive Vice President and Provost
Innovation

Shashank Priya

Vice President for Research and

Goals of this presentation

- Follow-up to Campus/Systemwide rankings

September 12, 2024 Mission Fulfillment “Rankings: Landscape and Context”

December 12, 2024 Mission Fulfillment “Annual Report on the State of the University Research Enterprise”

- Discipline-Specific Rankings

Educational

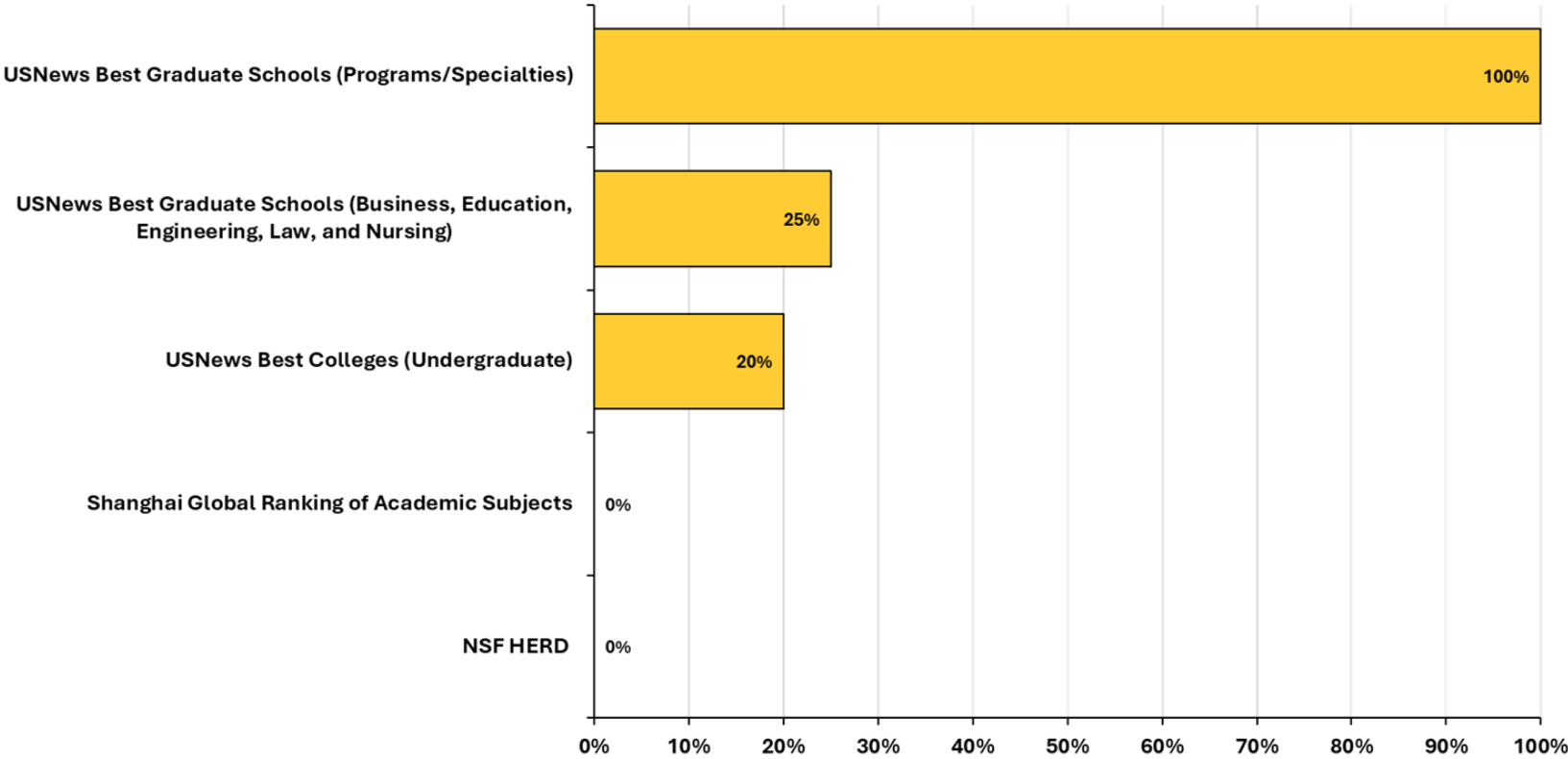
Research

Not All Rankings Are Created Equal

- What they measure
 - Fundamentals (e.g., Blue Ridge for Medical Research) -- Reputational (e.g., U.S. News Graduate)
 - “Pay to be ranked”
 - Criteria change over time
- What they deliver
 - Level of influence/impact varies
 - Rankings fall out of favor (e.g., U.S. News and World Report for Veterinary Medicine)
- Our own rankings strategies change



Reliance on Reputation Surveys for Ranking Score



UMN US News Best Colleges Ranking History

Campus	Category	2018	2019	2020	2021	2022	2023	2024	2025
Overall Rank									
Twin Cities	National Universities	69	76	70	66	68	62	53	54
Morris	National Liberal Arts	141	155	148	140	141	136	130	122
Duluth	Regional Universities Midwest	38	45	39	39	41	33	21	20
Crookston	Regional Colleges Midwest	33	36	39	27	25	28	32	27
Public Institution Rank									
Twin Cities	National Universities	25	30	27	26	26	23	23	23
Morris	National Liberal Arts	7	8	8	7	8	8	8	7
Duluth	Regional Universities Midwest	6	8	7	8	8	6	4	4
Crookston	Regional Colleges Midwest	3	2	1	1	1	1	3	3

UMTC USNews Graduate Program Rankings

Average Ranks: 2015-2019 to 2020-2024

Ranking Range	2015 to 2019	2020 to 2024
Top 10	9	8
Ranks 11 to 25	19	21
Ranks 26+	13	14
Ranked Programs	41	43

2020 - 2024 Top 10 Programs

#2 - Health Care Management	#6 - Pharmacy
#2 - Best Medical Schools: Primary Care	#6 - Chemical Engineering
#3 - Nursing - Midwifery	#9 - Audiology
#5 - Clinical Psychology	#9 - Best Public Affairs Programs



UMTC USNews Graduate Program Rankings

Changes in Average Ranks

Range of Change	Number of Programs
Improved by 5 or More	4
Within Plus or Minus 5	32
Declined by 5 or More	5
Total Ranked Programs	41

Programs that Improved 5 or More

Nursing - Midwifery

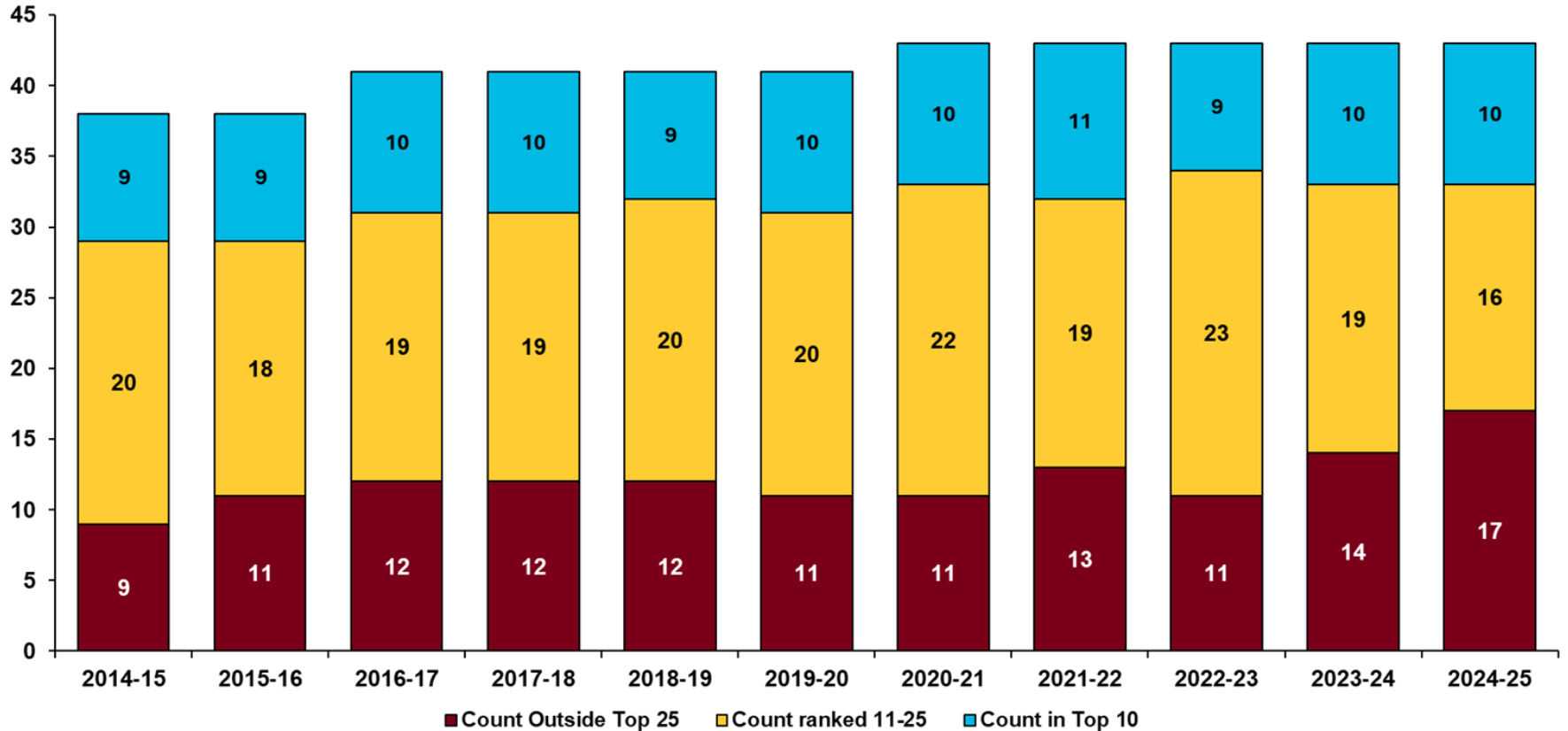
Environmental / Environmental Health Engineering

Best Public Affairs Programs

Industrial / Manufacturing / Systems Engineering



UMTC USNews Graduate Program Rankings by Range of Rank



UMTC Professional Program Rankings

Average Ranks: 2015-2019 to 2020-2024

Ranking Range	2015 to 2019	2020 to 2024
Top 10	6	4
Ranks 11 to 25	10	12
Ranks 26+	2	2
Ranked Programs	18	18

2020 - 2024 Top 10 Programs

#2 - USNews Best Medical Schools: Primary Care

#4 - Shanghai GRAS Veterinary Sciences

#6 - USNews Pharmacy

#9 - USNews Best Public Affairs Programs



UMTC Professional Program Rankings

Changes in Average Ranks

Range of Change	Number of Programs
Improved by 5 or More	3
Within Plus or Minus 5	15
Declined by 5 or More	0
Total Ranked Programs	18

Programs that Improved 5 or More

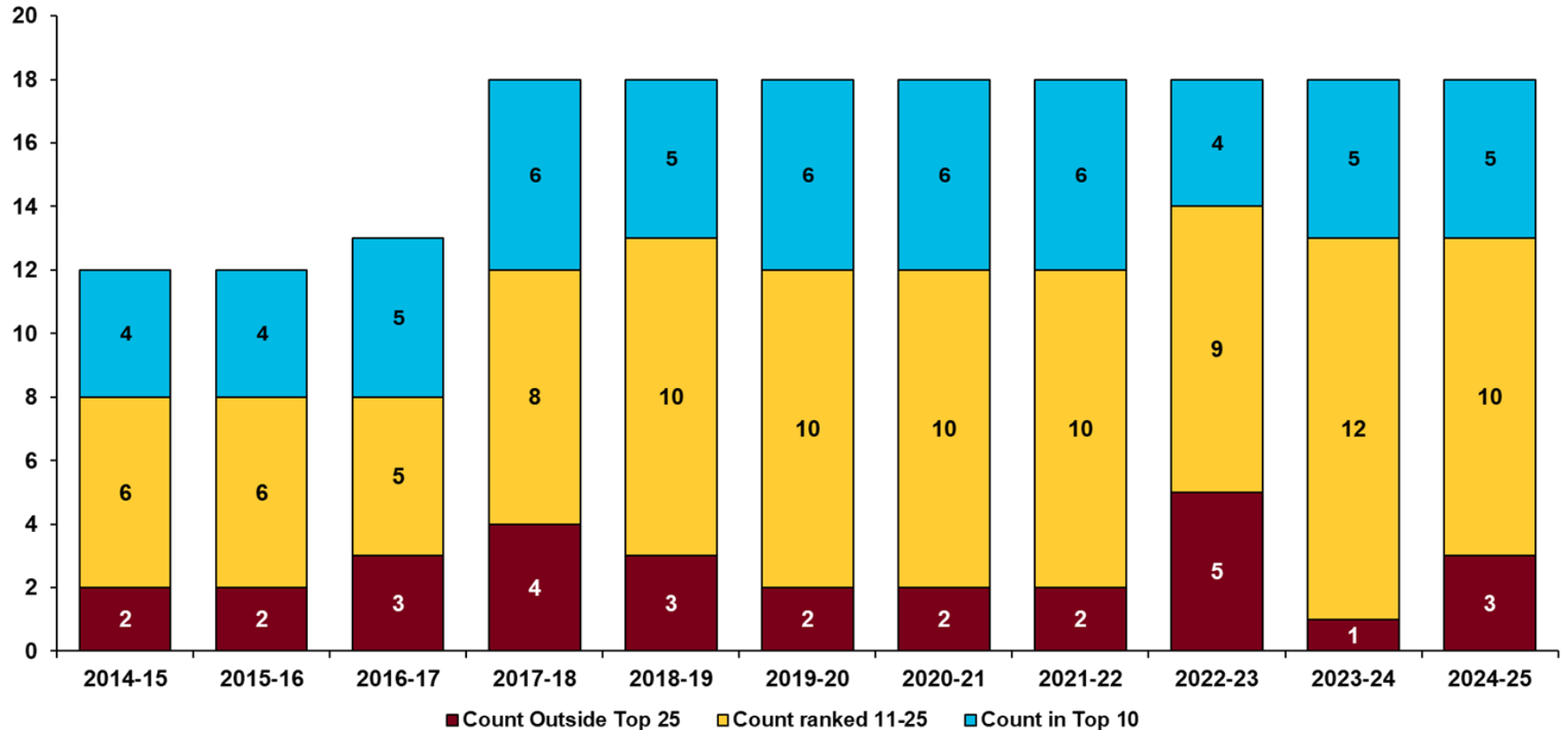
Nursing - Doctor of Nursing Practice
(USNews)

School of Medicine (Blue Ridge)

School of Nursing (Blue Ridge)



UMTC Professional Program Rankings by Range of Rank



National Ranking: NSF / HERD Research Expenditures

HERD - 2023		
	Public	Expenditures
UC San Francisco	1	\$ 2,046,539
Michigan	2	\$ 1,925,875
Washington	3	\$ 1,734,091
Wisconsin	4	\$ 1,731,949
UCLA	5	\$ 1,721,665
UC San Diego	6	\$ 1,705,410
North Carolina	7	\$ 1,549,617
Ohio State	8	\$ 1,449,188
Georgia Tech	9	\$ 1,405,080
Pittsburgh	10	\$ 1,398,078

HERD - 2023		
	Public	Expenditures
Maryland	11	\$ 1,385,302
Minnesota - Twin Cities	12	\$ 1,320,183
Texas A&M	13	\$ 1,277,814
Univ Texas M.D. Anderson Cancer Ctr	14	\$ 1,255,190
Florida	15	\$ 1,250,201
Penn State	16	\$ 1,206,793
UC Berkeley	17	\$ 1,076,754
Texas	18	\$ 1,035,838
UC Davis	19	\$ 962,399
Arizona	20	\$ 955,424

Maintained previous year HERD ranking of 12th
 *All UMN campuses: \$1.35B

Dollar amounts in thousands

UMTC NSF HERD Program Rankings

Average Ranks: 2015-2019 to 2020-2023

Ranking Range	2015 to 2019	2020 to 2023
Top 10	5	6
Ranks 11 to 25	10	8
Ranks 26+	21	22
Ranked Programs	36	36

2020-2023 Top 10 Programs

#3 - Natural resources and conservation

#5 - Psychology

#7 - Sociology, demography, and population studies

#8 - Bioengineering and biomedical engineering

#10 - Business management and business administration

#10 - Chemical engineering

UMTC NSF HERD Program Rankings

Changes in Average Ranks

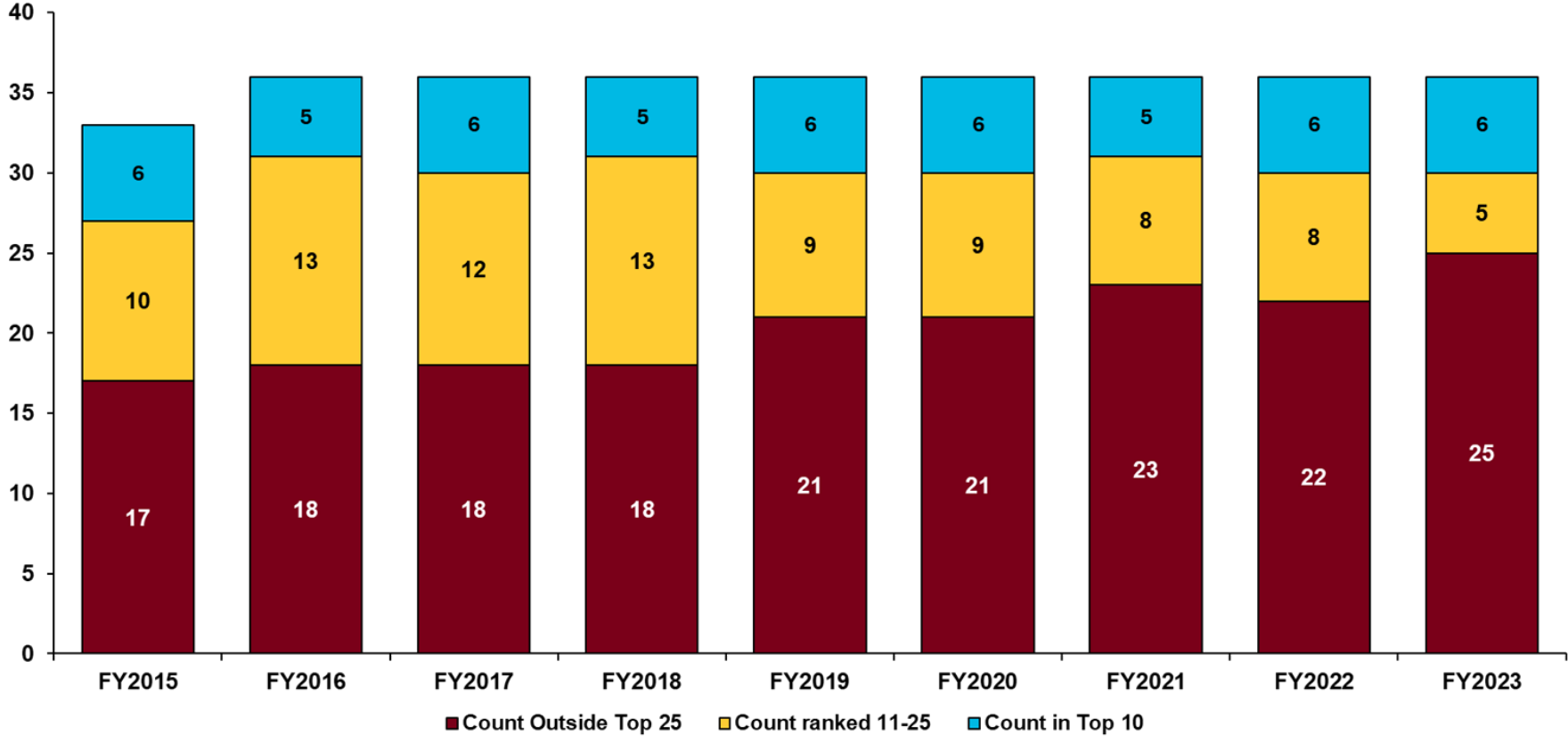
Range of Change	Number of Programs
Improved by 5 or More	3
Within Plus or Minus 5	22
Declined by 5 or More	11
Total Ranked Programs	36

Highlights

- Greater (5+) changes in rankings generally reflect smaller R&D volume programs that are prone to greater fluctuation
- Larger R&D programs that declined (5+): Civil Engineering and Political Science fell out of the top 25



UMTC NSF HERD Program Rankings by Range of Rank



UMTC Shanghai GRAS USA Program Rankings

Average Ranks: 2017-2020 to 2021-2024

Ranking Range	2017 to 2020	2021 to 2024
Top 10	9	9
Ranks 11 to 25	29	24
Ranks 26+	11	17
Ranked Programs	49	50

2021-2024 Top 10 Programs

#1 - Ecology	#10 - Mechanical Engineering
#4 - Veterinary Services	#13 - Agricultural Sciences
#7 - Transportation Science Technology	#13 - Geography
#9 - Biotechnology	#15 - Management
#9 - Library Information	

UMTC Shanghai GRAS USA Program Rankings

Changes in Average Ranks

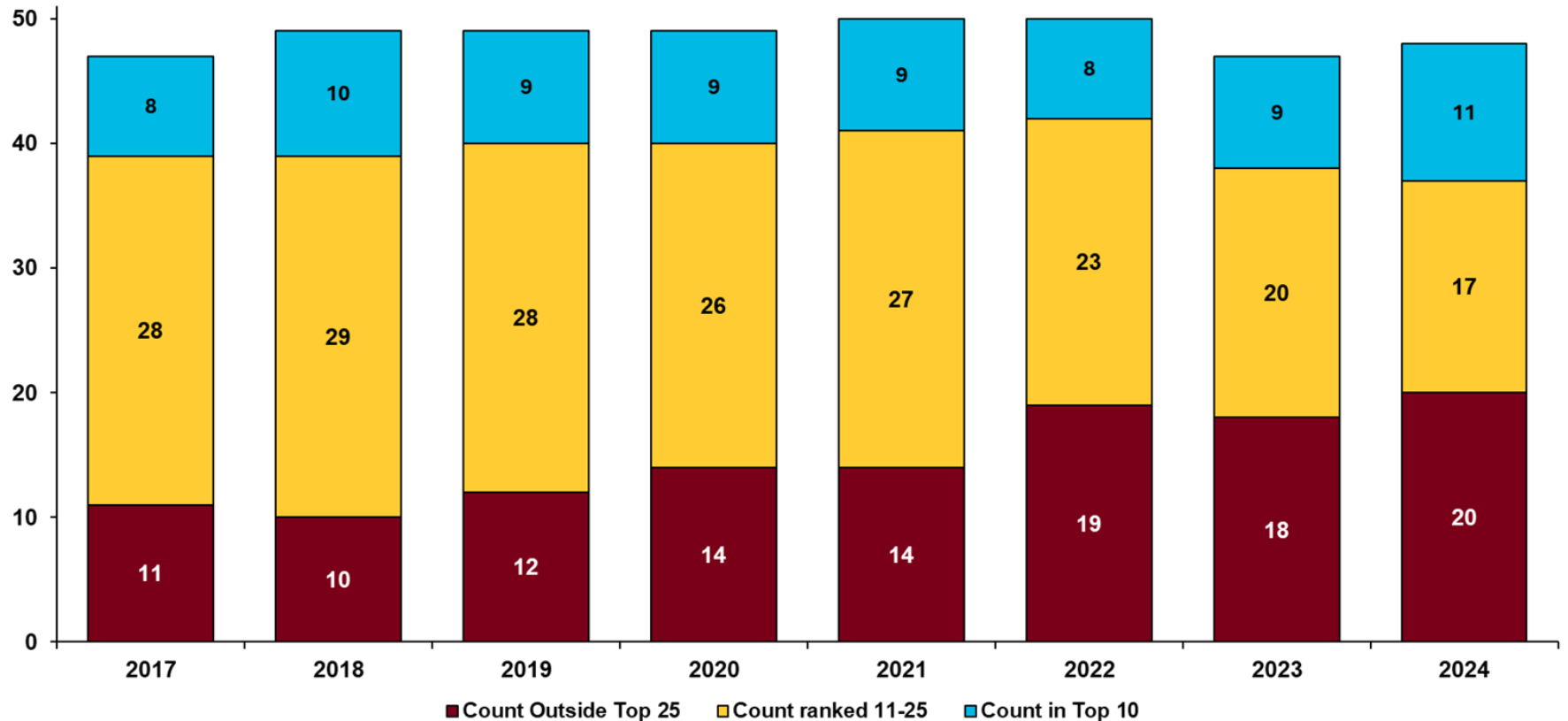
Range of Change	Number of Programs
Improved by 5 or More	3
Within Plus or Minus 5	33
Declined by 5 or More	13
Total Ranked Programs	49

Highlights

- 3 programs improved by 5+: Library Information Science, Medical Technology, Public Administration
- 13 programs declined by 5+, 10 of those programs in top 25



UMTC Shanghai GRAS USA Program Rankings by Range of Rank



Other Quality Measures

- Over 130 Specialized/Programmatic Accreditation
 - Counseling and Clinical Psychology APA
 - Carlson AACSB
 - Engineering ABET
- Academic Program/Departmental External Review
 - Since 2015: Approximately 60 reviews
 - CLA all 33 departments



Summary and Discussion

- Second in a two-part series
- What should be our focus on rankings?
- What should be our strategy around discipline-specific rankings?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

AGENDA ITEM: Strategic Enrollment Management Update: Morris

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

This is a report required by Board policy.

PRESENTERS: Janet Schrunk Ericksen, Chancellor, Morris campus
Melissa Bert, Vice Chancellor for Enrollment Management & Institutional Effectiveness, Morris campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to engage in a discussion highlighting enrollment strategies for the Morris campus. This is the second in a series of topics focusing on strategic enrollment management for each campus, including current status, progress since the last update to the Board, and anticipated challenges. Key points include the following:

- an update on enrollment;
- an update on the 2024–25 entering class;
- new pathways and directions;
- other initiatives to support enrollment.

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

- June 2024: *Systemwide Undergraduate Enrollment Management Update*, Mission Fulfillment Committee
- May 2024: *Enrollment Strategy Plans and Financial Impacts: Crookston, Duluth, Morris, and Rochester*, Board of Regents
- December 2023: *Marketing Efforts: Recruitment and Enrollment*, Special Committee on University Relations

Strategic Enrollment Update: UMN Morris

Board of Regents | Mission Fulfillment Committee | February 13, 2025

Janet Schrunk Ericksen

Chancellor, UMN Morris

Melissa Bert

Vice Chancellor for Enrollment Management
& Institutional Effectiveness, UMN Morris



UNIVERSITY OF MINNESOTA

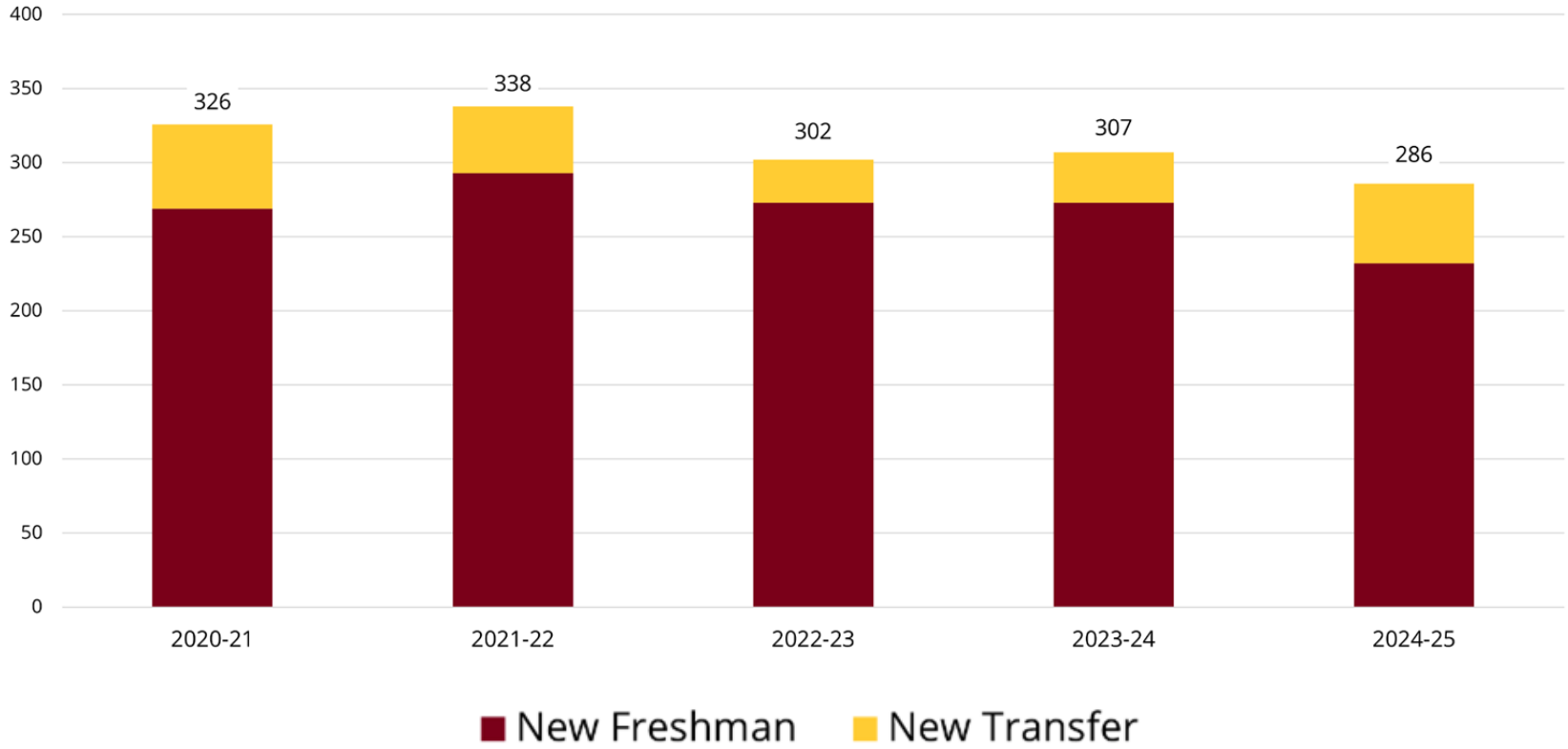
Driven to DiscoverSM

Goals of this presentation

- Update on UMN Morris enrollment following presentation in May 2024
- Summary of UMN Morris changes and optimizations in recruitment and retention efforts

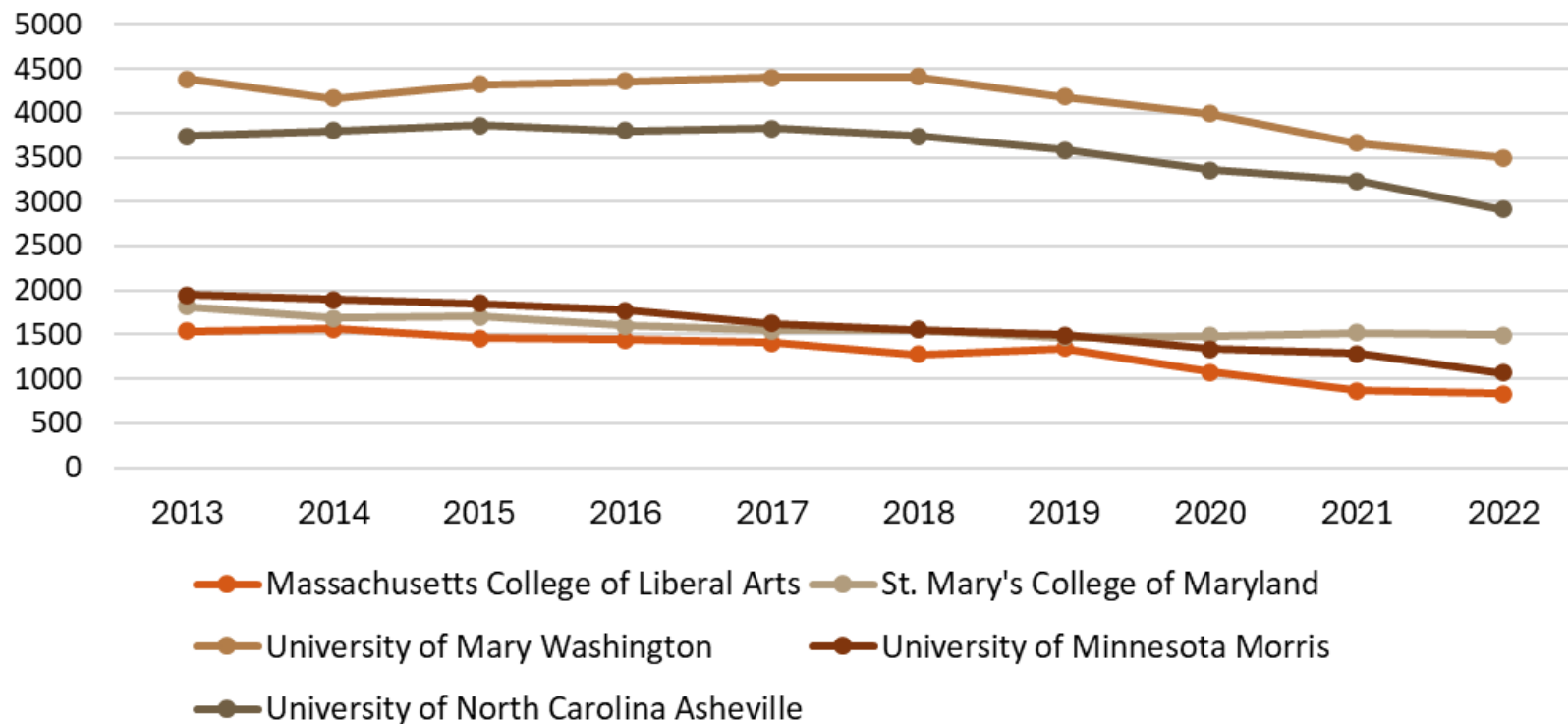


New Student Enrollment: Gaining in Transfers

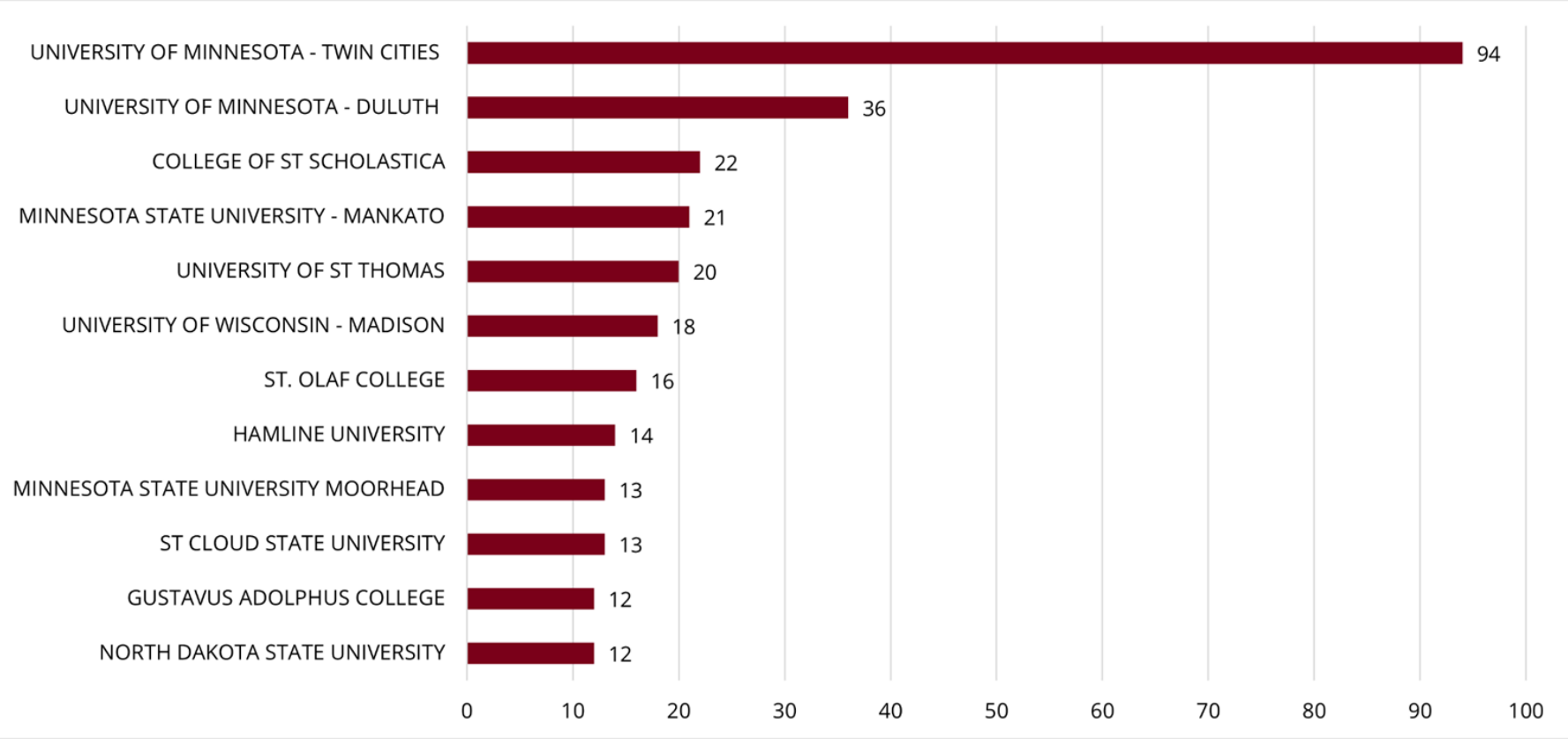


UMN Morris Overall Enrollment Patterns Similar to Peers

Council of Public Liberal Arts Colleges



The Competition



New Pathways That Support Recruitment & Retention

- Increasing Internships
- Degree in Three
- Graduate and Professional School Advantages



You Can See the Stars From Here: Better Highlighting UMN Morris Distinctiveness

- Sustainability—
a Gen Z Core Value
- Community
- Brand Identity,
Marketing



Morris Stories



IZAYAH B.
Bothell, WA
business management



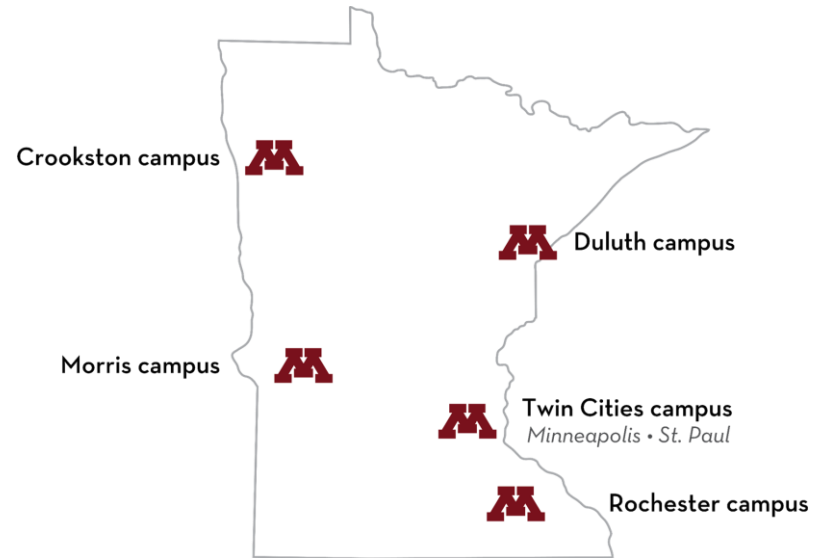
SAVANA H.
Minneapolis, MN
history, theatre arts



MAGGIE L.
Gilbert, MN
environmental science

Conclusion and Questions

- How could UMN Morris further leverage relationships with other UMN campuses?
- How could the 5-campus system better leverage the benefits of a UMN Morris education?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

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, as outlined below.

I. Approval of New Academic Programs

- Crookston campus—requests approval to create the Bachelor of Science in Sport Media and Communication, effective fall 2025.
- Crookston campus—requests approval to create the Sport Media and Communication undergraduate minor, effective fall 2025.
- Crookston campus—requests approval to create the NXT GEN ADVANCE Undergraduate Certificate, effective fall 2025.
- College of Arts, Humanities, and Social Services, Duluth campus—requests approval to create a new undergraduate minor in Social Science Data Analytics, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to create the Teaching and Learning in Higher Education Post-Baccalaureate Certificate, effective fall 2025.
- Labovitz School of Business and Economics, Duluth campus—requests approval to create the Economics of Sustainability undergraduate minor, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to create the Bachelor of Science in Computer Engineering, effective fall 2025.
- College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new Advanced Sexual Health Education Post-Baccalaureate Certificate, effective fall 2025.
- College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new undergraduate minor in Real Estate and Management, effective fall 2025.
- College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new undergraduate certificate in Real Estate and Management, effective fall 2025.
- College of Design, Twin Cities campus—requests approval to create a new undergraduate minor in Graphic Design, effective fall 2025.

- College of Liberal Arts, Twin Cities campus—requests approval to create a new Master of Science in Applied Data Science and Statistics, effective fall 2025.
- Medical School, Twin Cities campus—requests approval to create a Grand Itasca Clinic and Hospital Rural Family Medicine Residency Program, effective summer 2026.

II. Approval of Changed Academic Plans

- Crookston campus—requests approval to discontinue all subplans from the Bachelor of Science in Agricultural Education, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Master of Arts in Communication Sciences and Disorders, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Master of Education in Education, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Teaching English as a Foreign Language undergraduate certificate, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the undergraduate minor in Teaching English to Speakers of Other Languages and Multilingual Education, effective fall 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to add two new subplans and change the names of two existing subplans in the Bachelor of Applied Science in Teaching Physical Science, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to change the administrative home for the PhD in Water Resources Science from the University of Minnesota Duluth to the Swenson College of Science and Engineering, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to discontinue a subplan from the Bachelor of Arts in Physics, effective fall 2025.
- Swenson College of Science and Engineering, Duluth campus—requests approval to change the name of the Geological Sciences undergraduate minor, effective fall 2025.
- College of Continuing and Professional Studies, Twin Cities campus—requests approval to add a new Advanced Sexual Health Education track in the Master of Professional Studies in Sexual Health, effective fall 2025.
- College of Food, Agricultural and Natural Resource Sciences, Twin Cities campus—requests approval to add new subplans to the Bachelor of Science in Applied Economics, effective fall 2025.
- College of Liberal Arts, Twin Cities campus—requests approval to add a new subplan to the Bachelor of Science in Geography, effective fall 2025.
- College of Science and Engineering, Twin Cities campus—requests approval to add two new integrated degree program (IDP) subplans in the Bachelor of Computer Engineering, Bachelor of Electrical Engineering, and Master of Science in Robotics, effective fall 2025.
- Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the PhD in Integrated Biosciences from the Graduate School to the Medical School, effective fall 2025.
- Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the Master of Arts in Bioethics from the Graduate School to the Medical School, effective fall 2025.

- Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the Clinical Ethics Post-Baccalaureate Certificate from the Graduate School to the Medical School, effective fall 2025.
- School of Nursing, Twin Cities campus—requests approval to change the academic-degree-granting college for the Health Care Design and Innovation Post-Baccalaureate Certificate from the Graduate School to the School of Nursing, effective fall 2025.
- School of Public Affairs, Twin Cities campus—requests approval to add a new subplan to the Master of Development Practice, effective fall 2025.

III. Approval of Discontinued Academic Plans

- College of Arts, Humanities, and Social Services, Duluth campus—requests approval to discontinue the English graduate minor, effective summer 2025.
- College of Arts, Humanities, and Social Services, Duluth campus—requests approval to discontinue the Bachelor of Arts in Arts Administration, effective summer 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Community College Teaching Post-Baccalaureate Certificate, effective summer 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Bachelor of Applied Arts in Teaching French, effective summer 2025.
- College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Bachelor of Applied Arts in Teaching German, effective summer 2025.

BACKGROUND INFORMATION

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

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

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 13, 2025
Consent Report: Academic Program Changes
DRAFT FOR PUBLIC REVIEW

I. Approval of New Academic Programs

Crookston campus—requests approval to create the Bachelor of Science in Sport Media and Communication, effective fall 2025. This new program prepares students for careers in the sports industry through the study of aspects of communication, social media, media writing, and multimedia management. Courses in the major provide an overview of the landscape of sports media and communication, including established and contemporary approaches in the profession. Course content includes interviewing, editing, audio production, multimedia production, mobile technology, ethics, storytelling, public relations, sports marketing, and promotional strategies. Course content also includes methods for analyzing and presenting data to an audience. The internship gives students real-world experience, and student work opportunities exist to gain practical experience in the field. The program will be offered in in-person/classroom and completely online delivery modalities. Four new courses will be developed for this program, and a new faculty member will be hired to teach the courses.

Crookston campus—requests approval to create the Sport Media and Communication undergraduate minor, effective fall 2025. This new minor will benefit those beginning a career and those already working in industry, and complements majors across the curriculum. It broadens students' learning in the sports industry through the study of aspects of communication, media writing, and multimedia management. Courses in the minor provide an overview of the landscape of sports media and communication, including established and contemporary approaches in the field. Course content includes interviewing, editing, audio production, multimedia production, mobile technology, ethics, and storytelling. Course content also includes methods for analyzing and presenting data to an audience. The program will be offered in in-person/classroom and completely online delivery modalities. The new courses developed for the related major will be options for the minor, and the same faculty member for the new major will teach the courses for the minor.

Crookston campus—requests approval to create the NXT GEN ADVANCE Undergraduate Certificate, effective fall 2025. The program is tailored to new and returning adult learners to help them to advance in their careers, engage with their communities, and persist in further post-secondary education. This program is unique in that it was specifically designed to help non-traditional-aged students to successfully return to college, while also helping them to immediately apply what they are learning to their current career. Upon completion of this program, students are encouraged to explore a baccalaureate degree and continue on with their education. The program

will be offered in a completely online delivery modality and makes use of existing courses and resources.

College of Arts, Humanities and Social Services, Duluth campus—requests approval to create a new undergraduate minor in Social Science Data Analytics, effective fall 2025. Social Science Data Analytics is an interdisciplinary minor that prepares students to work with data to gain insights into social, political, and economic processes. Students will learn to prepare, analyze, visualize, and present data and be able to communicate the conclusions drawn from said data analysis. The minor will prepare students to go on to graduate programs in law, public policy, the social sciences, or business. The program will be offered in an in-person/classroom delivery modality and makes use of existing resources. One new course will be developed for this program; however, the course lies within the expertise of existing faculty.

College of Education and Human Service Professions, Duluth campus—requests approval to create the Teaching and Learning in Higher Education Post-Baccalaureate Certificate, effective fall 2025. This new program is for individuals who interact with adult learners in settings within higher education. Candidates for the certificate will develop skills in understanding adult learners' needs, creating effective learning environments (including online and hybrid learning experiences), planning high-quality learning opportunities, and evaluating their teaching and student learning. The program will be offered in in-person/classroom, hybrid, and completely online delivery modalities and makes use of existing courses and resources.

Labovitz School of Business and Economics, Duluth campus—requests approval to create the Economics of Sustainability undergraduate minor, effective fall 2025. This minor provides a basic overview of the ways in which economic principles can be used to understand interrelations between society and the environment. Students will engage with environmental policies, and learn about natural resource management and how economic tools can be used to sustainably manage resources such as water, forests, and fisheries. The program will be offered in an in-person/classroom delivery modality and makes use of existing courses and resources.

Swenson College of Science and Engineering, Duluth campus—requests approval to create the Bachelor of Science in Computer Engineering, effective fall 2025. The Bachelor of Science in Computer Engineering (BSCpE) program offers a comprehensive foundation in both software programming and hardware design, including digital logic design, computer architecture, programming languages, algorithms, circuit analysis, and electronics. Through hands-on laboratory experiences and project-based learning, students gain practical skills in designing, building, and testing computer hardware and software systems. Advanced coursework in embedded systems, computer security, artificial intelligence, and processor design prepares graduates for a wide range of careers in a variety of technology-driven industries related to computer engineering. The program will be offered in an in-person/classroom delivery modality and makes use of existing resources. One new course will be developed for this program; however, the course lies within the expertise of existing faculty.

College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new Advanced Sexual Health Education Post-Baccalaureate Certificate, effective fall 2025. This new graduate certificate program meets the needs of a growing population of students already working in or seeking to enter the field of sexual health education. This certificate provides added value for students' graduate careers, expands employment opportunities, and provides students with a strong foundation in the content knowledge areas and experiential learning required for certification by the American Association of Sexuality Educators, Counselors, and Therapists. The program will be offered in a completely online delivery modality and makes use of existing resources. Two new courses will be developed for this program; however, the courses lie within the expertise of existing faculty.

College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new undergraduate minor in Real Estate and Management, effective fall 2025. This new minor, focused on real estate development and management, will allow students who need facility management training to acquire the career-based knowledge they need. The Real Estate minor is intended as an option for Construction Management majors as well as for other programs, such as Architecture. The program will be offered in a completely online delivery modality and makes use of existing courses and resources.

College of Continuing and Professional Studies, Twin Cities campus—requests approval to create a new undergraduate certificate in Real Estate and Management, effective fall 2025. This new certificate program, focused on real estate development and management, will allow students who need facility management training to acquire the career-based knowledge they need. The Real Estate certificate is aimed primarily at working professionals who wish to add the credential to their professional portfolio. The program will be offered in a completely online delivery modality and makes use of existing courses and resources.

College of Design, Twin Cities campus—requests approval to create a new undergraduate minor in Graphic Design, effective fall 2025. Students in the Graphic Design minor will learn how to create compelling visual communications through the combination of text and image in a variety of analog and digital courses. Students will learn about design theory and develop fundamental design skills in three required courses, which include instruction in the design elements and principles, the Adobe Creative Cloud (Illustrator, InDesign, Photoshop), typesetting, and image making. The minor will be offered in in-person/classroom, hybrid, and completely online delivery modalities and makes use of existing courses and resources.

College of Liberal Arts, Twin Cities campus—requests approval to create a new Master of Science in Applied Data Science and Statistics, effective fall 2025. The MS in Applied Data Science and Statistics program will teach students about data science and statistics with an emphasis on applications. The program will be more accessible to students with less mathematical or statistical preparation, and is intended for individuals pursuing careers as applied statisticians or those pursuing a second master's degree in statistics. The program will be offered in an in-person/classroom delivery modality and makes use of existing courses and resources.

Medical School, Twin Cities campus—requests approval to create a Grand Itasca Clinic and Hospital Rural Family Medicine Residency Program, effective summer 2026. The Medical School's Department of Family Medicine and Community Health requests approval to establish a new rural training track in Family Medicine. The University of Minnesota/Grand Itasca Rural Family Medicine Residency consists of one year of training at Woodwinds Family Medicine residency program, an established urban residency, followed by two years of training in the rural health system in Grand Rapids, MN. There will be two residents per year for a total of six residents in the program. The curriculum meets the critical need in the rural healthcare workforce in Minnesota by training family physicians who will form the foundation of healthcare delivery and help build effective bridges to specialty care as needed for rural patients. This program will have a direct source of financial support via Grand Itasca Clinic and Hospital (GICH), MHealth Fairview Woodwinds Hospital, and the University of Minnesota Medical Center. Should funding not be available from the stated funding sources above, the Department of Family Medicine and Community Health will be responsible for continuation of funding.

II. Approval of Changed Academic Plans

Crookston campus—requests approval to discontinue all subplans from the Bachelor of Science in Agricultural Education, effective fall 2025. A specific sub-field focus in agriculture is not required by any other agricultural education programs in Minnesota and is not common across the country.

College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Master of Arts in Communication Sciences and Disorders, effective fall 2025. The program would change from an in-person/classroom option to in-person/classroom and hybrid delivery modality options.

College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Master of Education in Education, effective fall 2025. The program would change from a hybrid option to hybrid and completely online delivery modality options.

College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the Teaching English as a Foreign Language undergraduate certificate, effective fall 2025. The certificate would change from a hybrid option to a completely online delivery modality option.

College of Education and Human Service Professions, Duluth campus—requests approval to change the program delivery modality options in the undergraduate minor in Teaching English to Speakers of Other Languages and Multilingual Education, effective fall 2025. The minor would change from an in-person/classroom option to a hybrid delivery modality option.

College of Education and Human Service Professions, Duluth campus—requests approval to add two new subplans and change the names of two existing subplans in the Bachelor of Applied Science in Teaching Physical Science, effective fall 2025. The “Chemistry” subplan will change to “Chemistry 5-12,” and the “Physics” subplan will change to “Physics 5-12” to clarify the grade-level focus. Two new subplans will be created for “Chemistry 9-12” and “Physics 9-12” to clarify the grade-level focus. These updates allow students to focus on coursework necessary for licensure at the appropriate level, either middle and high school, or high school only.

Swenson College of Science and Engineering, Duluth campus—requests approval to change the administrative home for the PhD in Water Resources Science from the University of Minnesota Duluth to the Swenson College of Science and Engineering, effective fall 2025. The University of Minnesota Duluth no longer serves as an administrative home and the Swenson College of Science and Engineering will now serve in this capacity for this program, which is a collaborative degree program between the Duluth campus and the Twin Cities campus.

Swenson College of Science and Engineering, Duluth campus—requests approval to discontinue a subplan from the Bachelor of Arts in Physics, effective fall 2025. The Business Administration subplan is being discontinued because there is an undergraduate minor with the same focus. Students who previously showed interest in the subplan will now be directed to the minor, through advising.

Swenson College of Science and Engineering, Duluth campus—requests approval to change the name of the Geological Sciences undergraduate minor, effective fall 2025. The department is changing the name of the minor to Geology in order to align with the name of the graduate minor.

College of Continuing and Professional Studies, Twin Cities campus—requests approval to add a new Advanced Sexual Health Education track in the Master of Professional Studies in Sexual Health, effective fall 2025. This new track is designed for students who wish to expand on their foundational knowledge in sexual health and gain mastery in theories and techniques for delivering sexual health education. The courses from which students can choose also meet the certification for American Association of Sexuality Educators, Counselors, and Therapists Sexuality Educator training requirements.

College of Food, Agricultural and Natural Resource Sciences, Twin Cities campus—requests approval to add new subplans to the Bachelor of Science in Applied Economics, effective fall 2025. The program is being restructured with new subplans to make it more attractive and relevant to students by allowing them to explore global challenges from multiple perspectives while developing their conceptual and quantitative economic problem-solving skills. Students will complete one of the following subplans as part of the major: Development and Trade, Economics of Entrepreneurship, Applied Economics and Policy, Food Systems, Natural Resource and Environmental Sustainability, or Individualized.

College of Liberal Arts, Twin Cities campus—requests approval to add a new subplan to the Bachelor of Science in Geography, effective fall 2025. The Geography Department has spent the last three years rethinking the curriculum of the BS in Geography, and is adding a new Human Geography subplan as part of a larger restructuring of the degree program. The BS degree will better mirror the discipline of geography, and will offer students an option to do a deeper, more specialized dive into human geography.

College of Science and Engineering, Twin Cities campus—requests approval to add two new integrated degree program (IDP) subplans in the Bachelor of Computer Engineering, Bachelor of Electrical Engineering, and Master of Science in Robotics, effective fall 2025. The Integrated BCompE/MS Robotics and Integrated BEE/MS Robotics meet significant and consistent interest from students in these programs in an integrated program connecting these bachelor's degrees with the MS in Robotics. Administrative capacity exists between the Electrical and Computer Engineering Department and the Minnesota Robotics Institute to establish integrated degree programs to fulfill this existing need. These IDPs allow students to streamline their education in a condensed time frame, helping them to accelerate their entry into higher-paying jobs. Prospective undergraduate students who are interested in robotics education may be drawn to these programs because of the IDP option, and current undergraduates may be encouraged to stay rather than pursue separate two-year programs elsewhere.

Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the PhD in Integrated Biosciences from the Graduate School to the Medical School, effective fall 2025. The Graduate School no longer serves as a degree-granting college and the Medical School will now serve in this capacity for this program. Additionally, the administrative home for the degree will change from the University of Minnesota Duluth to the Swenson College of Science and Engineering. The University of Minnesota Duluth no longer serves as an administrative home and the Swenson College of Science and Engineering will now serve in this capacity for this program. This is a collaborative degree program between the Duluth campus and the Twin Cities campus.

Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the Master of Arts in Bioethics from the Graduate School to the Medical School, effective fall 2025. The Graduate School no longer serves as a degree-granting college and the Medical School will now serve in this capacity for this program. This is a collaborative degree program with the Academic Health Center.

Medical School, Twin Cities campus—requests approval to change the academic-degree-granting college for the Clinical Ethics Post-Baccalaureate Certificate from the Graduate School to the Medical School, effective fall 2025. The Graduate School no longer serves as a degree-granting college and the Medical School will now serve in this capacity for this program. This is a collaborative program with the Academic Health Center.

School of Nursing, Twin Cities campus—requests approval to change the academic-degree-granting college for the Health Care Design and Innovation Post-Baccalaureate Certificate from the Graduate School to the School of Nursing, effective fall 2025. The Graduate School no longer serves as a degree-granting college and the School of Nursing will now serve in this capacity for this program. This is a collaborative program with the Academic Health Center and the College of Design.

School of Public Affairs, Twin Cities campus—requests approval to add a new subplan to the Master of Development Practice, effective fall 2025. The Returned Peace Corps Volunteers subplan is designed to leverage the Peace Corps training and service experiences, thereby shortening program duration and cost. This unique program will have increased appeal to the many returned volunteers seeking to build on their service experiences with a related graduate degree. The interdisciplinary nature of the program and coursework requirements in distinct thematic areas aligns well with the “credit for service” approach in this accelerated track.

III. Approval of Discontinued Academic Plans

College of Arts, Humanities and Social Services, Duluth campus—requests approval to discontinue the English graduate minor, effective summer 2025. This graduate minor is being discontinued because the department of English, Linguistics, and Writing Studies does not currently offer any graduate courses nor serve any graduate students. There are no active students in this minor, so no transition plan is needed.

College of Arts, Humanities and Social Services, Duluth campus—requests approval to discontinue the Bachelor of Arts in Arts Administration, effective summer 2025. This program is being discontinued due to ongoing low enrollments in the context of evolving programs that offer students different choices. Arts Administration has been unable to offer the upper-level courses for the program, so course substitutions are made for students needing them, and those substitutions will continue for students choosing to stay with the major until graduation. There are currently four active students in the Arts Administration program, all of whom have been provided pre-approved course substitution options.

College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Community College Teaching Post-Baccalaureate Certificate, effective summer 2025. This graduate minor is being discontinued and replaced with the new Teaching and Learning in Higher Education Post-Baccalaureate Certificate. There are no active students in this certificate program, so no transition plan is needed.

College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Bachelor of Applied Arts in Teaching French, effective summer 2025. The Teaching French BAA is being eliminated due to the lack of regional field experience and student teaching placements covering the full scope required for teacher licensure in the State of Minnesota. There are no active students in this program, so no transition plan is needed.

College of Education and Human Service Professions, Duluth campus—requests approval to discontinue the Bachelor of Applied Arts in Teaching German, effective summer 2025. The Teaching German BAA is being eliminated due to the lack of regional field experience and student teaching placements covering the full scope required for teacher licensure in the State of Minnesota. There is one active student in the program, who is expected to graduate in spring 2025.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 13, 2025

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. Reports to the State of Minnesota
 - Forever Green Initiative Annual Progress Report
 - Agriculture Research and Extension Report
 - P-20 Education Partnership 2024 Annual Report
 - Postsecondary Institution Voter Registration Report
 - Regenerative Medicine Minnesota Legislative Report
 - Veterinary Diagnostic Laboratory Expenditures Report

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. Reports to the State of Minnesota

The purpose of this item is to provide the committee with the following reports submitted to the State of Minnesota as required by Minnesota Statutes:

Forever Green Initiative Annual Progress Report

This report is prepared by the Forever Green Initiative in the Department of Agronomy and Plant Genetics, College of Food, Agricultural and Natural Resource Sciences (CFANS). It is submitted as required by 2023 Minnesota Laws Chapter 43, Article 1, Section 2, Subdivision 4(a)(6).

Agriculture Research and Extension Report

This report is prepared by the Minnesota Agricultural Experiment Station in collaboration with University Extension, the College of Food, Agricultural and Natural Resource Sciences (CFANS),

and the College of Veterinary Medicine (CVM). It is submitted as required by 2023 Minnesota Laws Chapter 41, Article 1, Section 4, Subdivision 4(a)(5).

P-20 Education Partnership 2024 Annual Report

This report is prepared by Josiah S. Litant, Executive Director of the Minnesota P-20 Education Partnership. It is submitted as required by Minnesota Statute, Section 127A.70.

Postsecondary Institution Voter Registration Report

This report is prepared by the Office of the General Counsel with assistance from various central staff and the voter registration coordinators on each system campus. It is submitted as required by Minnesota Statute, Section 201.1611.

Regenerative Medicine Minnesota Legislative Report

This report is prepared by the Office of Academic Clinical Affairs with the assistance of staff in the Office of Discovery and Translation (ODAT) within the Clinical and Translational Science Institute (CTSI) at the University of Minnesota in partnership with the Mayo Clinic and CliftonLarsonAllen, LLP. It is submitted as required under 2014 Minn. Laws Chapter 312, Article 1, Section 4, Subdivision 2.

Veterinary Diagnostic Laboratory Expenditures Report

This report is prepared by the College of Veterinary Medicine. It is submitted as required by 2022 Minnesota Laws Chapter 95, Article 1, Section 1, Subdivision 5(v).

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 13, 2025

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

University Highlights

University of Minnesota [awarded a \\$10M six-year grant from the Department of Energy's Bioenergy Technologies Office](#) for OILSEED research project that will advance “research on winter oilseed crops that can sustain the environment and meet energy demand”.

The University of Minnesota has been [selected as one of four new Global Learning Partners to support Education Out Loud by the Global Partnership for Education and Oxfam Denmark](#). The four new research universities will continue to contribute to the sharing of learning as a global public good.

The University of Minnesota Twin Cities [remains number 12 among US public research universities in the National Science Foundation HERD Survey](#).

The University of Minnesota Duluth's Center for Regional and Tribal Child Welfare Studies [received a \\$2 million grant from the Department of Health and Human Services](#) to help collect data on best practices and partnerships in American Indian child welfare.

The University of Minnesota Duluth has [earned a STARS Gold rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education](#).

The University of Minnesota Crookston athletic department [received the Presidents' Award for Academic Excellence](#) for the second-consecutive year. The department's Academic Success Rate was 90%.

The University of Minnesota Twin Cities [ranked in the top NCAA's latest Graduation Success Rate](#) rankings with 95%.

Northern Lights Collaborative for Computing Education in the College of Education and Human Development [received a \\$1.36M Google.org Grant](#) to expand computer science in K-12 teacher education. Also receiving a grant was PrepareCS, a partnership between the University of Minnesota-Twin Cities, University of Nebraska at Omaha, and Georgia State University.

The University of Minnesota Morris has [won a second round of funding from the Energizing Rural Communities Prize from the DOE's Office of Clean Energy Demonstrations](#) to support rural sustainability efforts in Morris, MN.

The University of Minnesota Rochester was [awarded the Campus Prevention Network Seal of Prevention](#) for the “measurable impact across the critical areas of sexual assault, alcohol and drug misuse, mental health and diversity and inclusion”.

The University of Minnesota Duluth is one of 471 campuses to be recognized by the ALL IN Campus Democracy Challenge. [UMD was a 2024 ALL IN Most Engaged Campus for College Student Voting](#) for their efforts to increase nonpartisan student voter participation.

The UMN Libraries has [received a \\$300,000 grant from the Council on Library and Information Resources' Digitizing Hidden Collections: Amplifying Unheard Voices program](#) to digitize Larry Long's (accomplished folk musician) media recordings, performance work, oral histories, letters and correspondence into the UMN Libraries' Performing Arts Archives.

Faculty and Staff Awards and Activities

President Rebecca Cunningham and Dean GerShun Avilez were [named on the Twin Cities Business 100 list](#), the essential guide to people in and around Minnesota business likely to make news and drive change in the year ahead.

Executive Vice President and Provost Rachel Croson was [awarded the American Economic Association Distinguished Service Award](#) for her volunteer efforts that have served the profession.

Pamala Jacobson [receives STRIPE Double Helix Award from American Society for Pharmacovigilance](#) for her exceptional contributions to the field of pharmacogenomics.

[Three faculty members were named among the most "Highly Cited Researchers" in the world by Clarivate Analytics.](#)

- R. Lawrence Edwards, professor in the College of Science and Engineering, for his work in the field of geosciences.
- Dan Knights, computational biologist with joint appointments in the College of Science and Engineering and the College of Biological Sciences, for his work in microbiology.
- Tony Low, associate professor in CSE, for the category of cross-field.

Andrew Petzold, associate professor at the University of Minnesota Rochester, [awarded the Anne Crecelius High Impact Scholar Award by the American Physiological Society](#) for his high quality of work in physiology education, consistency in effort and commitment to advancing the physiology educator community.

Thomas Fisher, professor and director of the Minnesota Design Center, [was the 2025 recipient of the AIA/ACSA Topaz Medallion for Excellence in Architectural Education](#) by the Board of Directors and the Strategic Council of the American Institute of Architects along with the Association of Collegiate Schools of Architecture.

Christopher Mehus, research associate professor in the College of Education and Human Development, [was awarded a five-year \\$3.8 million National Institute of Mental Health R01 grant](#) to support a clinical trial of child behavior support program for parents.

Angeline Dukes, assistant professor in the Medical School, was [named one of Forbes 30 under 30](#) for “social impact”.

Stephen W. Schondelmeyer, professor in the College of Pharmacy, is the [recipient of the 2025 Remington Honor Medal from the American Pharmacists Association](#). This is the highest honor from the association.

Corey McGee, associate professor in the College of Pharmacy, was [named to the American Occupational Therapy Association's Roster of Fellows](#) for his “knowledge, expertise, leadership, advocacy, and/or guidance have made a significant contribution over time to the profession”.

Kurt Fraser, assistant professor in the College of Liberal Arts, [received the 2024 Scialog Molecular Basis of Cognition Award from the Research Corporation for Science Advancement](#)

Gedas Adomavicius, professor of Carlson School of Management, [has received an Association for Information Systems Fellow Award](#).

Sivan Cohen Elias, professor in the College of Liberal Arts, was [selected as a 2024 McKnight Fellow](#).

Maria Gini, professor in the College of Science and Engineering, was [honored with the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring](#) by the White House.

The Wangenstein Historical Library of Biology and Medicine and Digital Library Services were [awarded a \\$100,000 National Endowment for the Humanities Research and Development Grant](#). The project will be led by Emily Beck (Associate Curator, WHL), Theresa Berger, (Head of DLS), and Lois Hendrickson (Curator, WHL).

Student Awards and Activities

Mary Kosuth, a doctoral student in the School of Public Health took home the First Place Award at the internal 3-Minute Thesis competition and [will represent the University of Minnesota at the Midwestern Association of Graduate Schools 3-Minute Thesis competition in Spring 2025](#).

The University of Minnesota Spirit Squad [won titles in Cheer \(Small Coed Game Day\) and Dance \(Pom\) at the 2025 UDA College Nationals](#).

University of Minnesota Forever Green Initiative Annual Progress Report to the Legislature

Per the requirements set forth in Minnesota Statute 3.197, the cost to prepare this report was \$300.

Submitted February 1, 2025 by Mitch Hunter (mhunter@umn.edu), Co-Director of the Forever Green Initiative and Adjunct Assistant Professor in the Department of Agronomy and Plant Genetics, UMN College of Food, Agricultural and Natural Resource Sciences (CFANS)

The Forever Green Initiative received \$802,000 in AGREETT funding in FY24.

Abstract:

The Forever Green Initiative (FGI) at the University of Minnesota is developing and improving winter-hardy annual and perennial crops that protect soil and water while driving new economic opportunities for growers, industry, and communities across Minnesota. By combining these novel crops with traditional annual crops, farmers can keep the soil covered all year round. This approach to farming with “continuous living cover” can greatly enhance the efficiency and sustainability of Minnesota agriculture. Uniquely, FGI combines basic research with crop commercialization efforts, so that it can be profitable for farmers to produce these crops across rural Minnesota. This comprehensive approach moves new crops out of the lab and onto the landscape, where they can make a difference for farmers, the environment, industry, and society. The FGI portfolio includes over 15 crops (Figure 1), each supported by a multidisciplinary team that may include expertise in the areas of genomics, breeding, agronomics, natural resource sciences, food science, sociology, economics, and commercialization.

The AGREETT funding from the Legislature provides long-term stability for key FGI personnel, including crop breeders and staff leadership. The past year saw tragic loss and change within the leadership of FGI, as our Co-Founder and Co-Director Dr. Don Wyse passed away in July. However, the support from AGREETT allowed us to confidently move forward in identifying a successor (Dr. Mitch Hunter) and adjusting the FGI leadership structure to better manage our expanding program. In addition, the AGREETT support allowed four key breeding programs to continue making progress. It also stabilized our Commercialization, Adoption, and Scaling program, which leveraged the funds to help secure a large new philanthropic grant.

All AGREETT funds were provided directly to FGI; none were used for finance or other UMN administrative costs. However, two of the personnel covered by this funding, Hunter and Cureton, have administrative duties directly related to Forever Green operations, such as budgeting, project management, and grant program administration.

Forever Green Initiative Crop Portfolio



Perennial Crops

Kernza®
 Perennial wheat
 Perennial oats
 Perennial cereal rye
 Perennial flax
 Silphium/silflower
 Perennial sunflower
 Alfalfa
 Kura clover
 Native polyculture
 grassland mixtures

Winter Annuals

Winter camelina
 Pennycress
 Winter barley
 Winter & spring field pea
 Winter hybrid rye
 Winter durum
 Hairy vetch

Native Woody Crops

Hazelnuts
 Elderberry
 Shrub willow
 Agroforestry

Figure 1. The Forever Green Initiative crop portfolio.

Objectives and Accomplishments:

1. **Advance perennial grain breeding and crop development.** Dr. Prabin Bajgain is the lead breeder on Kernza® intermediate wheatgrass (*Thinopyrum intermedium*), perennial cereal rye, and other perennial cereal grain crops, which protect soil and water quality while providing highly nutritious grains as well as livestock forage. In the last year, Dr. Bajgain has significantly advanced his breeding programs. The second Kernza variety has been approved for release in 2025, bringing improved genetics to Minnesota farmers, and there are 22 new variety candidates. The Kernza breeding program is significantly expanded and continues to make progress on key traits including higher yield, larger seeds, reduced shatter, and improved free threshing. The perennial cereal rye breeding program is newer, but it is growing rapidly, and four variety candidates have been established. Dr. Bajgain initiated a collaboration with a farmer in Farmington, MN to evaluate variety candidates and expand the seed supply on the farm, which can help accelerate future variety releases. Dr. Bajgain has also acquired \$790,000 of grant funds, has submitted four additional grants, and has two more in preparation. In the last year, he has published 6 peer-reviewed papers, given 3 invited talks, and participated in 4 field

days and outreach events. He is currently co-advising a PhD student and mentoring and supervising three undergraduate students.

2. **Advance winter oilseed breeding and crop development.** Dr. Julia Zhang is the lead breeder on domesticated pennycress (*Thlaspi arvense*), a novel winter oilseed crop for Minnesota that can protect the soil while providing feedstock for low-carbon fuel and high-protein meal for animal feed. In the last year, Dr. Zhang has reached important milestones in her pennycress breeding program. She has developed 5 elite breeding lines using backcrossing and marker assisted selection. These lines have strong agronomic performance and now contain key domestication genes developed by an FGI colleague, Dr. David Marks. Dr. Zhang has created a full breeding pipeline, conducted multi-location trials, and integrated new technology to her breeding program. She led studies in the biology and genetics of pennycress, including a project to create a genetic linkage map and investigate the genomic structure. Dr. Zhang has initiated interdisciplinary research collaborations and helped acquire \$905,000 of additional grant funds; one grant proposal is currently pending. She has interfaced with industry partners, educated the public at the State Fair, and presented on pennycress breeding at the Plant & Animal Genomics Conference 2024 and elsewhere. She has had one new paper accepted and another is under review. She mentored an IPREFER undergraduate intern in 2024 and has supervised numerous undergraduate students.
3. **Advance winter and spring pea breeding and crop development.** Dr. Steve Mulkey is the lead breeder on winter and spring pea, a key ingredient for the emerging plant-based protein market that also improves soil fertility and can cover the soil over the winter. Dr. Mulkey is rapidly growing this relatively young breeding program. In the last year, his program generated 400-500 unique crosses between winter and spring pea accessions; planted field trials for 9 projects in St. Paul, MN; expanded field trials to five locations throughout Minnesota; and have performed multiple controlled environment freeze tests to characterize the USDA's winter pea accessions. Eight spring pea field trials were concluded to help identify superior spring lines for crossing with winter lines. Dr. Mulkey has completed two intercropping studies, one with winter pea and winter barley and another with spring pea and oats. He is collaborating closely with pea breeders across the country and overseas to advance pea biology and expand trialing locations. Dr. Mulkey leads data analysis for his many trials and is adopting novel, powerful data analysis methods. In the last year, he presented to six different professional audiences and helped secure \$488,260 in grant funding.
4. **Advance hybrid hazelnut breeding and crop development.** Dr. Lois Braun is the lead breeder on hybrid hazelnuts, a high-value agroforestry crop that provides delicious nuts as well as wildlife habitat, carbon sequestration, and water quality benefits. In the last

year, Dr. Braun has advanced her breeding program on multiple fronts. She hired a highly qualified PhD plant breeder postdoctoral researcher, Dr. Emily Delorean, who is bringing new technologies and methods into the breeding program. Dr. Braun's team evaluated eight acres of mature F1 crosses and harvested 150 plants for yield and quality, to select the best to move forward in breeding. They also produced vegetative clones of 30 top selections to complete four new replicated germplasm trials; harvested seeds from controlled pollinations between top F1s and top Midwest selections; and planted 700 backcross seedlings into the field in St. Paul. Dr. Braun' explored multiple approaches to more efficiently produce vegetative clones of top plants, which is a bottleneck in the breeding program. She led research on planting grasses within hazelnut rows, established a trial on nutrient needs of older hazelnut stands, and submitted a grant to evaluate using leguminous cover crops in hazelnut plantings. Dr. Braun supported the burgeoning regional hazelnut industry through one-on-one conversations with growers, farm visits, and numerous field days and webinars. She helped develop three grant proposals.

5. **Enhance FGI's management capacity and prepare for leadership transition.** Dr. Mitch Hunter transitioned from Associate Director to Co-Director of FGI in August, following the loss of Dr. Don Wyse. While this transition was anticipated, it came much sooner than anyone expected. AGREETT support was essential to achieving a smooth transition since having a stable source of funding helped assure the FGI Executive Committee that Dr. Hunter will be able to help lead FGI for the foreseeable future. Dr. Hunter has taken on overall leadership of FGI, alongside longtime Co-Director Dr. Nick Jordan. He devotes significant time to strategic partnerships, fundraising, team management, budgeting, and strategic planning. He continues to have primary responsibility for supporting the crop research teams, overseeing the FGI grant program, and leading the FGI Executive Committee, which is made up of the FGI Co-Directors, Program Directors, and six elected faculty members. In the last year, Dr. Hunter has secured a \$10,000,000 grant from the Department of Energy to advance research on the winter oilseed crops; advanced a proposal that is included in the LCCMR recommendations that would provide an additional \$2,146,000 for the FGI Grant Program; cemented a collaboration agreement with Cargill, Inc. focused on the oilseeds; participated in licensing discussions around multiple FGI crops; and administered existing FGI grants. Hunter has also helped advance a multi-sector effort to develop a study outlining the "Path to 1 Million Acres of Winter Oilseeds" with a coalition including MPCA, MDA, Friends of the Mississippi River, Minnesota Environmental Partnership, MBOLD, the SAF Hub, the McKnight Foundation, Cargill, and agricultural groups.
6. **Advance the commercialization, adoption, and scaling of FGI crops.** Colin Cureton, MS, is the Director of Commercialization, Adoption, and Scaling. Cureton provides

management, strategy, and operational leadership in bridging new perennial and winter annual crops to the wide range of stakeholders involved in advancing their success on the landscape and in the market. Cureton also provides program leadership for FGI, serving on the leadership team and the Executive Committee, and informing overall strategy. He manages 3.8 FTE on his Commercialization, Adoption, and Scaling Team. In the last year, his team has engaged with a wide variety of commercial partners, including large companies like Delta Airlines, Hormel, General Mills, Cargill, and Rahr Malting and smaller ones including Perennial Promise Growers Coop, Arcola Farms, Perennial Pantry, Albert Lea Seedhouse, American Hazelnut Company, and many others. In addition, enrollment in the MDA-funded EECO Implementation program has tripled from 1,000 acres of Kernza to 3,000 acres made up of Kernza, winter camelina, hybrid rye, and a few acres of winter barley. EECO supports growers through technical assistance (TA), environmental benefit payments, risk management payments, and seed and grain testing. Cureton's team is working to expand the hazelnut "Go-First Farm" program to more pioneering farms in Minnesota. They put on a broad suite of field days and conference presentations throughout the year, largely focused on growers and TA providers. Cureton secured a \$1,500,000 grant from Builders Initiative, a philanthropy, to develop and implement a new CLC market development strategy for industry partners of varying sizes. Cureton's team has handled over 30 Plant Material Transfer Agreements to facilitate commercial and research collaborations and also advised on the re-licensing strategy for the first Kernza variety, MN-Clearwater, and the strategy for the second Kernza variety, approved for release in December, 2024. Cureton is leading implementation of the "Path to 1 Million Acres of Winter Oilseeds" study.

Agriculture Research and Extension

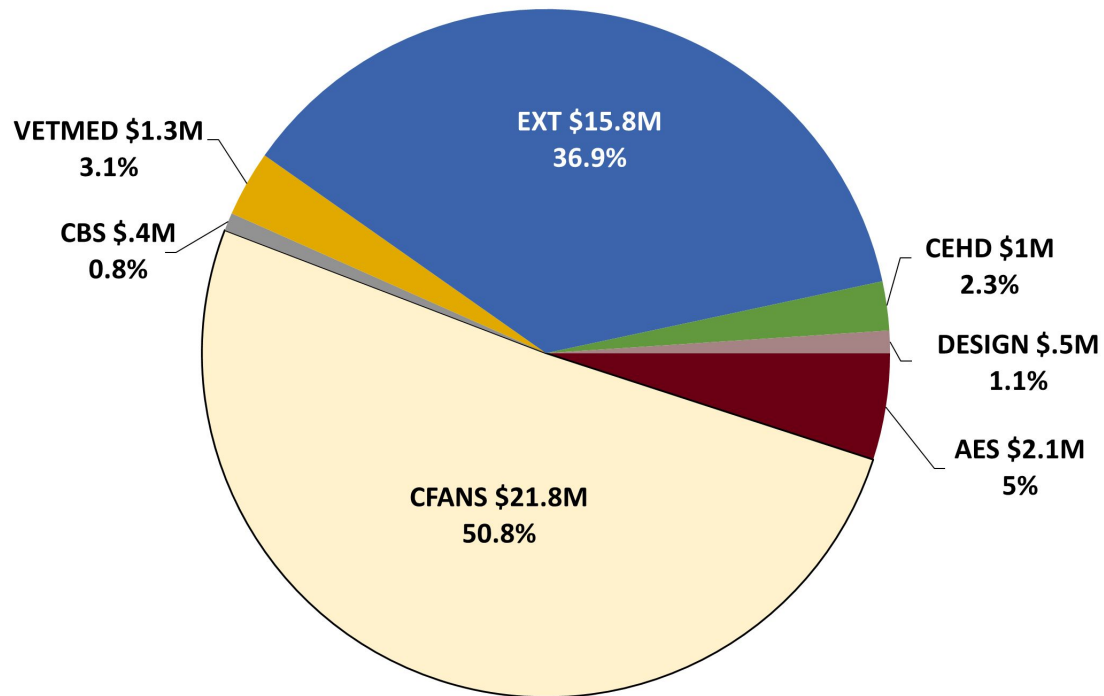
Minnesota Agricultural Experiment Station | Extension | College of Food, Agricultural and Natural Resource Sciences | College of Veterinary Medicine



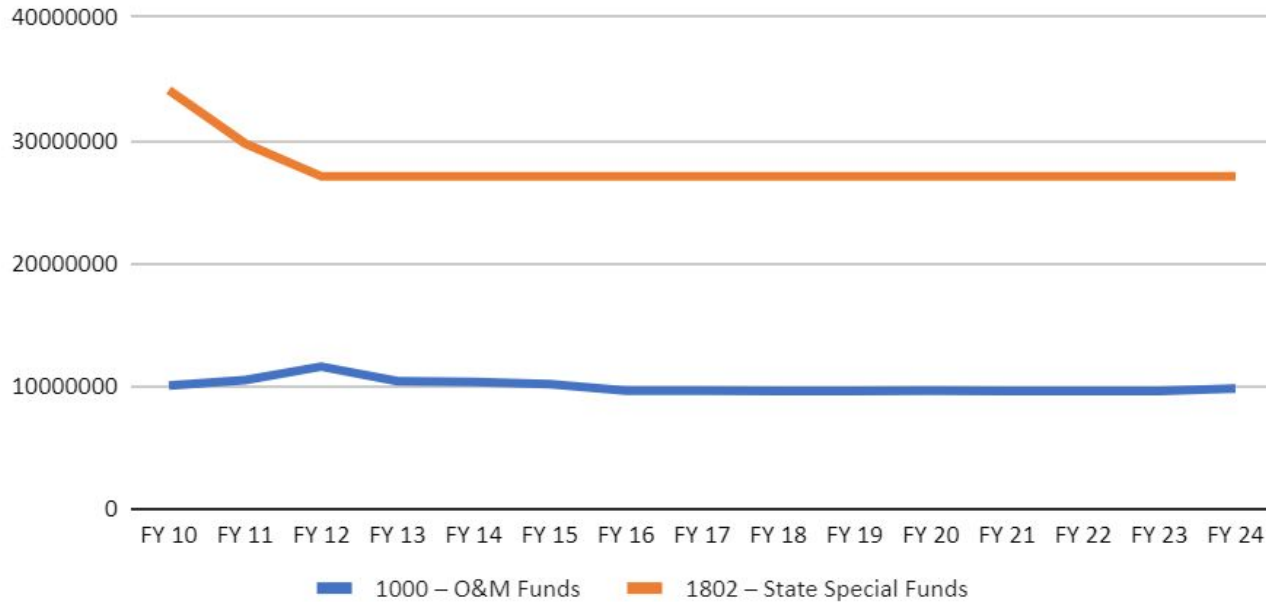
UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

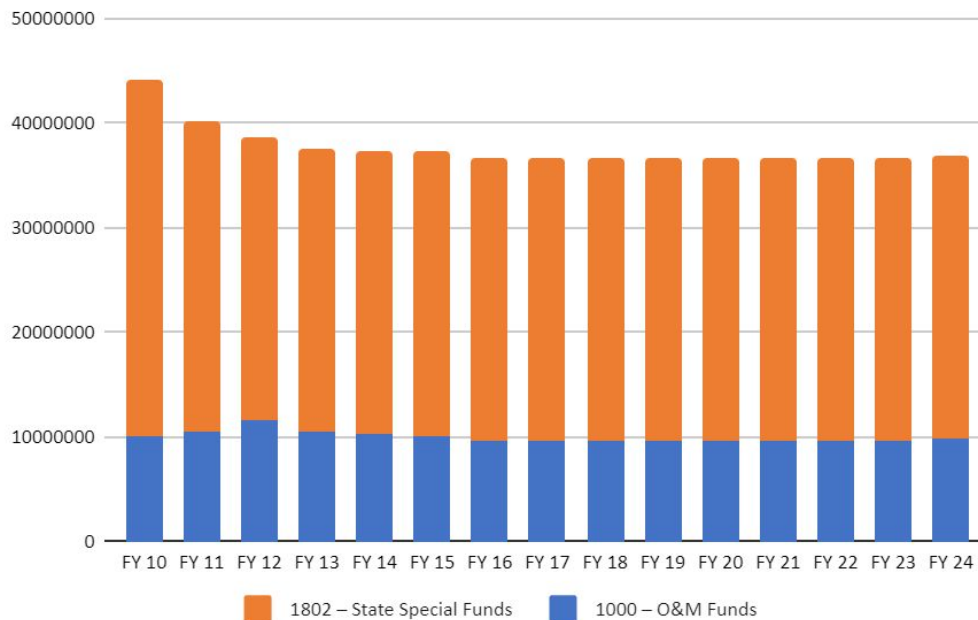
Ag State Special Funding: \$42,922,498 FY24 Distribution



MAES State Funding Allocation Trends (FY10 - FY25)



MAES State Funds Fiscal Years 2010 - 2025



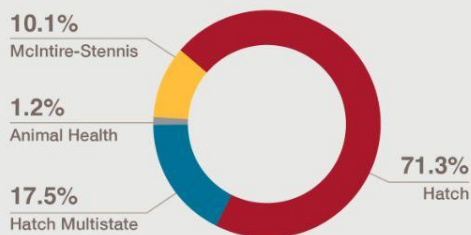
RESEARCH BY THE NUMBERS

200+ active USDA-approved research projects

245+ research programs supported by MAES

\$7.6M in federal capacity funds in FY24

Federal FY24 Funding allocation amounts



Minnesota Agricultural Experiment Station manages the distribution and use of federal and state research funds with a focus on production, harvesting, processing, quality and marketing of food and agricultural products and forests and forest products. The goals of these efforts are to improve human nutrition, family and community life, rural and urban vitality, economic growth and development, and environmental quality.

Partner colleges

MAES supports research across Minnesota led by scientists in five different University of Minnesota colleges:

- College of Food, Agricultural and Natural Resource Sciences
- College of Veterinary Medicine
- College of Biological Sciences
- College of Education and Human Development
- College of Design

State-funded grant programs

- Rapid Agricultural Response Fund
- Small Grains Initiative
- Turkey Disease & Disease Prevention

Funding sources

MAES uses federal and state funds to support cross-disciplinary research and respond to emerging issues. These funds provide critical support for staff, equipment and facilities that allow scientists to start innovative projects and leverage and match other external funding sources.

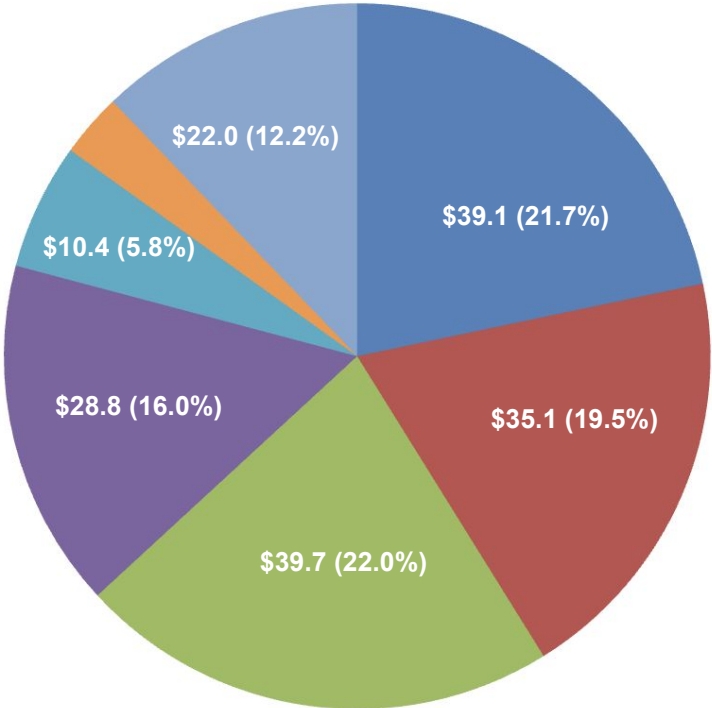
Federal funding sources:

- Hatch
- Hatch Multistate
- Animal Health
- McIntire-Stennis

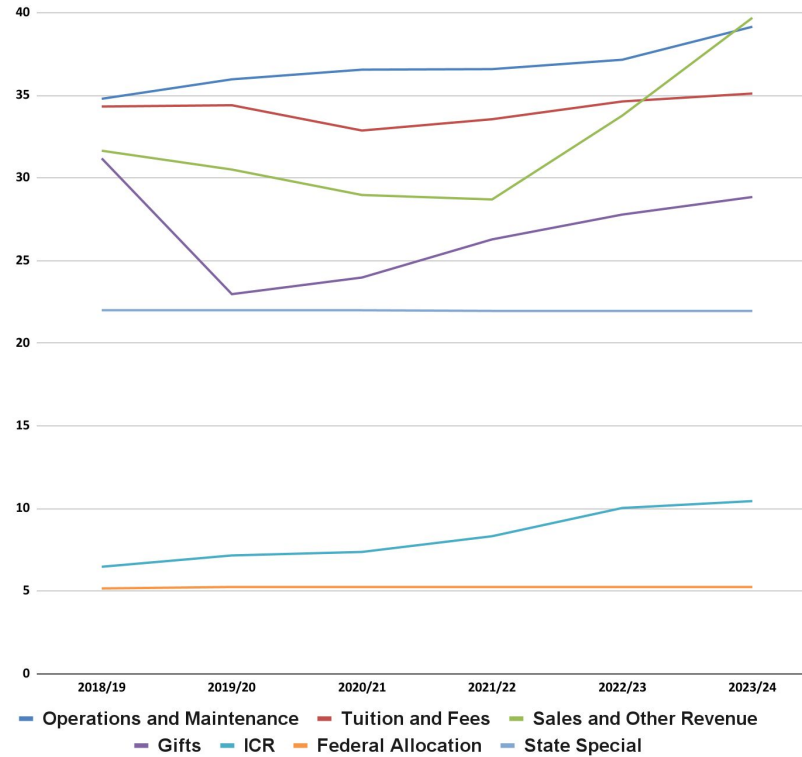
State funding sources:

- Agriculture State Special
- Agriculture Research, Education, Extension, and Technology Transfer Grant Program (AGREETT)

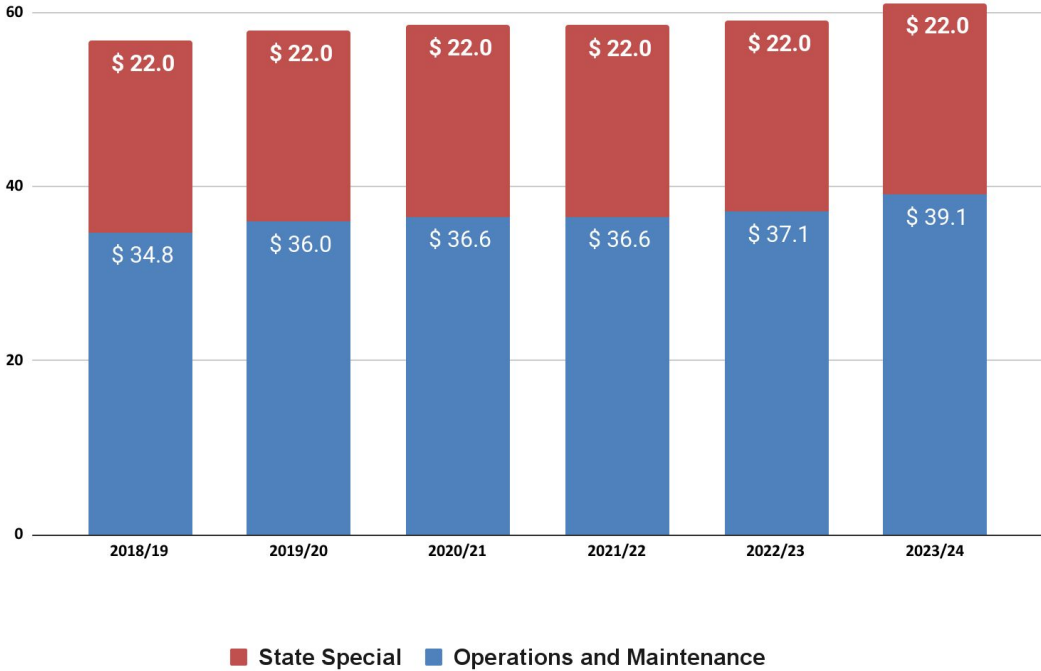
CFANS 2023-2024 Resources: \$160.6 Million



CFANS Major Fund Area Trends (Millions)



CFANS State Funding Trends (Millions)





WHERE
passion
MEETS
purpose



Grand Challenge research and education investments

- Food security, agricultural productivity
- Invasive species and biodiversity/ pest and disease dynamics
- Renewable energy and climate adaption
- Water resources and uses
- Forestry
- Precision agriculture
- Educating future leaders in applied science and technology for agriculture, food and natural resource sciences

People

Fall 2024

1,767	Undergraduates
517	Graduate Students
234	Faculty
935	Staff
31,254	Alumni

505 degrees

awarded to undergraduates and graduates by CFANS in 2023–24 to help fill critical needs in Minnesota's agriculture, food, and natural resource workforce



27 programs

14 undergraduate and 13 graduate programs in disciplines involving food, agricultural, and natural resource sciences



10
Research and
Outreach Centers
across Minnesota



7 continents

on which CFANS scientists connect Minnesota with research and business opportunities

CFANS
COLLEGE OF FOOD, AGRICULTURAL
AND NATURAL RESOURCE SCIENCES

Undergrad Fast Facts

90% 

of CFANS students complete an internship in their major

\$4.2 million

in CFANS scholarships are awarded to undergraduate students each year

90% 

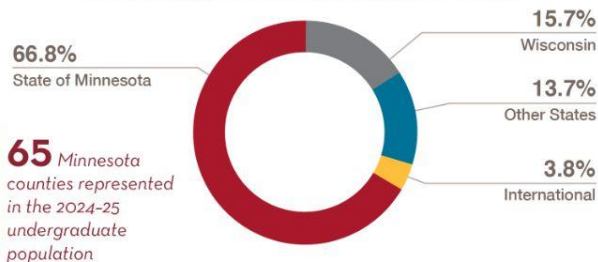
of CFANS graduates are employed or continuing their education within 6 months of graduation

Federal funding 

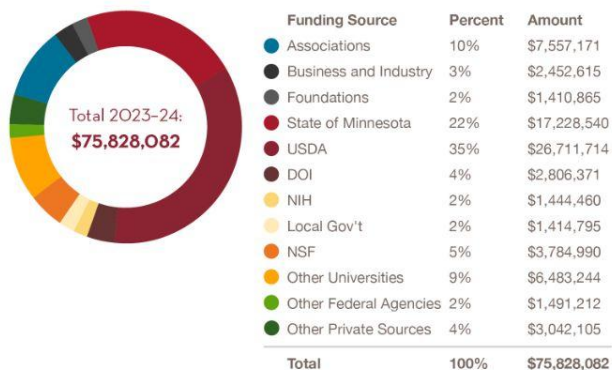
is used to support science-based responses to emerging issues

- Global food security and hunger
- Sustainable energy
- Forestry and natural resources
- Food safety and nutrition
- Strong rural communities

Undergraduate Hometowns



Sponsored grant awards received



Sponsored grant awards leverage state funding

Sponsored Grant Award Projects **\$75,828,082** adds to **\$21,953,054** State Special Funding

\$5 million

state investment in agricultural productivity to hire new scientists and technicians to work in seven key areas through the Agricultural Research, Education, Extension and Technology Transfer (AGREETT) program.

1. Crop and livestock productivity
2. Microbial science
3. Water quality and climate resilience
4. Agricultural technology and decision-making
5. Nutrient recycling and management
6. Agro-ecological innovation
7. Technologies for managing pest resistance and climate adaptation





The College of Food, Agricultural and Natural Resource Sciences (CFANS) is **a national leader in innovative scientific discovery**. The work of its talented researchers cultivates breakthrough solutions to today's greatest challenges, all with an exemplary commitment to diverse views and research ethics.

409

undergraduate students – **approximately 25% of CFANS undergrads** – partook in sponsored research projects in FY2024



581

Active research projects at the **10 CFANS Research & Outreach Centers** in FY24

TOTAL SPONSORED GRANT AWARDS

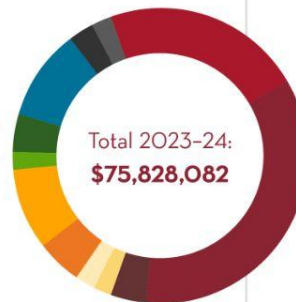
CFANS received
\$75,828,082
 in sponsored grant awards in FY24.

FUNDING SOURCES

Sponsored grant awards received

Percentage by dollar amount

Funding Source	Percent	Amount
Associations	10%	\$7,557,171
Business and Industry	3%	\$2,452,615
Foundations	2%	\$1,410,865
State of Minnesota	22%	\$17,228,540
USDA	35%	\$26,711,714
DOI	4%	\$2,806,371
NIH	2%	\$1,444,460
Local Gov't	2%	\$1,414,795
NSF	5%	\$3,784,990
Other Universities	9%	\$6,483,244
Other Federal Agencies	2%	\$1,491,212
Other Private Sources	4%	\$3,042,105
Total	100%	\$75,828,082



AWARDS AND SUBMISSIONS

150 Distinct funders provided funding for CFANS researchers in FY24

450

Sponsored project awards received by CFANS in FY24

673 New sponsored project proposals submitted by CFANS in FY24

INTELLECTUAL PROPERTY

CFANS propels UMN discoveries. The University is in the **top 10 for technology transfer** and **2nd in the Big Ten for "innovation impact."**


11 

new startups launched in past five years

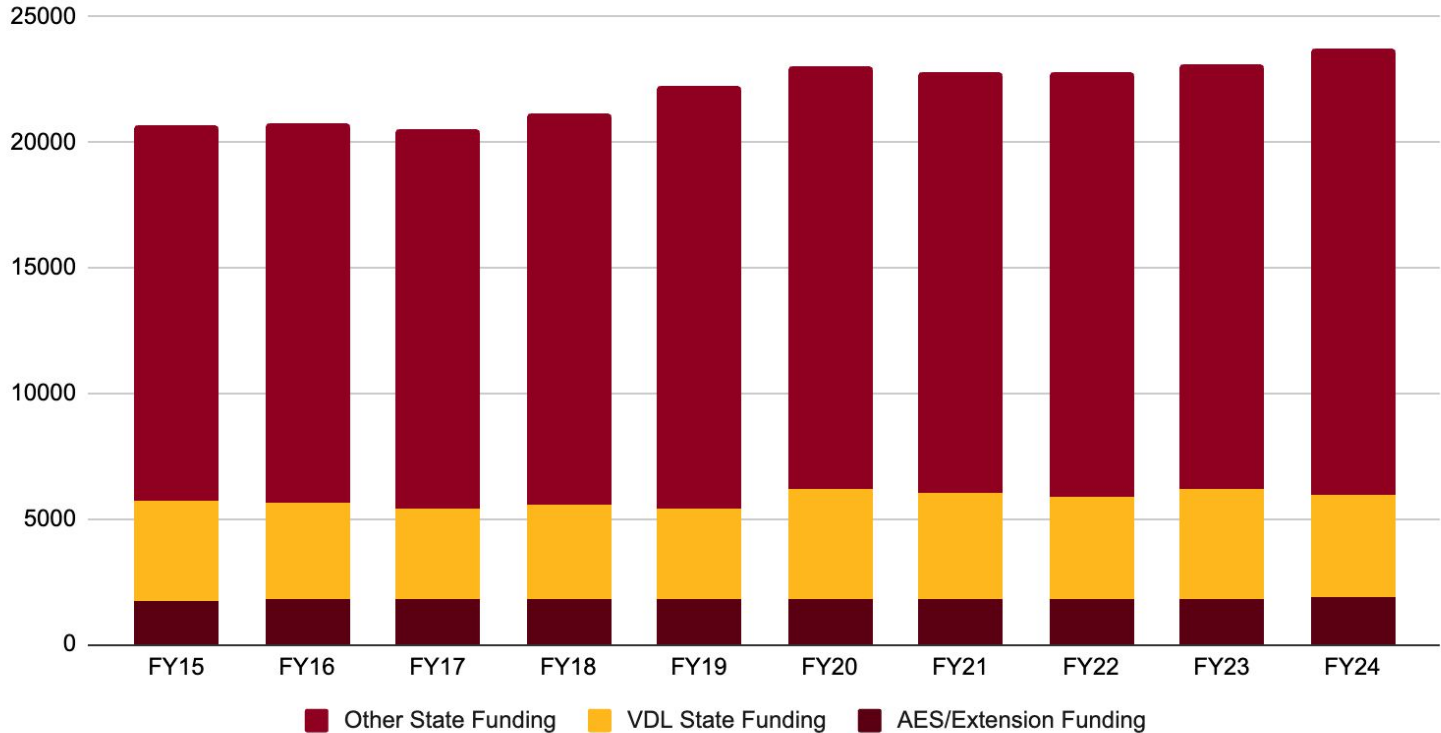
21 [®]

trademarks and patents issued in FY24

102

trademarks and patents issued in past five years 

College of Veterinary Medicine: State Funding Trends



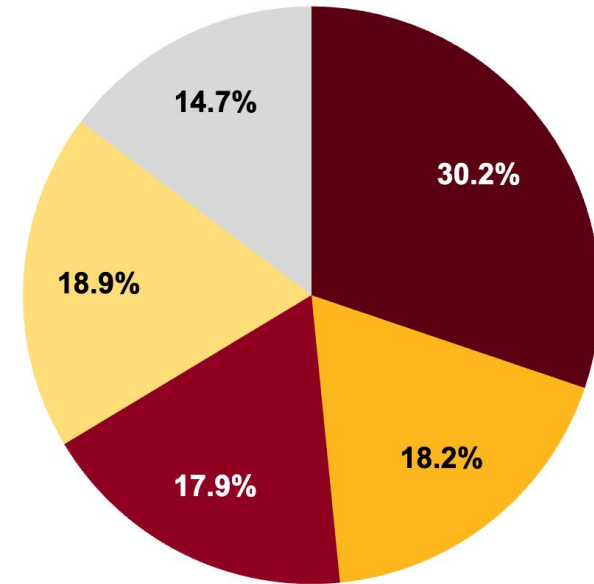
College of Veterinary Medicine: State Funding Trends

Resources FY 2024

	FY24
Clinical & Diagnostic Income	39,340,009
State Funding	23,738,895
Tuition	23,379,773
Extramural Research Funding	24,604,193
Other Resources	19,198,416
Total	130,261,286

ROI on state investment \$ 4.49

Resources (percentage)

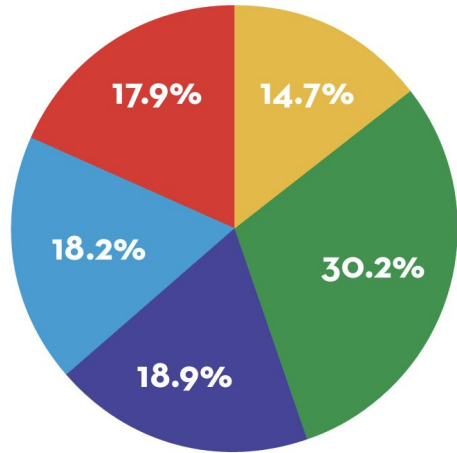


● Clinical & Diagnostic Income
 ● State Funding
 ● Tuition
 ● Extramural Research Funding
 ● Other Resources



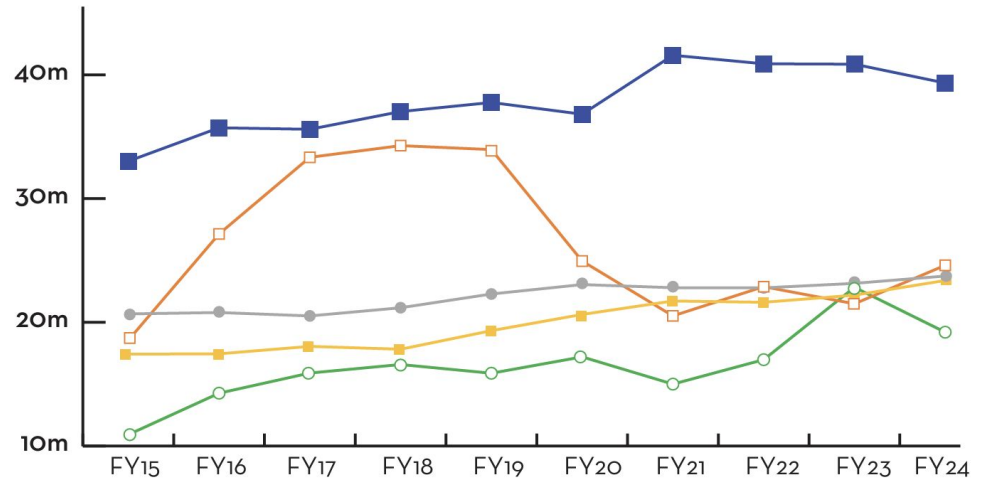
CVM Snapshot: Funding

Resources FY 2024 - \$130,261,286



- Clinical & Diagnostic Income - **\$39.3m**
- Extramural Research Funding - **\$24.6m**
- State O&M, Diagnostic Lab/State Special, AES/Extension - **\$23.7m**
- Tuition - **\$23.4m**
- Other - **\$19m**

CVM Resource Trends FY15-24



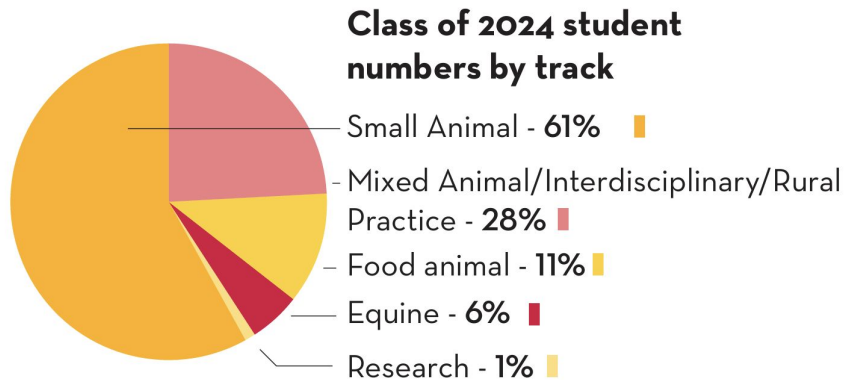
- Clinical & Diagnostic Income
- State funding
- Other resources
- Extramural research funding
- Tuition

CVM Snapshot: Students

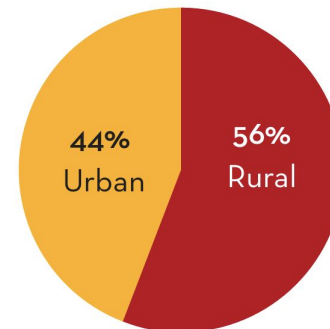
DVM students

As the sole program training veterinarians in Minnesota and one of 33 accredited U.S. schools, our role is more vital than ever given critical workforce shortages and the risk they pose.

- 1,718 applicants for 105 seats in the Class of 2029
 - 20 additional students admitted through a partnership with South Dakota State University
- The Class of 2025 has 125 students: 69 residents and 56 non-residents
- 17 Veterinary Food Animal Scholars Track students



Class of 2025 (fourth year) area of geographic origin



Graduate students and specialist trainees

69 PhD students • 14 Master's students • 53 clinical residents and interns

CVM Snapshot: Advancements

Ranked 4th in the United States and 11th globally, the College of Veterinary Medicine continues to lead and innovate in veterinary education, research, and practice.



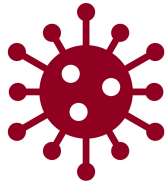
Leveraging technology in research

A long-time leader in food animal medicine and research, we are embracing technology and using it to gather data to improve animal health and increase productivity on production farms. For example, our dairy researchers are testing artificial intelligence capabilities to create more efficient methods for diagnosing lameness in cattle.



Advancing swine health and production

For 50 years, the Lemans Swine Conference organized by our swine faculty and staff has served as a hub for discovery and collaboration. The annual event brings together 1,000 swine veterinary professionals, scientists, and producers from across the world to learn from each other and use that knowledge to address problems facing the industry.



Collaborating on disease response

As concerns regarding avian influenza continue to grow, our researchers are at the forefront of disease response efforts. For years, our scientists have been studying the characteristics of this ever-changing virus that infects many hosts and causes many syndromes in agricultural and natural settings. Now, in collaboration with numerous stakeholders, two of our researchers will be using nearly \$1.3 million in state funding to create a wildlife disease surveillance network.



Improving animal and human health

Animals are at the heart of our work, but people also are beneficiaries of our research. These efforts include clinical trials testing treatments for brain tumors in dogs that could lead to breakthroughs for people, examining animals with joint disorders to better understand the development of these conditions in children, and using animal models to develop novel vaccines to protect humans from the effects of opioids and antibodies that can neutralize opioids present in the body.

CVM Snapshot: Service

Our diagnostic and clinical service and outreach impact every county in Minnesota.



Veterinary Diagnostic Laboratory

- Official laboratory of the MN Board of Animal Health and a Level 1 USDA National Animal Health Laboratory Network Lab and a member of the FDA Veterinary Laboratory Investigation and Response Network
- 1 million procedures completed annually
- Supports Minnesota's response to animal health emergencies caused by emerging disease outbreaks (HPAI H5N1 in poultry and dairy cattle, and Avian Metapneumovirus in poultry)
- Prepared to respond to foreign animal disease threats, such as African swine fever and foot-and-mouth disease.



The Raptor Center

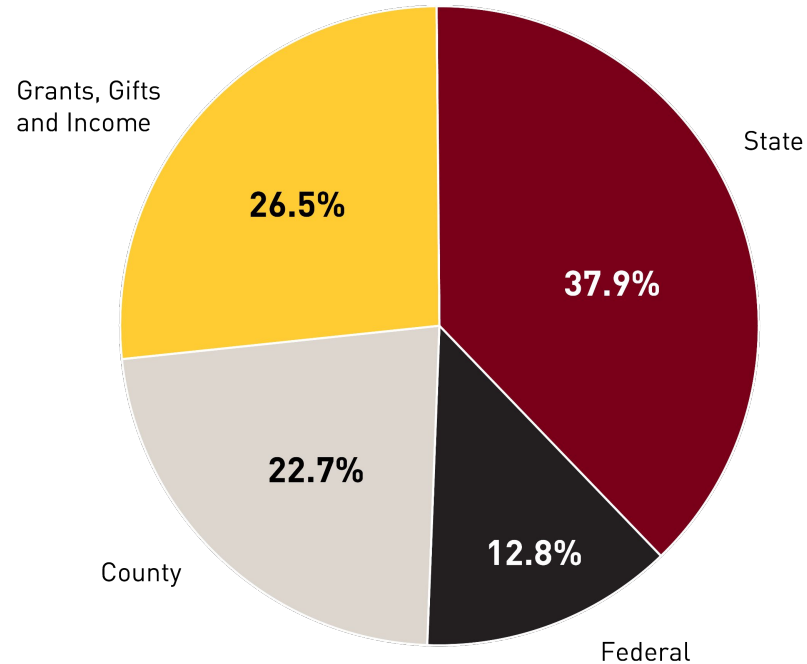
- Celebrating 50 years of advancing avian medicine and conservation.
- Since 1974, more than 32,600 birds have been admitted to its hospital. Based on 50 years of upward-trending admissions, it could anticipate treating 25,000 more in the next 20 years.
- Thousands of veterinarians, wildlife rehabilitators, and members of the public are educated each year through its training, education, and outreach programs.



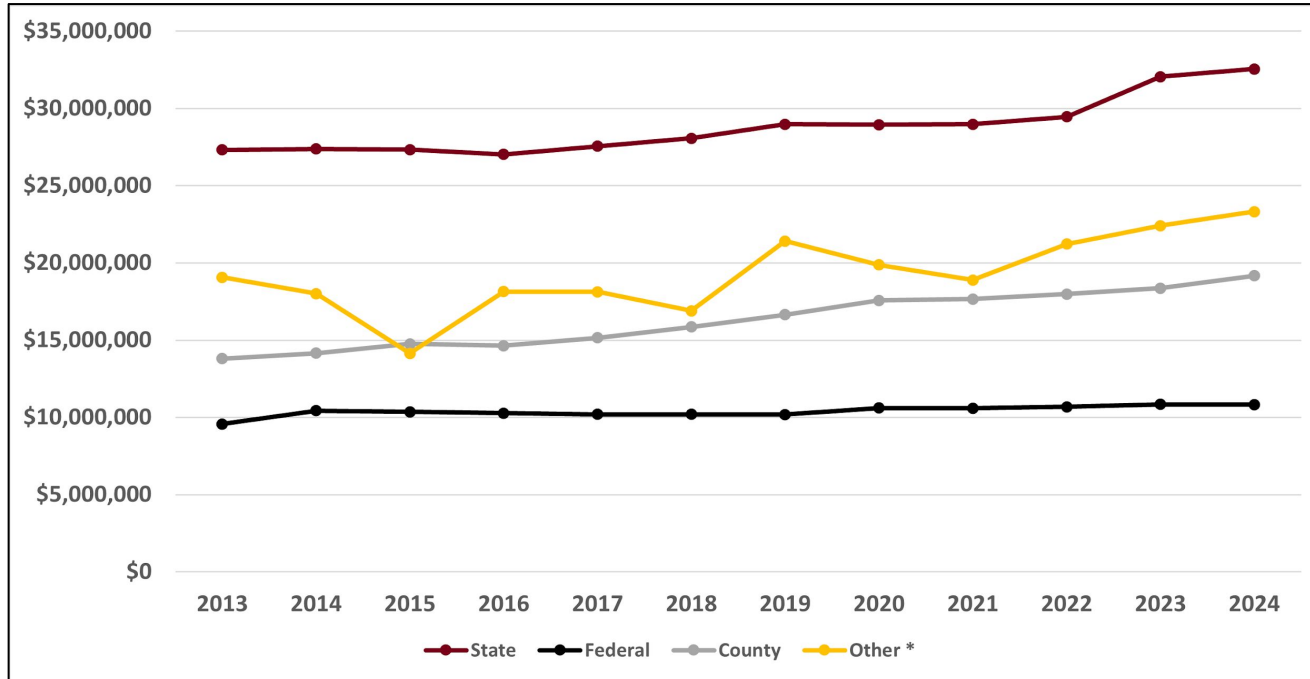
Veterinary Medical Center

- Our hospitals: Large Animal Hospital, Lewis Small Animal Hospital, Piper Equine Hospital, West Metro Equine Practice
- 32,000+ patient visits annually makes it one of the busiest teaching hospitals in the world.
- 135 veterinarians and 119 staff members operate 16 specialty services that serve patients from the Upper Midwest and beyond (41 states in 2023).

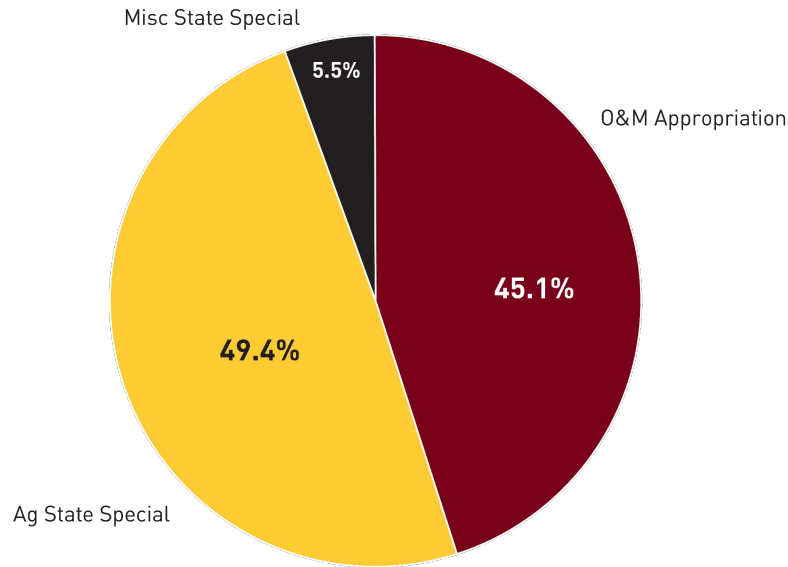
2023-2024 Extension Budget: \$84.5 M



Extension Funding Trends



2023-2024 Extension State Special Funding: \$32M





Building a stronger Minnesota together

Extension plays an essential role in the University of Minnesota's mission: We bring Minnesotans together to build a better future through University science-based knowledge, expertise and training.
extension.umn.edu

Connecting rural, suburban, urban and tribal communities with the University of Minnesota

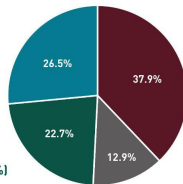
- 87** Extension is in every county. Regional offices are strategically located across the state.
- 65%** of Extension faculty and staff work in Greater Minnesota.
- 35K+** trained volunteers multiply our reach.
- 2K+** partnerships foster work with key audiences and diverse communities.
- 8.5M** people visit Extension's website each year.



Total budget: \$84.5M

Grants, gifts and income: \$22.4 million (26.5%)
 Individuals and organizations provide support for valuable Extension opportunities important to them.

Counties: \$19.2 million (22.7%)
 Investments ensure 4-H, agriculture and other Extension programs are delivered locally.



State: \$32 million (37.9%)
 Investments are leveraged through collaborations with Minnesota state agencies, including departments of agriculture, health, human services, natural resources and tourism.

Federal: \$10.9 million (12.9%)
 The U.S. Department of Agriculture supports wide-ranging research and Extension education.

MAKING A DIFFERENCE IN MINNESOTA: ENVIRONMENT + FOOD + AGRICULTURE + COMMUNITIES + FAMILIES + YOUTH



Extension is the front door to the University for all Minnesotans, providing tools to build the future they envision.

More than **1 million** people are reached annually by Extension education.



Minnesota 4-H reaches new youth
9,191 new youth joined Minnesota 4-H in 2023, and more than **6,200** of them are "first-generation 4-H'ers," the first youth in their families to participate in 4-H.



Strengthening Minnesota's food and agriculture
 Extension research and education improve crop yields, animal health, farm productivity and water conservation across Minnesota's **67,400** farms.



Promoting responsible lawn and garden practices
3,177 Extension Master Gardener volunteers contributed **185,751** hours planting pollinator-friendly gardens, creating resilient landscapes and helping Minnesotans grow healthy foods.



Creating healthier families
 Extension SNAP-Ed reached **82,293** participants and others with health and nutrition education and through policy, systems as well as environment support. Extension led the Statewide Food Shelf Survey with community partners, helping **288** food shelves make data-informed decisions.



Protecting natural resources, including soil, water and woodlands
 Extension Natural Resources volunteers contributed **96,424** hours to restore public lands, manage invasive species in their communities, collect data for scientific research and teach better land stewardship.



Supporting community leadership, economic development and tourism
 Extension reached **12,753** Minnesotans with leadership and economic development education and provided **153** applied research reports that are used across the state by communities.



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Minnesota 4-H is the largest youth development organization in the state. Our entire team, consisting of program staff and volunteers as well as state program leaders, work together to deliver youth development programs that give youth opportunities to learn by developing a passion in their areas of interest and lead as innovators and agents of change.



41,580 youth across Minnesota

9,100+ first-year members statewide
70% of youth from 2022 re-enrolled in 2023 programs

2/3 new members are first-generation 4-H'ers



Educators across Minnesota hosted nearly **2,000** events designed to give opportunities for youth to learn about their projects, or in other areas such as STEM, performing arts, plant and animal science or outdoor education.

Over **95%** of participants across Minnesota reported applying what they learned through 4-H in other parts of their lives.

Over **24,000** youth across Minnesota showcased learning, demonstrating their growth and mastery in project areas.



Youth are leaders in Minnesota

Through 4-H programs this year, **92%** of youth across Minnesota reported gaining confidence in their leadership abilities.

3 in 4 Minnesota 4-H'ers volunteered this year, which helped make their communities thrive

Through volunteer work, youth get connected to their community and learn how they can be change makers in their local area. **96%** of Minnesota 4-H'ers believe they are capable of making a difference in their communities.



Our dedicated volunteers help us reach more youth, and bring their expertise to increase youth learning—and our training and systems of volunteer support make it happen. Our programs thrive with the help of over **7,400** volunteers statewide, and we've trained over **3,000** youth workers from other organizations and schools.

The cost to prepare this
UMN Agriculture Research and Extension report is \$500.



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P-20 Education Partnership 2024 Annual Report

Submitted to the Governor and State Legislature, January 2025

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This report was prepared with support from Minnesota P-20 Education Partnership Chair Dennis Olson (Commissioner, Minnesota Office of Higher Education), Vice Chair Stephanie Graff (Deputy Commissioner, Minnesota Department of Education), Dr. Satasha Green-Stephen (Senior Vice Chancellor of Academic and Student Affairs, Minnesota State Colleges and Universities), and Dr. Raj Singh (Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities), and with additional input from members of the Minnesota P-20 Education Partnership.

About the Minnesota P-20 Education Partnership

The Minnesota P-20 Education Partnership collaborates across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

The partnership is a multi-sector, independent coalition of leaders representing early childhood, K-12, higher education, nonprofits, workforce development, and government. Partnership members collaborate to influence change, foster innovation, and advocate for policies affecting learner success and outcomes from birth through workforce.

In 2009, legislation was first enacted to formally create the Minnesota P-20 Education Partnership by bringing together major statewide educational groups and other organizations with a stated interest in P-20 education. Today the partnership totals 26 voting member organizations, agencies, institutions, and legislators.

About This Report

This is a legislatively-mandated report, written in accordance with Minnesota Statute section 127A.70. Additionally, as required to be reported by Minnesota Statute section 3.197, this report cost approximately \$2,129 to prepare, including staff time.

Minnesota P-20 Education Partnership

c/o Minnesota Office of Higher Education 1450
Energy Park Drive, Suite 350
Saint Paul, MN 55108-5227

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Introduction

The Minnesota P-20 Education Partnership (MNP20) is proud of our ongoing commitment to maintaining a strong and equitable education system in our state, one that improves social and economic outcomes for each and every Minnesotan. Whether through learner-centered legislative progress, innovative strategies being implemented across schools and institutions, or the creative output of multi-sector collaborations, there is no doubt that Minnesota continues to push ourselves to be the best state in the nation for children and families.

MNP20 occupies a unique space in this landscape. For 15 years the partnership has formally served as a hub to bring together education leaders and organizations invested in this work¹ to influence change, foster innovation, and advocate for policies and practices that address priority issues in education and workforce development. As an intermediary organization, MNP20 is a connector, convener, and facilitator for the incubation and amplification of new ideas and promising practices. Since 2019, MNP20 has been steadily building a renewed vision and forward-looking strategy for the partnership. Thanks in part to financial support from the Joyce Foundation over the past several years, along with the vision of MNP20's members and Executive Committee, MNP20 is at a key moment in its growth.

Over the last several years, significant progress has been made to strengthen the partnership. Some significant highlights include:

- Conducting research on national trends leading toward increases in postsecondary attainment and using that data to inform MNP20's structure and priorities.
- Establishing a slate of new priority initiatives for the partnership's focus, on the topics of credentials of value, financial aid and literacy, data use and capacity, and dual credit.
- Developing a committee structure to manage the work of the partnership's priority initiatives.
- Developing and adopting equity principles that underpin all of the partnership's work.
- Centering the state's postsecondary educational attainment goal as a North Star guiding the partnership's priorities.
- Conducting research on national models for P-20 structures in order to identify promising practices for implementation.
- Identifying high impact strategies to utilize data for informing partnership priorities and decisions.
- Hiring the partnership's first employee, an Executive Director (ED), to provide further direction and forward-movement to the work.
- Developing a draft "postsecondary quality credentials of value" framework.
- Engaging in ongoing planning and conversation with the leadership of the Governor's Workforce Development Board (GWDB) in order to identify opportunities for intentional collaboration between GWDB and MNP20.

¹ See appendix A for the MNP20 member list

- Establishing connections between MNP20 and expert organizations across the country, including the Data Quality Campaign, the Midwest Higher Ed Compact, SHEEO, Strive Together, Education Commission of the States, Lumina Foundation, Jobs for the Future, Complete College America, and more.
- Developing deep connections with other states that have P-20 councils and working in concert with the Education Strategy Group to host a collaborative community of practice amongst the leaders of these P-20 councils.

In addition, the partnership has identified the need for a comprehensive strategic plan, one that will set key priorities for our focus over the coming years and ensure that our efforts are intentional and rooted across the P-20 continuum. To that end, we identified the need to build a sufficient foundation for that work before beginning a full strategic planning process. This has been the focus of our efforts in 2024, and this report will highlight the successes and forward-movement that we have achieved towards that end. In addition, in this report we will also provide updates about ongoing key projects as well as an overview of the top priorities that we aim to tackle in 2025.

Overview of 2024 Accomplishments

Mission, Vision, Commitments

In preparing for strategic planning in 2025, it was imperative that the partnership first develop a shared mission and vision statement—something we had never formally created. While the partnership has had many conversations about the purpose of our work over the past two decades, a written mission and vision statement did not exist. We viewed the need for this document as fundamental to creating a shared understanding of our purpose and of the impact the partnership seeks to make.

A task force of MNP20 members began work in January 2024 on this effort. In addition to mission and vision, the task force was charge with identifying a set of “actions” as well—descriptors of how the partnership activates its mission and vision. These actions came to be called “commitments” in our final document, to better underscore their importance and centrality to our work. Task force members participated in a rigorous process that included reviewing feedback from MNP20 members, core documents of the partnership, and the mission and vision statements of other P-20 councils across the country.

After participating in a multi-month drafting process, the task force shared the draft statement with both the partnership’s Executive Committee and then with all members for additional input and feedback. The final Mission, Vision, and Commitments statement² was adopted by the Executive Committee on July 2, 2024.

Theory of Change

In February 2024 we were approached with an opportunity to partner with Education Strategy Group (ESG) to develop a theory of change for the partnership. A theory of change, as described by the nonprofit organization Center for Theory of Change, is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused on mapping out conditions between what a program or initiative does—its activities—and how that leads to the desired goals to be achieved. Education Strategy Group made use of grant funding to support their costs for this work, and thus they were able to provide project management support to the partnership at no charge to us.

The theory of change³, which was finalized by the partnership’s Executive Committee in August 2024, is an important complementary piece to our Mission, Vision, and Commitments. These two documents together help paint an important picture of the purpose, value, and impact of the partnership, and they combine to illustrate the ways in which we work and the inputs necessary to achieve our ambitions. Moving forward, these documents will be used to ground our work and to ensure that our priorities and projects are rooted in our conceptual framework. They are also important and useful documents to help others invested in our work understand who we are and what we do.

² See Appendix B for the Mission, Vision, and Commitments statement

³ See Appendix C for the Theory of Change document

Equity Principles Implementation

In 2020, MNP20 adopted a series of equity principles⁴. In 2023, we began to engage in a conversation about what those principles mean and how we can actualize them in our daily activities. While our equity principles make an important commitment to advancing equitable and anti-racist efforts, they alone do not ensure that measurable action is being taken.

To this end, during the course of 2024 the ED created an equity planning and assessment resource for the partnership. This resource was inspired and informed in part (with permission) from work created by Minnesota State Colleges and Universities, the National Association of Higher Education Systems (NASH), and the Peaslee Neighborhood Center (Cincinnati, OH). The resource has two parts:

- The first part is to be utilized in the planning phase of a new project, committee, task force, or other initiative being tackled by the partnership. It provides a series of questions for consideration across five distinct categories (impact, inclusion, alignment, resources, and outcomes), and is designed with the intent to purposefully embed equity in concrete ways throughout MNP20's efforts.
- The second part of the resource involves a series of assessment rubrics divided across the same five categories as the planning tool. The rubrics support the user in assessing a given project and its strengths and growth areas as they relate to equity. The assessment tool is best used as both a mid-stream review during a project and also at the end of the project to provide reflection on the work that was completed. In this way, MNP20 is not only integrating equity into our planning, but also holding ourselves accountable to ensuring that our actions are effective. By assessing projects mid-stream, we are able to adjust in real time if we find ourselves falling short of our intended goals. In addition, completed assessments may be reviewed in aggregate to assess the sum of our work toward actualizing our equity principles.

As our mission states, MNP20 is committed to increasing equitable education access and supports, enhancing lifelong learning opportunities, and improving outcomes for every Minnesotan. To do this effectively, we must ensure that our work is systematic in its ongoing analysis of who is being served well and who is not, and in taking intentional actions to address those deficits. This new set of resources will be critical tools for doing just that.

Informational Visits to Other State P-20s

In July 2023, MNP20 secured a \$15,000 grant from the Lumina Foundation to support the strengthening of our structure and operations. The core of this grant was intended to fund the Executive Director to visit five other states' P-20 councils and bring back learnings for consideration in Minnesota. These five visits all took place between February and June of 2024, and provided extremely valuable insights for MNP20.

The ED visited P-20 councils in Hawaii, Illinois, Kentucky, Mississippi, and North Carolina. These states were chosen, in part, for their distinct approaches, varied organizational structures, and diverse geographies and

⁴ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2578> for equity principles

political climates. During these visits, the ED had the opportunity to attend P-20 council meetings, meet one-on-one with P-20 members, talk at length with other Executive Directors and P-20 staff, and connect with state legislators, agency leaders, and other regional policy experts. There were many takeaways from these visits, which were shared at length with MNP20 partnership members and the Executive Committee. These takeaways were also incorporated into the Executive Committee's annual summer planning retreat for discussion and consideration. Some of the key takeaways included:

- There are many organizational models for P-20 councils, including embedment within government agencies, being housed under state higher education institutions, and being placed within governor's offices. There are also P-20 organizations that operate as independent nonprofits. There is no one right model, and it is essential that a P-20 identify the model that best fits its state and its mission.
- The critical benefit of statewide P-20 councils was greatly reinforced. P-20 members, invested constituents, and staff in every state remarked about the vital role that P-20 councils play as critical intermediaries, connectors, and conveners, in a way that is unique amongst organizations.
- While over 40 states had P-20 councils throughout the previous two decades, today there are fewer than 10 official statewide councils in existence. Today's most high-functioning councils are funded and staffed (with great variation in staffing, from one or two staff members to larger teams of 20 or 40). Staffing and funding resources are absolutely critical to these councils' ability to deliver effectively on their missions.
- P-20 councils are critical tools for providing recommendations to commissioners, legislators, and governor's offices on issues of state policy related to education, workforce development, and economic development. Equally critical, however, is the role of P-20s in fostering shared priorities, driving inter-organizational collaboration, and coordinating action at the strategic, statewide level.
- A P-20 council's strength comes in large part from its autonomous and non-partisan nature. As a coalition, there is power in work that is produced by a council and its subcommittees, as all of its efforts represent a collaborative, shared, and holistic approach. All of the P-20 councils that participated in these visits are nonpartisan, and they each believe that to be a critical aspect of their structures. It was remarked in several states that the Minnesota P-20's statutory inclusion of bicameral, bipartisan representation from legislators is a tremendous asset for our work.
- Though councils are varied in terms of their primary focus areas, all of them viewed the entirety of the learner lifespan as being within their purview, from birth through higher ed and workforce development. This full-scale approach ensures that the complete experience of the individual learner is always at the heart of the work, and a P-20 is often one of the few organizations with a broad focus on all of education across the entirety of a state's geography.
- Strong collaborative relationships with philanthropy have been essential to helping the most impactful P-20 councils be effective in setting and funding statewide priorities.
- P-20 councils have a near-universal focus on reaching state postsecondary attainment goals as their North Star ambition.
- P-20 staff are a critical ingredient to a high-functioning council. Staff in every state that was visited are responsible for coordination, continuity, connectedness, planning, project management, and ensuring continual forward-movement of their councils and the P-20's work. P-20s with only one or two staff members all articulated a pressing need for greater support.

- One key aspect of P-20s includes work supporting the piloting and scaling of promising practices in these states. This has been described as “lift, launch, release” (North Carolina), “pilot, scale, measure, sustain” (Hawai’i), or, as we refer to it here in Minnesota, “incubate, accelerate, and amplify.” In almost all cases, the P-20 is the capacity-builder during a project’s pilot phase, implementation phase, and scaling phase. After that point, projects will typically live within a state agency, institution, or other entity. P-20 councils typically are not programmatic—they truly are intermediary amplifiers.

One of the most exciting outcomes of this project, and through our Executive Director’s work to build relationships with the leadership of other state P-20s, is the P-20 community of practice that has developed over the past year. With support from the Education Strategy Group, we have created a national P-20 director’s community that meets throughout the year for collaborative connection, idea sharing, and expertise-building. This group held an in-person gathering during the Lumina Foundation’s fall 2024 state policy retreat, and continues to meet virtually throughout the year to identify ways that these unique organizations can support one another.

Framing for Strategic Planning

In last year’s report, we identified the need to lay groundwork to launch a strategic planning effort in 2025 (and to be concluded by early 2026). To that end, we completed the mission, vision, commitments, and theory of change work that was described earlier in this report, and that will serve as the foundation for us to build our priorities, activities, and related metrics for the coming 3-5 years.

In addition to this necessary preparatory work, the partnership began critical conversations about how our strategic plan will align with existing state agency initiatives and statewide priorities, including those of our member organizations. Our goal is not only to develop a multi-year action plan for the partnership, but to ensure its alignment with the work happening across the education landscape in Minnesota.

Discussions about alignment led to deeper conversation about the state’s legislatively-adopted postsecondary attainment goal, signed into law in 2015 (Minn. Stat. 135A.012). With this ten-year goal expiring in 2025, the partnership’s ED and Executive Committee see an opportunity to co-develop our strategic plan in direct relationship to any new attainment goal that may be written and adopted by the state.

To this end, the partnership spent time looking at Hawai’i’s recently revised state attainment goal, Hawai’i Graduates for Hawai’i’s Future⁵. Developed under the leadership of the Hawai’i P-20 Council, this document transformed Hawai’i’s previous postsecondary attainment goal (“55 by ‘25”) into a new, P-20-driven goal. This new framework, instead of being a standalone goal to reach a benchmark for only postsecondary attainment by a given year, now contains benchmarks and data indicators across the P-20 spectrum—from birth through higher ed and workforce. Many MNP20 members were inspired by this vision, as it provides a more thorough approach to postsecondary completion by recognizing the multitude of points on the pathway towards postsecondary completion that ultimately contribute to the success of our learners. In addition, this nuanced

⁵ Learn more at <https://hawaiigraduatesforhawaiisfuture.org>

approach takes into account the many transitions and places throughout the learner lifespan where students may struggle to move forward in their educational journeys, and where we must put focus and resources if we want to help more learners ultimately complete a postsecondary credential.

As legislators and the Minnesota Office of Higher Education (OHE) begin to discuss what comes next after the conclusion of the current attainment goal expires this year, MNP20 leadership encourages consideration of a more comprehensive attainment goal, and one that specifically commits to the elimination of educational equity gaps. MNP20 is well-poised to support the development of this work, and is eager to additionally align our strategic planning within such a framework.

Educator Workforce

In 2024, the Executive Committee began to explore what it would mean for MNP20 to support the development of our state’s educator workforce efforts. In beginning to consider what contribution MNP20 could make in this space, two things were important to us: First, MNP20 is looking specifically at the “educator workforce” instead of only the “teacher workforce,” so as to ensure a broad focus on the vast need for a variety of educators, including teachers, but also paraprofessionals, specialists, administrators, administrative staff, support staff, and more. Second, MNP20 desires to look at this issue from across the entirety of the P-20 continuum. Though there are certainly distinct strategies for different types of positions and across sectors, MNP20 believes that a full-spectrum approach to this issue is critical for understanding the real challenges we face with educator shortages across early childhood, K-12, and higher education.

In beginning this engagement, the ED simultaneously became involved in a number of statewide efforts in order to better understand the existing initiatives, collaborations, and priorities that are already taking place. This includes the ED’s participation as a member of the Transforming Minnesota’s Early Childhood Workforce group, participation as a member of the Minnesota Department of Education’s (MDE) cross-agency educator workforce team, and involvement on behalf of MNP20 in the Educate Teaching initiative (organized through the Minnesota Professional Educator Licensing and Standards Board). The ED also participated in numerous national conversations about educator workforce, facilitated by organizations such as Jobs for the Future and Education Commission of the States, in order to inform MNP20’s work from a national perspective.

This past fall, MNP20 members began to discuss more specifically what actions the partnership could take to help support and augment educator workforce efforts happening across the state. In particular, there was interest in identifying where and how MNP20 could provide leadership in championing policy priorities that would help accelerate efforts and influence the removal of barriers across the educator workforce landscape. In identifying how and where MNP20 can support moving this work forward, we have begun to engage collaboratively with the Governor’s Workforce Development Board, in order to explore a possible joint strategy in 2025.

Growing Resources to Support MNP20

Thanks to seed funding provided by the Joyce Foundation since 2023, MNP20 was able to hire its first Executive Director (and sole staff member) in February 2023. Since that time, the Executive Committee has participated in ongoing conversations about what the pathway to creating a sustainable future for the partnership looks like.

A proposal to permanently fund the MNP20 Executive Director position was ultimately unsuccessful in the legislature in 2023. With Joyce’s grant funding for the position concluding in early 2025, the cost of the ED salary and benefits will be temporarily carried by the Executive Committee organizations—Minnesota Department of Education, Minnesota Office of Higher Education, Minnesota State Colleges & Universities, and University of Minnesota. This stopgap solution ensures continuity for the leadership and progress that MNP20 has benefitted from over the past two years, and the joint funding truly demonstrates the commitment of MNP20’s partners—in this case, its executive leadership organizations—to this work. With that said, it remains imperative that a path to long-term sustainability be identified.

One of the primary reasons that so many state P-20 councils evaporated—from over 40 in the early 2000s to fewer than 10 today—is because they were not funded or staffed. Without funding and staffing it becomes difficult, if not impossible, for such partnerships to be effective and make progress. To this end, MNP20’s leaders are discussing what both funding and operating strategy look like to keep moving the partnership forward. It is our expectation that MNP20’s operations, staffing, and funding will all be considered as part of our strategic planning. This will ensure that future growth of any kind is closely tied to our priorities and activities, and that we are able to ensure accountability for measuring and reporting on the effectiveness and impact of any investment in our work.

In the latter half of 2024, MNP20 began to engage with funders to explore opportunities for supporting the partnership’s most immediate priorities. These dollars, if obtained, will be used to advance our work on developing a strategic plan in alignment with future state attainment goals. These dollars would also provide seed funding for MNP20 to hire an additional employee to support the implementation of MNP20’s priorities, including new efforts stemming from the strategic plan. We anticipate resources, if successful obtained, to be announced in early 2025.

Advancement of Priority Projects

MNP20 has continued this year to make forward movement on key projects for which we have provided updates in the past three legislative reports. All of these projects are specifically intended to advance the state’s postsecondary attainment goal for all Minnesotans, while simultaneously working to increase equity, strengthen access, and eliminate success barriers for historically underserved groups.

These projects are facilitated through four committees⁶, as follows: Credentials of Value, Data Use and Capacity, Dual Credit and Exam-Based Credit, and Financial Aid and Literacy. Each committee is led by a team of co-chairs, with support from an Executive Committee liaison and the Executive Director (note: the Credentials of Value committee has transitioned into a more nimble planning team as its work has evolved, with a single coordinator instead of co-chairs). This section will highlight the accomplishments of each committee over the past year.

⁶ See Appendix D for committee membership lists

Credentials of Value

Planning team coordinator: Jess Niebuhr (Minnesota State Colleges and Universities)

Executive Committee Liaison: Commissioner Dennis Olson (Office of Higher Education)

With the Credentials of Value (CoV) committee producing its final report presenting the committee's recommendations for a statewide credentials of value framework in spring 2023⁷, the full committee was sunset at the start of this year. For the next phase of this work, the CoV committee transitioned into a smaller planning and coordinating team with representation from MNP20, GWDB, OHE, Minnesota State Colleges and Universities, and Minnesota Department of Employment and Economic Development (DEED). This planning team was tasked with supporting continued efforts stemming from the CoV committee's previous work, and doing so through ongoing, cross-organizational collaboration.

As conversations were had amongst the CoV planning team and with key leaders at OHE during the first half of 2024, it became clear that a next step with the CoV framework was to gather additional input from those invested in this work across Minnesota. This input would be focused on the proposed framework, as well as its practicality for application in our state. The initial framework was developed through a broadly representative, cross-organizational team, and the work was informed by the group's participation in the 2022-2023 Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. With the draft framework developed, the planning team determined that it would be beneficial to invite further diverse feedback. This input will be valuable in guiding ongoing conversations about how and where the framework could be implemented. Feedback sessions began in October and will continue into the new year, along with additional information-gathering—such as surveys—planned to occur.

An additional recommendation from this committee's work the previous year was to create a "promising credentials report," highlighting credentials aligned to occupations that meet demand and wage thresholds in Minnesota. Since that recommendation was made, OHE has secured funding through a larger national grant for statewide longitudinal data systems (SLDS) that includes funds for the development of this report. This work will be managed through OHE, but the CoV planning team will continue to provide input as the work progresses. After the conclusion of a competitive request for proposal process, OHE has selected RealTime Talent as the vendor to conduct this work over the coming months, and to be completed by fall 2025. This report will analyze the full range of non-credit and for-credit credentials in our state, from short-term and occupationally-specific credentials to undergraduate and graduate degrees. The report will look at credentials identified in job postings in order to conduct this analysis, with particular emphasis on non-credit credentials, as those are most easily identified in job postings. The fundamental question this report will aim to answer is what job posting data can tell us about which credentials are aligned to occupations in Minnesota that are in-demand and pay a family-sustaining wage.

⁷ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2581> for the report

Though this committee has now concluded, MNP20 will continue to stay involved in the ongoing evolution of initiatives coming out of these previous efforts and building on the CoV framework.

Data Use and Capacity

Committee co-chairs: Dr. Nancy Floyd (Minnesota State Colleges and Universities) & Joe Munnich (Generation Next)

Executive Committee Liaison: Dr. Satasha Green-Stephen (Minnesota State Colleges and Universities)

The Data Use and Capacity (DUC) committee began meeting again in July, after being on pause throughout 2023 while time was taken to identify the most effective path forward for this group. Now meeting regularly every-other-month, this committee is resuming work that it led in 2020 to support MNP20 in moving its data strategy forward (that previous work is summarized in the DUC's 2020 presentation, *Telling the Minnesota Story—Using Data to Inform Priorities & Decisions of the Minnesota P-20 Education Partnership*⁸).

The committee prioritized several key efforts this year, including:

- Reviewing the learner lifespan data-focused work that the committee previously completed, in order to provide framing and relevance to the new work ahead
- Exploring practical solutions to better connect data across agencies, organizations, and sectors by identifying the disconnects that exist across education and workforce data
- Working towards identification of the top data indicators for MNP20's work and building a process to continually use that data to inform the partnership's strategic direction and priorities
- Examining the questions of how, given the capacity limitations within our member organizations and MNP20 itself, we can increase our ability to intentionally and strategically expand our use of shared data in driving action across the P-20 landscape

The committee will take action on the latter three priorities over the course of 2025.

Financial Aid and Literacy

Committee co-chairs: Assistant Commissioner Dr. Wendy Robinson (Office of Higher Education), Dr. Julie Selander (January-November 2024, University of Minnesota), Krystle Igbo-Ogbonna (December 2024 onward, Minnesota State Colleges and Universities)

Executive Committee Liaison: Dr. Robert McMaster (January-June 2024, University of Minnesota), Dr. Raj Singh (July 2024 onward, University of Minnesota)

In 2023, the Financial Aid and Literacy (FAL) committee began work to develop and facilitate a Financial Wellness, Education, and Access Summit. The summit invited leaders and practitioners from across the P-20 spectrum to come together and identify the intersectionality of opportunities, challenges, and barriers related

⁸ See <https://www.ohe.state.mn.us/mPg.cfm?pageID=2581> for an executive summary of that work

to financial access to higher education. The vision for this inaugural summit was to host a small, targeted group to enable intimate, focused conversations that would drive future priorities for MNP20.

The planning for this summit took place across the second half of 2023 and early 2024, and the summit itself took place in April 2024. With approximately 40 people in attendance, the day was spent diving into key issues and opportunities for strengthening student financial access to higher education. The day included:

- Opening remarks from Susan Brower (State Demographer), Carlos Mariani Rosa (Executive Director, Minnesota Education Equity Partnership), and Meredith Fergus (former Director of Research, Minnesota Office of Higher Education).
- A panel discussion examining current successes and major barriers limiting student financial wellness, education, and access in higher education. The panel included representation from higher education policy leaders, financial aid practitioners, and current college students.
- Facilitated breakout sessions on topics including:
 - Innovative ideas to increase higher education affordability in Minnesota
 - Identifying pathways to help middle school youth and their families learn more about options available to help pay for higher education
 - Statewide communication needs related to financial aid and access and possible strategies to address those needs
 - Financial-related strategies for increasing equity, in terms of access and outcomes, to higher education

Following the summit, the FAL committee compiled the notes that were taken during the event and sorted them into a series of categories and topic areas. In September and October, the committee digested this information and engaged in planning to identify the next phase of work for this group.

Through thoughtful conversation and reflection, the committee proposed tackling a focused project that would address one of the major deficits identified throughout the course of the summit: the lack of a full understanding or accounting of the resources available to support students and families in pursuing higher education financial aid in Minnesota. Given the well-documented problems with the Free Application for Federal Student Aid (FAFSA) form for both the 2023-2024 and 2024-2025 application cycles, as well as Minnesota's existing unmet FAFSA completion goal⁹, the FAL committee proposed to conduct a landscape analysis of current and promising practices related to promoting FAFSA completion. Within this project, the FAL committee would identify possible opportunities for Minnesota to adopt, enhance, or expand efforts to increase FAFSA awareness, confidence, and completion.

This proposal was approved by the MNP20 Executive Committee for undertaking in 2025. The deliverables from this project to the full partnership will be:

⁹ For more information about the goal, see https://www.ohe.state.mn.us/sPages/FAFSA_Filing_Goal.cfm

- Overview of current FAFSA landscape in Minnesota including completion rates, known FAFSA outreach efforts, identified barriers and challenges.
- Overview of past FAFSA completion efforts in Minnesota that were either unsuccessful or not sustained to determine if there are lessons learned.
- Overview of FAFSA completion efforts in states with higher completion rates than Minnesota; what is driving success of those efforts?
- Identification of emerging or promising practices nationally, including current research and responses to FAFSA challenges and delays.
- Identification of possible opportunities for legislative, system level, or school level strategies for improving FAFSA completion rates.

The work will take place over the course of this year and results will be presented to MNP20 members in late 2025. From there, the partnership will decide on further action based on the project's findings.

Dual Credit and Exam-Based Credit

Committee co-chairs: Eric Billiet (Minnesota Department of Education) & Jessica Espinosa (Minnesota State Colleges and Universities)

Executive Committee Liaison: Deputy Commissioner Stephanie Graff (Minnesota Department of Education)

In 2023, the Dual Credit and Exam-Based Credit (DCEC) committee began conducting research analyzing the return on investment (ROI) of dual enrollment in Minnesota, both for students and for the state. There is significant national research pointing toward the positive outcomes that dual enrollment participation has on high school graduation rates, college-going and completion rates, and positive long-term employment and economic outcomes, but we are lacking a comprehensive state-specific analysis. With financial support from the College in High School Alliance (CHSA) and the Joyce Foundation, MNP20 contracted with Ecotone Analytics in Minneapolis to conduct a mixed methods study on the ROI of dual enrollment in our state.

Throughout the course of the research that was conducted—and particularly as the final analysis came together—it became clear that the necessary scope and breadth of the project was in fact much larger than initially conceived. In reviewing the preliminary analysis, the MNP20 team noted that there were still many necessary considerations that went far beyond this effort's scope of work (such as remaining data gaps, areas needing deeper analysis and disaggregation, and more). MNP20 leaders felt strongly that these remaining gaps prevented us from drawing effective conclusions from this analysis. It is critical to MNP20 that any research in which we engage—and that we ultimately would produce publicly—be fully comprehensive. This project ended up having far broader considerations than were initially part of the scope, and the project in some ways left us with more questions than it did answers.

Because of this, the completed work did not become a full, public report, but rather an initial analysis for internal use. The preliminary research that has been conducted is useful in beginning to paint a more thorough picture of the impact of dual enrollment in Minnesota, but still leaves unanswered questions. MNP20 will use this initial analysis as a jumping off point to inform our further work, potentially diving further into pieces of the research as funding, time, and strategy direct us toward.

In September, the College in High School Alliance released a request for proposals for states to apply for a two-year-long dual enrollment policy technical assistance opportunity. The opportunity, referred to as the “CHSA Next Phase of Dual Enrollment Policy Cohort,” is focused on providing resources to help states set dual enrollment visions and to develop action plans to increase the intentionality of dual enrollment experiences for learners. In addition, states will examine policies and access issues as they relate to rural students and one other population of each state’s choosing. Selected states will receive technical support, coaching, opportunities to collaborate with other states participating in this work, and \$20,000 to support statewide convenings to ensure broad input on these efforts.

MNP20 applied for this opportunity as the lead organization for Minnesota, proposing to focus on students of color as our other key population in this work. This application was completed with articulated support from the Governor’s Office, MDE, OHE, Minnesota State, and the University of Minnesota. In December we were extremely pleased to learn that Minnesota was selected as one of the seven states that will have the opportunity to participate in this project over the next two years.

Throughout numerous conversations within the DCEC committee and across MNP20 more broadly, it has been noted that Minnesota is lacking a state vision for dual enrollment, as well as specific actions to move us toward a shared vision. This initiative will provide Minnesota with an exciting opportunity to address these issues from both a policy and practice standpoint, and with broad participation and input from across the state. As Governor Tim Walz said in his letter of support for our application, “Minnesota is uniquely positioned for success here, thanks to the existence of our state’s P-20 Education Partnership and the cross-organizational work it has led for the past fifteen years.” We believe that this is not only an essential project for Minnesota, but that MNP20 serving as the coordinating organization will strengthen our capacity to ensure a cross-organizational, cross-sector approach to this effort.

As a result of our selection for this endeavor, the Executive Committee has decided to pause the specific work of the smaller DCEC committee for the time being. MNP20 as a whole will be putting resources into the Dual Enrollment Policy Cohort project, and letting that work drive our future dual credit initiatives from there. The members of the DCEC committee will be invited to participate throughout various stages of this effort along with other MNP20 members, lending their experience and expertise to the work. We are optimistic that this approach will provide the necessary framing, structure, supports, and resources to help us take a broader approach to the future of dual enrollment in our state.

State Longitudinal Data Systems

The state’s longitudinal data systems (Minnesota Statewide Longitudinal Data System-SLEDS, and Minnesota Early Childhood Longitudinal Data System-ECLDS), fall under the statutory purview of MNP20. As such, it is fitting to provide updates on key accomplishments for these two data systems within this report as well.

In addition to the accomplishments that are listed on the following pages, the leadership of ECLDS, SLEDS, and MNP20 have continued to work collaboratively to ensure strong connections amongst the three entities. The three leaders (Dr. Nora Morris, Jennifer Verbrugge, and Josiah Litant) have continued to work together with intentionality to collaborate and share strategy between SLEDS, ECLDS, and MNP20. The MNP20 Executive Director sits on the ECLDS and SLEDS governance and executive committees as a non-voting, ex-officio member,

and the ECLDS Lead and SLEDS Director both sit as members on MNP20 in the same non-voting, ex-officio capacity. This has allowed these leaders to continue to work together toward shared goals in a purposeful, continuous, and planful way.

ECLDS and SLEDS Joint Accomplishments

In September 2023, it was announced that Minnesota was the recipient of a \$4 million statewide longitudinal data system (SLDS) grant from the U.S. Department of Education and the Institute of Education Sciences (IES) to implement the proposed project, “Expanding Access to Student-Centered Learning to Improve Pathways to Educational and Career Attainment,” which aims to increase understanding of students’ progression from high school to postsecondary education and workforce participation. The awarded funds significantly expanded MDE’s research and data collection team. By the end of the grant period on August 31, 2027, the project team intends to achieve its core objectives via the following related initiatives:

- Expand collection, reporting, and analysis of data on learner-centered education programs and outcomes in K-12 education.
- Enhance overall knowledge of non-traditional education pathways and outcomes through expanded SLEDS public and secure reporting.
- Widen the scope of postsecondary education and employment information available through public reports.
- Explore pathways to graduation, workforce participation, and a family-sustaining wage, with a focus on the early childhood education (ECE) workforce.
- Update and implement privacy and security plans to ensure the confidentiality of data.
- Create a sustainability plan to ensure grant projects can continue as needed beyond the life of the grant.

ECLDS Accomplishments

- Minnesota’s federal SLDS grant activities focus on expanding data on learner-centered pathways in ECLDS and SLEDS, particularly pathways which lead to a family-sustaining wage. The ECLDS team will evaluate the pathways taken by the current ECE workforce with a historic perspective, identifying the pathways and programs that they used to get where they are today. The ECLDS team is taking on four key activities in the grant, including: 1.) writing a white paper on existing and potential data linkages in the ECLDS data warehouse; 2.) identifying new potential partnerships for data sharing, including forthcoming data sources on emergent pathways to the ECE workforce; 3.) building an interactive data dashboard on the characteristics of Minnesota’s current ECE workforce using state and federal data sources; and, 4.) composing a concurrent static report with qualitative data on educators’ experiences collected through annual surveys by program experts in MDE’s Early Education and the Department of Children Youth and Families’ (DCYF) Early Learning Services divisions.
- Most ECLDS public reports now default to using the state definition of American Indian and Alaska Native. This recent change to more accurately count Minnesota students who identify as American Indian was made in nearly all ECLDS public reports, with the exception of the Birth to Pre-K reports. (Whereas K-12 education has adopted the state definition, public early care and preschool programs have not yet fully adopted the state definition in their reporting.)

- The ECLDS team is working with a national early childhood integrated data system (ECIDS) expert and a small academic team from George Mason University to conduct an evaluation of ECLDS. The second half of 2024 was spent gathering qualitative and quantitative data, and the evaluation team will analyze the collected data in the beginning of 2025 in order to inform a data strategy to propel ECLDS forward in the coming years.
- With additional legislative support and funding last year, ECLDS was able to hire Dr. John Burczek Dreier as its first Research Scientist in November 2023. Dr. Burczek Dreier conducts complex research and data analysis activities for early childhood care and education on behalf of ECLDS and its partner agencies. Soon after he came on board, a federal grant made it possible for ECLDS to work with a research fellow, Mindy Rosengarten, from Teachers College at Columbia University. Together Dr. Burczek Dreier and Ms. Rosengarten have revived the relationship linking work we had begun with our 2015 SLDS federal grant to better understand the evolution of mothers' education as their children interface with various public programs and services. While Ms. Rosengarten's fellowship ends in December 2024, the ECLDS team is endeavoring to find ways to carry on the work.

SLEDS Accomplishments

- In support of the grant objectives for the aforementioned SLDS grant, Director Dr. Nora Morris will work with SLEDS partners at MDE and at OHE. To date, MDE has hired two analysts who are using SLEDS data to determine alternate pathways to student success. This will include determining the impact of such experiences as various course pathways, work study, etc.
- Progress has also been made on expanding reporting to include non-credit credentials. With SLDS grant funding, OHE has conducted a request for proposal process and contracted with an outside agency to create data sets and a report on credentials that lead to family sustaining wage employment, as noted in the Credentials of Value committee section of this report.
- SLEDS is nearing completion of a new umbrella memorandum of understanding with all of its data partners. In the past, each partner has had a separate agreement with OHE, which houses SLEDS. The new arrangement allows for more transparency and easier tracking, as all members will now share the same agreement structure and the same agreement expiration date.
- SLEDS continues to receive national attention. This past year Dr. Morris presented at the national SLEDS Best Practices conference in Washington D.C., the Wyoming SLEDS annual data conference, the State Higher Education Executive Officers (SHEEO) ROI community of Practice meeting, as well as serving as a panelist for multiple webinars. In addition, she has presented locally to the Minnesota School Board Association Leadership conference, and hosted a table at the Minnesota School Administrators Conference. SLEDS has also been represented at the Minnesota Rural Educators Association meeting and at the Association for Institutional Researchers Upper Midwest.
- The regional SLEDS coaching network continues to work with schools and districts throughout the state to use and improve SLEDS public reports and outreach materials. The network will be meeting at a two-day in-person conference this spring to share best practices and work collectively to improve outreach to local communities.

Additional Highlights

There were many other projects and initiatives that MNP20 staff, members, and others invested in our efforts worked on throughout the year. A few particular highlights include:

- **Operations and systems:** We continued to make improvements to our operations and systems, to ensure continuity, connectivity, and collaboration, including:
 - The Executive Committee continues to look at ensuring that the partnership represents critical areas and organizations relevant to our work. In December, partnership members voted to welcome the new Minnesota Department of Children Youth and Families and Minnesota’s Education Partnerships Coalition as full voting members.
 - The Executive Committee held its second annual planning retreat in August, an important time for the EC leaders and the ED to look at big picture planning and strategy for the subsequent 12 months.
 - This year we introduced a “Lunch and Learn” series for our members, to allow them time to participate in deeper dives into specialized topics outside of our regular, bi-monthly meetings.
- **Out-of-state migration:** The partnership’s Executive Committee wanted to begin exploring the issue of out-of-state migration this year, looking at how, where, and why students leave Minnesota for postsecondary education and/or after graduation from postsecondary. In the process of beginning to explore this topic, we learned that SLEDS is working on several new reports that will provide data on this very topic, likely in 2025. As a result, we decided to pause further work on this effort until those findings are available, as analyzing the data on this topic will be the first essential step toward identifying any work MNP20 would tackle in this area.
- **Tribal-State Relations Training:** The ED participated in the State of Minnesota’s two-day Tribal-State Relations Training. The training provides State of Minnesota employees with education about American Indian tribal governments, histories, cultures, and traditions, and supports employees in working effectively with our state’s tribal nations, something of critical importance to the partnership.
- **Career pathways:** Though the partnership does not currently have any specific efforts of our own dedicated to career pathways, the ED is active in a number of career pathway-related efforts across the state. This includes collaboration with staff at the Greater Twin Cities United Way’s Career Academies, ECMC Group’s “Discover Your Future” initiative, and Jobs for the Future’s national “Pathways to Prosperity” initiative. The partnership will continue to define its role in this work through involvement in supporting such projects, and anticipates identifying further ways for MNP20 to support career pathways development in the future.
- **Experiential Robotics:** MNP20 was invited to explore an exciting opportunity for Minnesota through a connection to Experiential Robotics (XRP)¹⁰. XRP is an outgrowth of work happening through FIRST¹¹, a

¹⁰ See <https://experientialrobotics.org>

¹¹ See <https://www.firstinspires.org>

global robotics community preparing young people for the future of robotics-related careers. XRP is an initiative started in New Hampshire, building a vertically-integrated and financially accessible model for putting robotics kits in K-12 classrooms through a collaboration of high schools, technical and community colleges, state universities, and industry. New Hampshire’s state legislature recently funded the initiative statewide¹²—including funds to pay for the training of the K-12 teachers—embedding FIRST in every public high school in the state. FIRST/XRP is interested in expanding this effort to other states, and MNP20 has taken the lead on coordinating the incubation of a pilot effort for Minnesota in 2025.

- **Building relationships:** In our 2023 annual report, we identified a number of regional and national individuals and expert organizations that the ED was building new partnerships with through his work. In addition to maintaining relationships with those organizations, new connections were made with other organizations in 2024. These include, but are not limited to: Achieve Twin Cities, Annie E. Casey Foundation, Belk Center for Community College Leadership, Black Men Teach, Blandin Foundation, Bush Foundation, Complete College America, Co-Lab/Constellation Fund, ECMC Foundation, Education Evolving, Initiative Foundation, Institute on Community Integration, Minneapolis College TREC Center, Minnesota Alliance with Youth, Minnesota Association for College Admissions Counseling, Minnesota Concurrent Enrollment Partnerships Consortium, Minnesota Inclusive Higher Education Consortium, Minnesota Service Cooperatives, Students United, and many more.
- **Presentations:** The Executive Director was invited to present on behalf of the partnership at a number of conferences and convenings throughout the year, including the Minnesota Higher Education Consortium’s fall conference, the Midwest Higher Education Compact’s concurrent enrollment webinar series, the Minnesota Concurrent Enrollment Partnership’s winter conference, and more.

¹² See former New Hampshire Governor Chris Sununu talk about this effort (13:50 minute mark): <https://www.wmur.com/article/chris-sununu-2024-state-of-the-state-address-video/46805114>

2025 Priorities

After several years of advancing priority projects while also making significant progress on strengthening our mission, vision, structure, and operations, MNP20 is now ready to now move into longer-term strategy development in 2025. While that planning will be a centerpiece of our work in the year ahead, there are a number of additional initiatives that we will also continue to advance.

Highlights of priorities for 2025 include:

- Securing funds to support strategic initiatives, namely:
 - Hiring a consultant to support the development and implementation of a P-20 strategic planning process, in alignment with statewide efforts related to the development of a new/renewed educational attainment goal.
 - Hiring a second staff position for MNP20 (two-year, grant-funded position), to support the development and implementation of the partnership’s strategic plan and other initiatives.
- Implementing and completing the FAL committee’s FAFSA landscape analysis.
- Consulting on the “Promising Credentials Report” being developed through OHE, and partnering on next steps after the completion of the report.
- Gathering additional feedback on the Credentials of Value framework, and providing a feedback summary to key MNP20 partners for discussions about where/how the framework could be implemented.
- Through the Data Use and Capacity committee, settling on key measures for MNP20 to monitor and drive our work.
- Engaging the Data Use and Capacity committee in the development of key metrics within the MNP20 strategic plan in order to monitor progress and ensure accountability.
- Participating in the first year of the CHSA technical assistance cohort, including conducting statewide listening sessions and beginning to develop a vision for dual enrollment in the state of Minnesota.
- Implementing the MNP20 equity planning and assessment resource.
- Developing an initial communications strategy for MNP20, in order to strengthen our messaging to those specifically invested in this work and to the broader Minnesota community.
- Moving forward in collaboration with the GWDB on educator workforce efforts across the P-20 landscape.
- Offering ongoing opportunities for MNP20 members to engage with each other and the work of the partnership, potentially including a half-day or all-day member retreat in fall 2025.
- Supporting the implementation of the XRP pilot project with three postsecondary partners.
- Assessing the status of MNP20’s existing committees in the latter half of 2025, and deciding if they should sunset at the conclusion of their current projects or folded into the strategic plan priorities for 2026 and beyond.
- Presenting SLEDS data reports regarding out-of-state migration—when they are available—to the partnership, and discussing what role, if any, MNP20 might play in addressing the findings of the reports.
- Continuing to support the incubation and acceleration of collaborative statewide projects, including those related to career pathways development.

Conclusion

There are several important recognitions to make as we wrap up 2024 and look forward to the work ahead in 2025:

- While current members of the partnership and our subcommittees are listed in the following appendices, there is always transition throughout the year as people come and go from their positions. We would like to thank all of the members who served on the partnership and our subcommittees throughout the course of 2024—their contributions were important and vital to the success of our work.
- We'd like to recognize and thank Dr. Robert McMaster of the University of Minnesota for his years of service to the partnership. Dr. McMaster stepped down from his role as Vice Provost and Dean of Undergraduate Education at the University of Minnesota this past summer, and thus concluded his time on the partnership as well. Dr. McMaster has been an important member of our Executive Committee, and he served as chair from 2021-2023. We wish him well as he focuses again on teaching, and we thank him for all of his work on behalf of Minnesota's learners.
- Finally, we'd like to honor the memory and legacy of Eugene Piccolo, recently retired Executive Director of the Minnesota Association of Charter Schools, who passed away unexpectedly on February 6, 2024. Eugene was a long-time member of the partnership, and a valued colleague and friend of many. He is greatly missed across the education community and the state of Minnesota.

As the partnership prepares for the year ahead, we find ourselves ready and eager to plan for the future. Minnesota is deeply proud of our educational ecosystem and the learners we serve from birth through adulthood. Our work at MNP20 continues to focus on strengthening educational outcomes for each and every Minnesotan, and doing so through collaboration, innovation, and partnership. We are motivated to work with our members and all invested parties in 2025 to chart the course for MNP20's ongoing strategic direction. We will do so in the collaborative spirit of partnership that MNP20 has engendered for the past 15 years and will, we expect, continue to foster for many years to come.

Appendix A

Minnesota P-20 Education Partnership voting member list (current as of the date of this report)

P-20 Education Partnership Member Organizations and Representatives	
Association of Metropolitan School Districts	Voting member: Scott Croonquist, Executive Director
Education Minnesota	Voting member: Denise Specht, President Designee member: Carrie Lucking, Executive Director
Education Partnerships Coalition	Voting member: John Fanning, EPC Project Director Designee member: Jeremiah Ellis, Director of Partnerships (Generation Next)
Greater Twin Cities United Way	Voting member: Liz Williams, Associate Director, Innovation
MINNDEPENDENT	Voting member: Tim Benz, President
Minnesota Association for the Education of Young Children	Voting member: Brittany Clausell, Board Member
Minnesota Association of Charter Schools	Voting member: Joey Cienian, Executive Director
Minnesota Association of Colleges for Teacher Education	Voting member: Caroline Maguire, Executive Director
Minnesota Association of School Administrators	Voting member: Deb Henton, Executive Director
Minnesota Association of Secondary School Principals	Voting member: Bob Driver, Executive Director
Minnesota Business Partnership	Voting member: Kurt Zellers, CEO Designee member: Abby Loesch, Senior Policy Director
Minnesota Chamber of Commerce	Voting member: Lauryn Schothorst, Director of Workplace Management and Workforce Development Policy
Minnesota Department of Children, Youth, and Families	Voting member: Tikki Brown, Commissioner Designee member: Dianne Haulcy, Assistant Commissioner
Minnesota Department of Education	Voting member: Willie Jett, Commissioner Designee members: Stephanie Graff, Deputy Commissioner; Daron Korte, Assistant Commissioner; Angela Mansfield, Assistant Commissioner
Minnesota Early Childhood Longitudinal Data System-ECLDS (<i>non-voting member</i>)	Non-Voting Member: Jennifer Verbrugge, ECLDS Lead
Minnesota Department of Employment and Economic Development	Voting member: Matt Varilek, Commissioner Designee member: Katie McClelland, Executive Director of Governor's Workforce Development Board

P-20 Education Partnership Member Organizations and Representatives	
Minnesota Education Equity Partnership	Voting member: Carlos Mariani Rosa, Executive Director Designee members: Leiataua Jon Peterson, Senior Policy Fellow; Tami Williams, Director of College Race Equity
Minnesota Elementary School Principals Association	Voting member: Michelle Krell, Executive Director
Minnesota House of Representatives	Voting members: Rep. Nathan Coulter, Member of the MN House of Representatives; Rep. Patricia Mueller, Member of the MN House of Representatives
Minnesota P-20 Education Partnership (<i>non-voting member</i>)	Non-voting member: Josiah S. Litant, Executive Director
Minnesota Office of Higher Education	Voting member: Dennis W. Olson Jr., Commissioner Designee members: Winnie Sullivan, Deputy Commissioner; Wendy Robinson, Assistant Commissioner
Minnesota Private College Council	Voting member: Paul Cerkvenik, President Designee members: Alison Groebner, Director of Government & Community Relations; Megan Rozowski, Director of Research & Policy Development
Minnesota PTA	Voting member: Amy Nelson, President
Minnesota Senate	Voting members: Sen. Clare Oumou Verbeten, Member of the MN Senate; vacant (no appointment was made by the Republican Senate delegation during legislative session 2023-2024)
Minnesota State Colleges and Universities	Voting member: Scott Olson, Chancellor Designee members: Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs; Jesse Mason, Associate Vice Chancellor of Academic Affairs
Minnesota Statewide Longitudinal Data System-SLEDS (<i>non-voting member</i>)	Non-voting member: Nora Morris, SLEDS Director
Tribal Nations Education Committee	Voting member: Jennifer Murray, TNEC member
University of Minnesota	Voting member: Rebecca Cunningham, President Designee members: Raj Singh, Vice Provost and Dean of Undergraduate Education; Jennifer Kunze, Director of Ramp up to Readiness

Appendix B

Minnesota P-20 Education Partnership Mission, Vision, and Commitments -Adopted July 2, 2024

Mission: Why does MNP20 exist?

We collaborate across sectors to increase equitable education access and supports, enhance lifelong learning opportunities, and improve outcomes for every Minnesotan.

Vision: What must MNP20 become in order to achieve its mission?

We will influence change, foster innovation, and advocate for policies and practices that address priority issues in education and workforce development.

Commitments: How will MNP20 accomplish its mission and vision?

We aim to fulfill our mission and vision through the following commitments in our work:

Collaboration

- Facilitating cross-organizational, cross-agency, and cross-sector convening, planning, and strategy development
- Supporting the incubation, acceleration, and amplification of promising practices across the state
- Building and maintaining structures that strengthen collaboration and mutual accountability among partnership members
- Providing ongoing education and communication between members to strengthen a shared base of knowledge
- Engaging additional voices to provide expert insights, guidance, and direction in the partnership's work

Advocacy

- Prioritizing key issues, particularly those affecting educational disparities and the transitions between critical stages of a student's educational experience
- Recommending actions, strategies, and policies that advance shared priorities across Minnesota's learning and workforce development landscape
- Advocating to remove structural barriers and inequities for learners and those who support them
- Identifying and influencing priorities across education and workforce development, with an emphasis on innovative, holistic, learner-centered strategies and resources

Equity

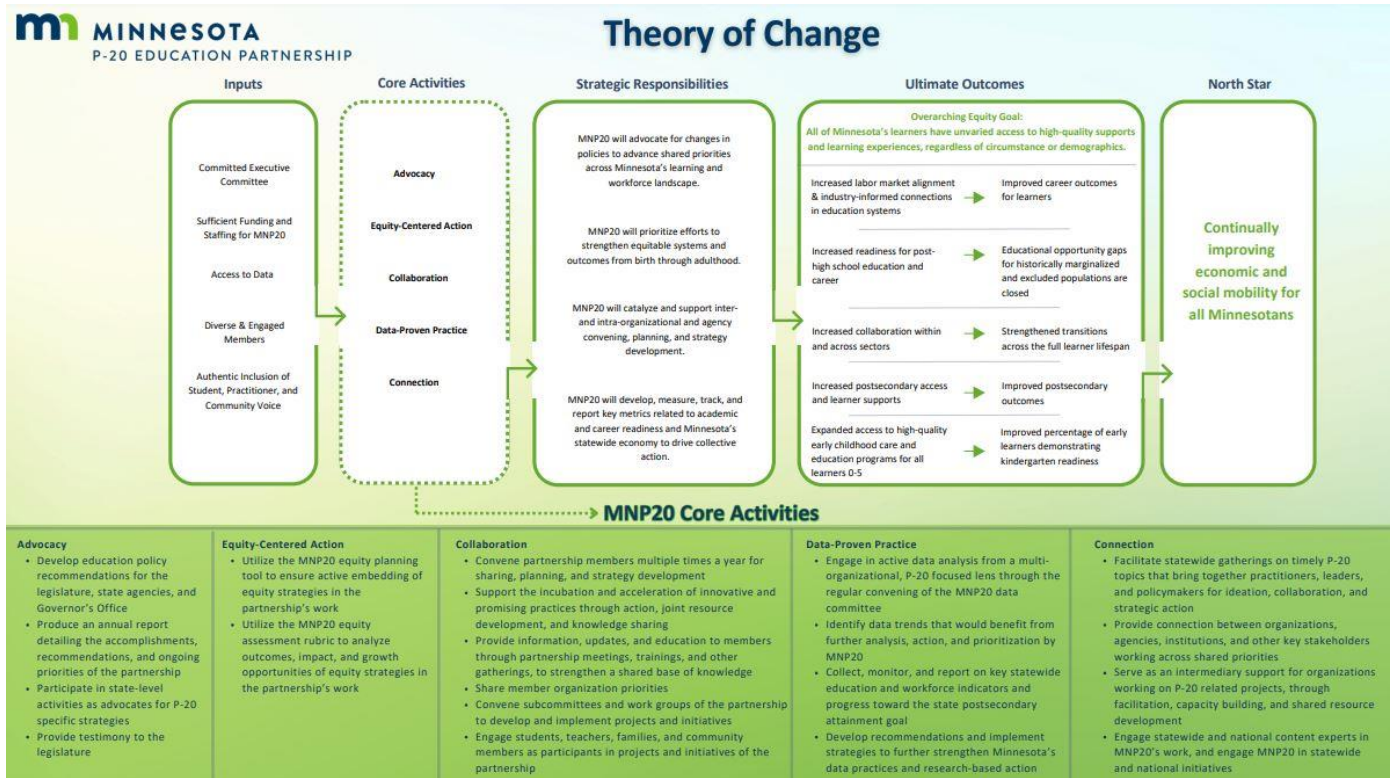
- Prioritizing and embedding efforts to strengthen equitable systems and outcomes across learning environments, in actionable and measurable ways
- Advocating for education and workforce development solutions that center historically excluded and marginalized populations

Data-Proven Practice

- Championing the use of integrated quantitative and qualitative data to drive, inform, and evaluate organizational and policy priorities
- Developing, tracking, and reporting key metrics through state longitudinal data systems (SLEDS and ECLDS) and other data sources related to the impact and outcomes of the partnership's work

Appendix C

Minnesota P-20 Education Partnership Theory of Change (Adopted 2024)



Note: For an alternative format of this image, contact Executive Director Josiah Litant at josiah.litant@state.mn.us.

Appendix D

Members of Minnesota P-20 Education Partnership Committees (current as of the date of this report)

Credentials of Value Committee Members	
Olson Jr., Dennis W. (Executive Committee liaison)	Minnesota Office of Higher Education
Niebuhr, Jess (Planning Coordinator)	Minnesota State Colleges and Universities
Davis, Sonji	Governor’s Workforce Development Board
Embacher, Barb	Minnesota State Colleges and Universities
Laking, Mary Beth	Metro State University
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Rogness, Steve	Minnesota Office of Higher Education
Rustad, Brenda	Minnesota State Colleges and Universities
Sommer, Thomas	Minnesota Department of Employment and Economic Development

Data Use and Capacity Committee Members	
Green-Stephen, Satasha (Executive Committee liaison)	Minnesota State Colleges and Universities
Floyd, Nancy (co-chair)	Minnesota State Colleges and Universities
Munnich, Joe (co-chair)	Generation Next
Billiet, Eric	Minnesota Department of Education
Caesar, Julio	Bloomington Public Schools
Curiel, Joe	Minnesota Department of Education
Fergus, Meredith	University of Minnesota
Kang, Tarnjeet	Minnesota State Colleges and Universities
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Morris, Nora	Minnesota Office of Higher Education
Peterson, Leiataua Jon	Minnesota Education Equity Partnership
Radcliffe, Peter	University of Minnesota

Data Use and Capacity Committee Members

Rozowski, Megan	Minnesota Private College Council
Schneider, Carrie	Minnesota Office of Higher Education
Verbrugge, Jennifer	Minnesota Department of Education

Dual Credit and Exam-Based Credit Committee Members

Graff, Stephanie (Executive Committee liaison)	Minnesota Department of Education
Billiet, Eric (co-chair)	Minnesota Department of Education
Espinosa, Jessica (co-chair)	Minnesota State Colleges and Universities
Barsness, Beth	Minnesota Department of Education
Hanson, Emily	University of Minnesota
Henton, Deb	Minnesota Association of School Administrators
Jackson, Zeke	People for PSEO
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Oliver, Nekey	Minnesota Office of Higher Education
Mason, Jesse	Minnesota State Colleges and Universities
Perry, Alex	College in High School Alliance
Peterson, Leiataua Jon	Minnesota Education Equity Partnership
Reynolds, Sally	Minnesota Department of Education
Roethke, Andrea	Ed Allies

Financial Aid and Literacy Committee Members

Singh, Raj (Executive Committee liaison)	University of Minnesota
Igbo-Ogbonna, Krystle (co-chair)	Minnesota State Colleges and Universities
Robinson, Wendy (co-chair)	Minnesota Office of Higher Education
Burgess, Amanda	Augsburg College
Fahrenkamp, Libby	Minnesota Office of Higher Education
Halling, Chris	Minnesota State Colleges and Universities

Financial Aid and Literacy Committee Members

Kawa, Jabra	Minnesota Department of Commerce
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Ozcan, Mai Chue	Minnesota Office of Higher Education
Rozowski, Megan	Minnesota Private College Council
Strons, Kenzie	University of Minnesota

University of Minnesota Mandated Report: Voter Registration 2024

Regents of the University of Minnesota submit this report as provided by Minnesota Statutes § 201.1611, subdivision 1(d), on behalf of its five constituent campuses: Crookston, Duluth, Morris, Rochester, and Twin Cities. Per the requirements set forth in Minnesota Statute 3.197, the cost to prepare this report was \$300.

All five University of Minnesota system campus voting coordinators met quarterly this year to share information and updates. The group met with Michael Wall from the Minnesota Secretary of State office on May 15, 2024 to ensure compliance with State of Minnesota legislation. Each campus provided voter registration information and forms to students in electronic messages devoted exclusively to voter registration, and all of our UMN campuses have voter engagement action plans. See summaries below from each campus.

Crookston

Voter engagement efforts for the Crookston campus were coordinated by Jakob Wirre, Wellness Coordinator, Student Affairs. The University of Minnesota-Crookston is participating in the All-In Campus Democracy Challenge. Our objectives are to increase the awareness of election dates/times as well as helping students navigate through the election process.

Campus Coalition

- Students
- Faculty
- Administration

Challenge Goals

- Increase awareness of election dates/times
- Increase student voter registration/participation
- Assist students navigate through the election process
- Raise civic awareness and engagement

Activities

- **Written Agreement to County Auditor**
 - Submitted written agreement to Polk County official CJ Wilde-Olson (9/24/2024)
- **Current List of Enrolled Students Living On Campus & with Crookston Addresses**
 - Submitted housing list to Polk County official CJ Wilde-Olson for special summer election (7/22/24)
 - Submitted housing list to Polk County official CJ Wilde-Olson (9/24/2024)
- **Provide Registration Forms to Each Student (Electronically, Email, Text)**
 - Hold 3 voting registration events (registration links and forms provided)
 - The Nest, 9/16/2024, off-campus voter registration
 - Golden Link, 9/17/2024, off-campus voter registration
 - Sargent Center Prairie Room, 9/17/2024, on-campus voter registration

- Follow-up email with additional information on voter registration, along with links to register at home, 9/24/2024
- **Consult with Campus Student Government**
 - 08/29/2024 & 09/12/2024 - Attend Student Government (CSA) meetings to extend collaboration offer and ask for assistance with events
 - CSA Meeting 10/4 - Feedback from Crookston Student Association (Student Government)
- **Meet the Candidates Night**
 - Candidates from several different local and regional positions were on campus for a question and answer with the Vice Chancellor of Academic Affairs. Community members were invited to ask questions and listen to answers. 10/02/2024
- **Webpage of Voter/Elections Information**
 - UMC website has links to different voter registration websites, along with information on which to use. This webpage also has links to websites that have supplemental information on the election process. <https://crk.umn.edu/vote>
- **Raising Awareness**
 - Voting information forms located at the front desk in the Student Center
 - Voting information displayed on information monitors across campus
 - Wellness Restroom Posters- Voting information displayed on restroom posters in the campus public restrooms
 - 09/04/2024- Campus update to faculty/staff regarding student impacts from election results
- **Campus Updates**
 - 09/04/2024- Email to students regarding “Meet the Candidates Forum”
 - 09/09/2024- Email to students with information on dates and locations of registration stations on/off campus
 - 09/16/2024- Email to students- Information on “Voter Registration Webpage”
 - 09/24/2024- Email to students- in-depth information on the registration process
 - 10/28/2024- Email to students- Election Day update with information on classes and links to the Secretary of State office webpage
 - 11/04/2024- Email to fac/staff- Pre-Election Day message from the Associate Vice Chancellor for Student Affairs
 - 11/04/2024- Email to students- Pre-Election Day message from the Associate Vice Chancellor for Student Affairs
 - 10/04/2024 CSA Meeting- Attended Student Government meeting to gather feedback and answer questions

Future Plans

- Continue to cement future Voting Coordinator roles at the UMN Crookston campus
- Supply election information to students through various platforms as the information becomes available in the spring semester of 2025
- Meet with Crookston Student Association (student government) executive team in spring semester of 2025 to start discussing next Fall UMC Action Plan

- Stay up-to-date on current best practices with other campus organizations of similar student bodies

Duluth

Voter engagement efforts for the Duluth campus were coordinated by Jeni Eltink, Student Affairs. Efforts included the areas detailed below.

Get Out the Vote Planning Committee

Each year UMD forms a Get Out the Vote Planning Committee to coordinate efforts around encouraging students to register to vote, to promote voter education resources, and to encourage students to head to the polls early or on election day.

For Spring 2024 and Fall 2024, the Committee included representatives from the following UMD student organizations and campus departments:

- Division of Student Life (campus division)
- UMD Engage (campus department)
- Kirby Student Center (campus department)
- UMD Student Government Association (student organization)
- Housing & Residence Life (campus department)
- SEE Change (student organization)
- Political Science Association (student organization)
- Office of Diversity and Inclusion (campus department)

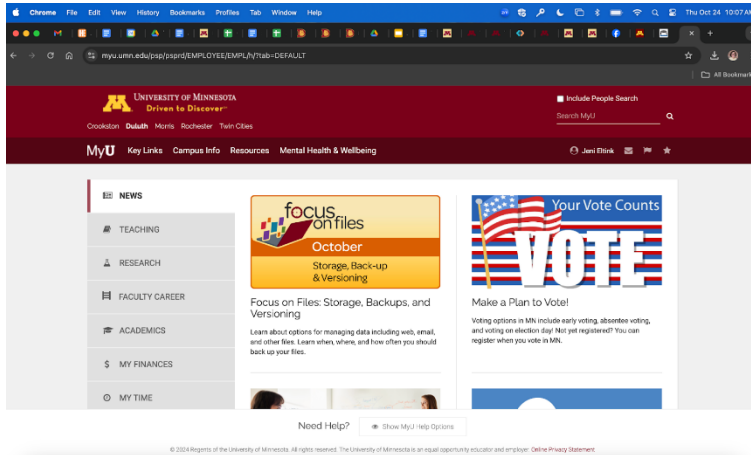
The Committee met to share plans and ideas, review needs, and identify new opportunities for campus efforts to Get Out the Vote for the presidential primary election (March 2024), statewide primary election (August 2024), and the general election (November 2024).

Communications to Students

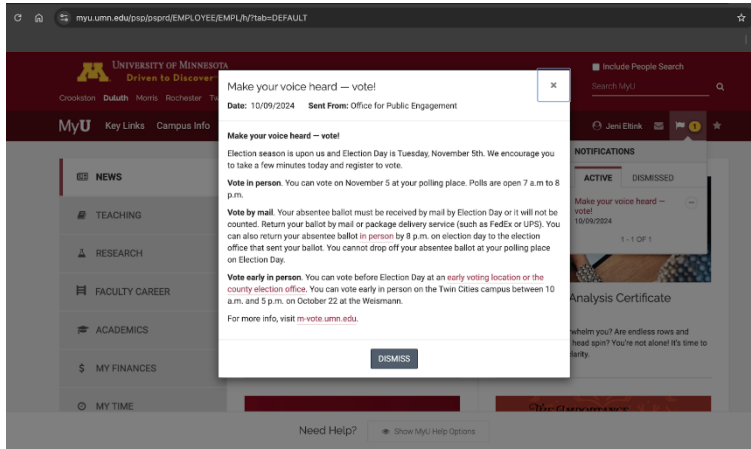
- In anticipation of the March 2024 presidential primary, an email was sent to all students from the Vice Chancellor for Student Life and Dean of Students. The email was devoted exclusively to voter information.
 - February 26, 2024: [Election Day and Voting](#)
- In anticipation of the November 2024 general election, two emails were sent to all students from the Interim Vice Chancellor for Student Life and Dean of Students. Each email was devoted exclusively to voter information.
 - October 1, 2024: Voter Registration Information Fall 2024
 - November 1, 2024: Election Day and Voting, Plus Post-Election Resources
- The UMD Student Government Association sends a monthly student email with the November email including information regarding voting on-campus and how to get involved with the election.
 - November 4, 2024: [Voter Information Email](#)
- UMD Housing and Residence Life sent a communication to residents to encourage them and highlight the information needed to register day of to vote on-campus.
 - November 4, 2024: [Housing Voter Registration](#)

- MyU. In addition to the two all-student email messages, a tile was also placed on the UMD instance of MyU (myu.umn.edu) for all students, staff, and faculty to provide them with information about voting. This is in addition to the MyU notifications sent systemwide by the Office for Public Engagement and the Office of Human Resources.

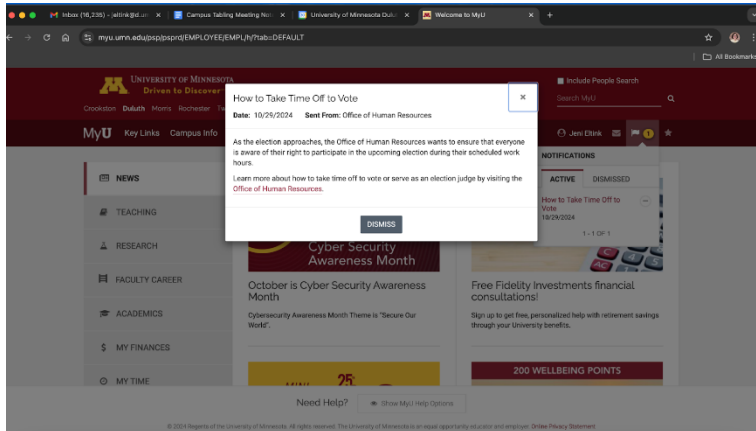
MyU Tile for UMD Students, Staff, and Faculty - October 24, 2024



UMN Office for Public Engagement MyU Notification - October 9, 2024



UMN Office of Human Resources MyU Notification - October 29, 2024

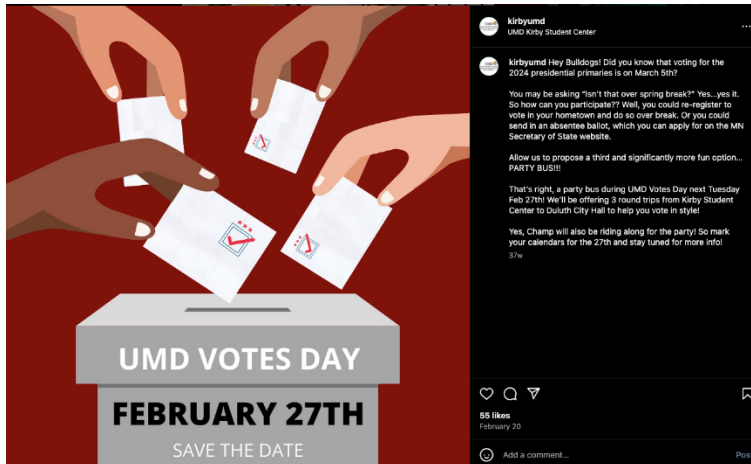


Social Media Campaigns

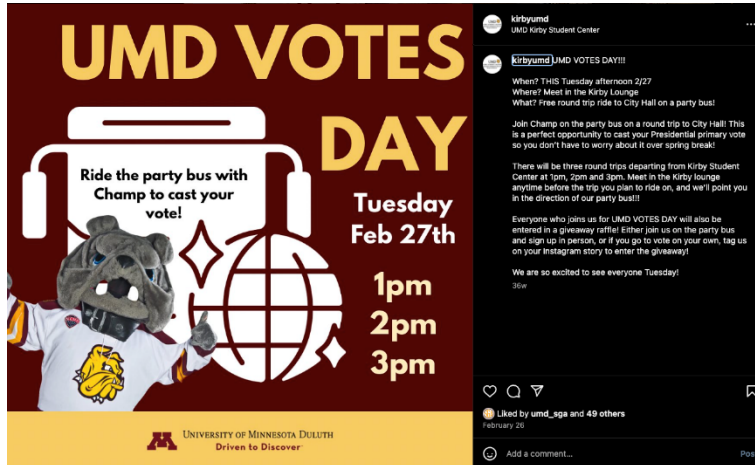
Presidential Primary (March 2024)

The 2024 Minnesota Presidential Primary Election was scheduled for March 5, during UMD's spring break. Knowing that very few students would be on campus for in-person voting, the Get Out the Vote Committee brainstormed ways to encourage students to vote early in Duluth or to vote in their hometown if they traveled home for spring break. The Committee coordinated a "UMD Votes Day" on Tuesday, February 27 to bring students to Duluth City Hall to cast their presidential primary ballot before leaving campus for spring break.

UMD Votes Day Promo - February 20, 2024



UMD Votes Day Reminder - February 26, 2024



UMD VOTES DAY

Ride the party bus with Champ to cast your vote!

Tuesday Feb 27th

1pm
2pm
3pm

UNIVERSITY OF MINNESOTA DULUTH
Driven to Discover

kirbyumd
UMD Kirby Student Center

kirbyumd UMD VOTES DAY!!!

When? THIS Tuesday afternoon 2/27
Where? Meet in the Kirby Lounge
What? Free round trip ride to City Hall on a party bus!

Join Champ on the party bus on a round trip to City Hall! This is a perfect opportunity to cast your Presidential primary vote so you don't have to worry about it over spring break!

There will be three round trips departing from Kirby Student Center at 1pm, 2pm and 3pm. Meet in the Kirby lounge anytime before the trip you plan to ride on, and we'll point you in the direction of our party bus!!!

Everyone who joins us for UMD VOTES DAY will also be entered in a giveaway raffle! Either join us on the party bus and sign up in person, or if you go to vote on your own, tag us on your Instagram story to enter the giveaway!

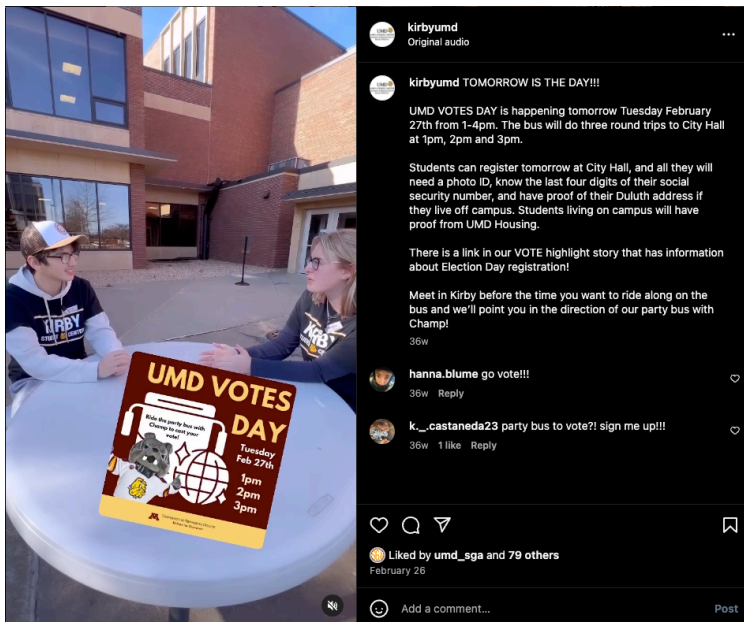
We are so excited to see everyone Tuesday!

35w

Liked by umd_sga and 49 others
February 26

Add a comment... Post

UMD Votes Day Video Promo - February 26, 2024



kirbyumd
Original audio

kirbyumd TOMORROW IS THE DAY!!!

UMD VOTES DAY is happening tomorrow Tuesday February 27th from 1-4pm. The bus will do three round trips to City Hall at 1pm, 2pm and 3pm.

Students can register tomorrow at City Hall, and all they will need a photo ID, know the last four digits of their social security number, and have proof of their Duluth address if they live off campus. Students living on campus will have proof from UMD Housing.

There is a link in our VOTE highlight story that has information about Election Day registration!

Meet in Kirby before the time you want to ride along on the bus and we'll point you in the direction of our party bus with Champ!

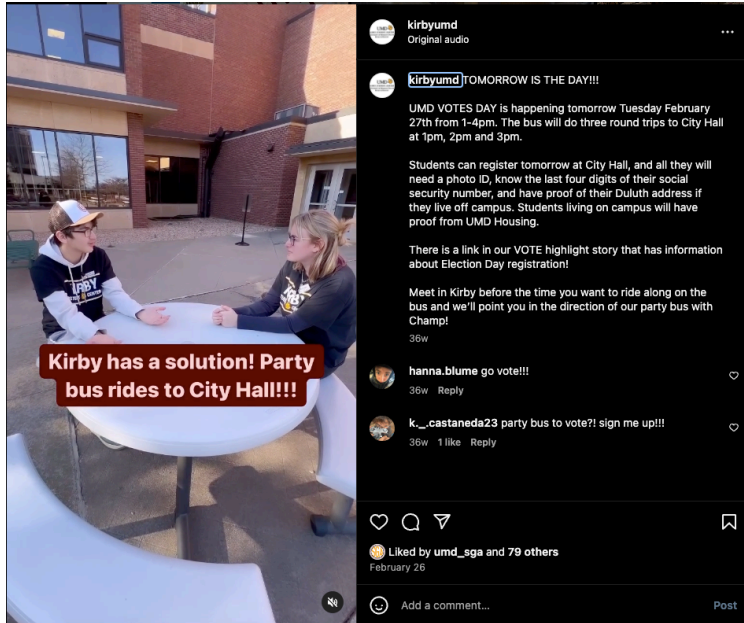
36w

hanna.blume go vote!!!
36w Reply

k...castaneda23 party bus to vote?! sign me up!!!
36w 1 like Reply

Liked by umd_sga and 79 others
February 26

Add a comment... Post



UMD Votes Day @ Duluth City Hall - February 28, 2024



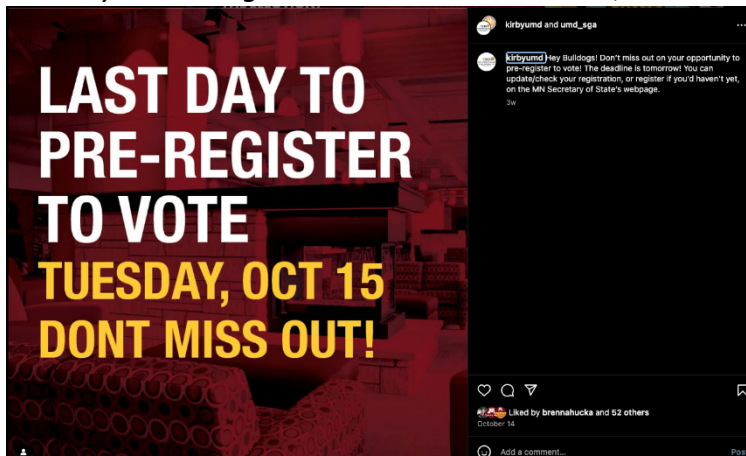
General Election (November 2024)

The Get Out the Vote Committee partnered with UMD Engage, Student Government Association, and Kirby Student Center to provide and promote social media content as one way of reaching students about voter registration, voter education, and voter turnout. Although social media posts did not begin until October 7, GOTV efforts began as soon as new students arrived on campus (see below in the Voter Engagement Events section).

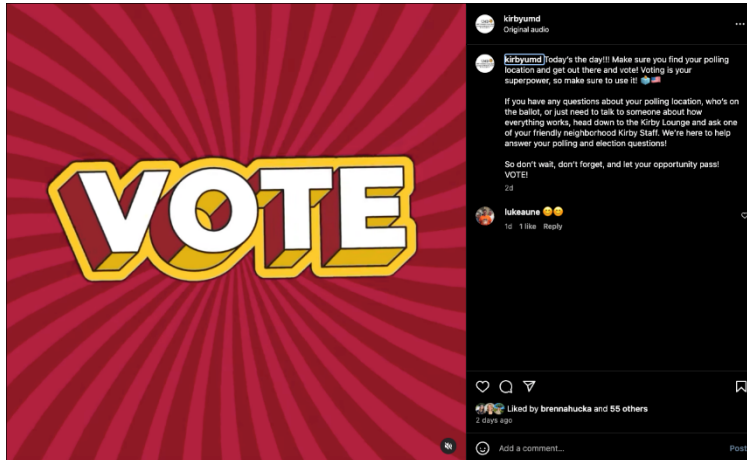
Voterpalooza Promo - October 7, 2024



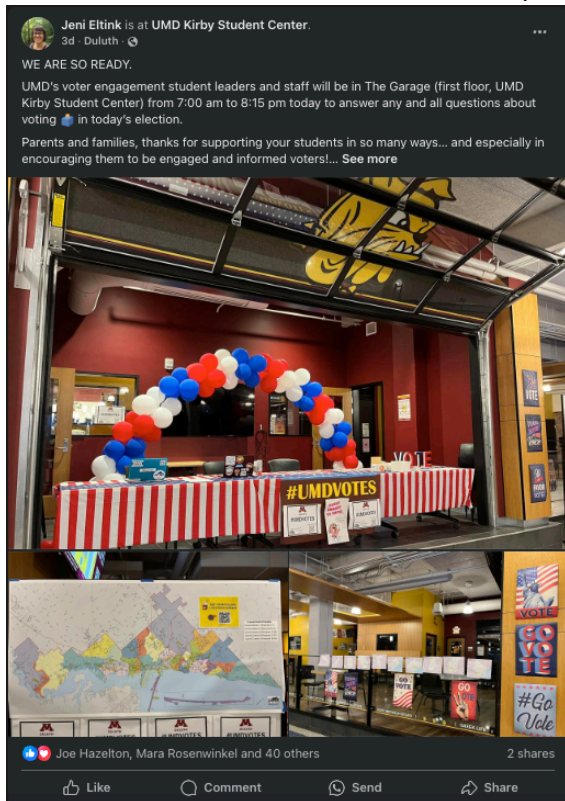
Last Day to Pre-Register Reminder - October 14, 2024



Election Day Reminder - November 5, 2024



UMD Parents & Families Facebook Group Election Day Reminder - November 5, 2024



UMD Parents & Families Facebook Group Post-Election Processing Promo - November 5, 2024



Post-Election Processing Reminder - November 6, 2024



Student Roster Sharing

In compliance with the updated State Law, UMD shared our student rosters with the St. Louis County Auditor's office. The roster for each election included students who live on campus and students who have provided off-campus addresses within 10 miles of campus.

- The roster for the presidential primary election (March 2024) was sent on February 13, 2024.
- The roster for the August 2024 primary election was sent on July 24, 2024.
- The roster for the general election (November 2024) was sent on September 6, 2024 and October 16, 2024.

Voter Engagement Events

- **Presidential Primary Election - March 2024**
 - Kirby Student Center hosted a Voter Support Center on February 27, 2024, to promote "UMD Votes Day," an early-voting effort. The Division of Student Life and Kirby Student Center sponsored a small charter bus (the "voting party bus") to shuttle students to and from Duluth City Hall for early voting, since the Minnesota Presidential Primary election fell during UMD's spring break when most students would be away from campus. Students who stopped by were informed of their option for early voting via the UMD Votes Day bus or were briefed on options for voting in their Minnesota hometown on primary election day (March 4, 2024); voters from Wisconsin, North Dakota, South Dakota, and Michigan were also provided with information on participating in their state's caucus or primary election. All voters received information on how to register for their election (if necessary) and information on locating their polling location or caucus site.
- **General Election - November 2024.** Voter engagement events began with the first day of new students' arrival on campus and continued through the November general election. These events include:
 - Tabling at Bulldog Bash, August 21 - 22. Bulldog Bash is the kickoff to UMD's Welcome Week and is attended by new first-year and transfer students and their families.
 - Bulldog Welcome Week Workshop: "Get Out Your Vote," August 22. Sponsored by UMD Engage.
 - Constitution Day Celebration and Voter Registration Drive, September 17, Kirby Garage. Sponsored by Kirby Student Center, including the Duluth chapter of the League of Women Voters for voter registration.
 - Voterpalooza, October 7, Kirby Commons. Voter registration and education event sponsored by Student Government Association, featuring voter registration from the Duluth chapter of the League of Women Voters, information on the LCCMR re-authorization ballot question, sample ballots for the 10 Duluth precincts where the greatest number of UMD students live, information on finding your polling place, information on early voting and absentee voting, and information on making a voting plan. League of Women Voters reported they registered 112 new voters alone.
 - 2 Voter Engagement Fellows presented to 10 separate classes to a total of ~300 students. The presentation included information on registering to vote, how to get civically involved, and getting involved on-campus with voting engagement.

- Voter Engagement - Faculty and Staff Luncheon, October 14, Split Rock Room. The UMD Engage Office held a luncheon to engage faculty and staff with voting efforts on-campus. This developed dialogue between campus partners and allowed them to see what efforts were happening on-campus for students.
- Political Science Association Mock Election, October 28, Kirby Garage. The Political Science Association (student organization) held a mock election in the student center to encourage students to vote and to answer questions about the upcoming election.
- Taco-Bout Voting, November 4, Kirby Garage. Prior to Election Day, 2 Voter Engagement Fellows held an event handing out walking tacos and answering voter registration and day-of voting questions for students.
- On Election Day, Voter Engagement Fellows and Kirby Student Center Staff tabled during voting hours in the Kirby Garage to support students with election questions. During this time, 350 donuts, 168 chips/dip, and 240 bags of popcorn were handed out with various catchy voting slogans to encourage students to vote. Students were also asked to pledge their voting efforts, obtaining 693 pledges from students on-campus.

Morris

Voter engagement efforts for the Morris campus were coordinated by David Israels-Swenson, Senior Director for Student Engagement and Wellbeing. The planning group who developed the plans included:

- Simon Franco, Associate Director of Student Engagement & Events
- Tim Lindberg, Associate Professor of Political Science
- TJ Ross, Director of Residential Life
- Naomi Skulan, Metadata and Technical Services Coordinator
- Sarah Eckel, Community Program Assistant
- Sue Dieter, Public Relations and Communication Specialist
- Riley Tollefsrud, Morris Campus Student Association President
- Skylar Harteneck, Morris Campus Student Association, Vice President
- Zainab Luger, Campus Activities Council representative

This planning group developed a voter engagement plan in the Spring of 2024 for the Fall 2024 election. This plan focused primarily on the Fall 2024 election but did include some communication in advance of the March 5, 2024 Presidential Primary.

Communications

A comprehensive communications plan was developed using email, social media and printed materials.

- **Presidential Primary**
 - An email was sent to all students, faculty and Staff from Morris Chancellor Janet Ericksen in advance of the presidential primary on January 29, 2024.
- **State Primary**

- An email was sent to all students by David Israels-Swenson in advance of the state primary on July 8, 2024. Because the state primary election fell on August 13 which was after the end of summer classes on Morris and before students returned in Fall there were not many students that this could be directed to.
- **Fall Election**
 - Working with Communications and Marketing, a series of email communications were developed for Students, Faculty and Staff about voting and scheduled to go out throughout the Fall semester leading up to the Fall election.
 - https://docs.google.com/document/d/1zuQ2WjlikXdyM41_zzwQKvZ3PAP3cBoC1GY4N-E0xUY/edit?usp=sharing
 - <https://docs.google.com/document/d/1xAEjbwa0GOZIWHhgAwh8HkYKMXzY2xqhHOx653XrbNg/edit?usp=sharing>
 - Faculty were provided with a [slide](#) that they could use in their class slide decks to help encourage student participation in voting.
 - The same slide image was displayed on all display screens across the Morris campus Through Oct 15, 2024. After the registration deadline the display image was changed to reflect requirements for on site and early voting registration.
 - In the last week before the election a [poster](#) was put up all across campus providing last minute information about how students find their polling site and what they would need if they choose to register on site.

Programming

The voter engagement group conducted a number of programs and trainings for students and student leaders to help prepare students for registration and the election.

- On Friday August 9, 2024 as a part of Community Advisor Training, all Community Advisors in the residence halls engaged in a program about voting where they were taught how voter registration works in MN and how to talk with new students about voter registration and voting.
- On Thursday, August 15, 2024, during Welcome Group Leader Training, all Welcome Group leaders engaged in a program about voting where they were taught how voter registration works in MN and how to talk with new students about voter registration and voting.
- On Sunday, August 18, 2024, all incoming new students were included in a program on Voting as a part of the Morris Welcome Week. In this program Student Engagement and Events staff talked with them about voter registration and the process of deciding where they would choose to register and vote.
- Student Engagement & Events assisted several Community Advisors who held voter registration programs with their residence hall floors.
 - Thursday, Sept 19, 2024 - Get Registered to Vote!
 - Tuesday, November 5, 2024 - walk to the polls
- Student Engagement & Events, the Campus Activities Council, Morris Campus Student Association, Mock Trial, and Stevens County Auditor's Office used a What's Up Wednesday program on Wednesday, October 9, 2024 as a Voter Registration drive and gave out "Cougars Vote" t-shirts to all students who participated.

Rochester

In order to encourage students to register to vote and to go to the polls early and on election day, UMR created an election engagement group consisting of the following members:

- Leadership/Administration: Jenny Casper, Interim Assistant Vice Chancellor of Student Success, Engagement, and Equity
- Students: Rochester Student Association
- Staff: Bridget Tetteh-Batsa, Director of Community Engagement and Career Development
- Faculty: Elizabeth Dunens, Civic Engagement Scholar
- Marketing and Communications will offer support and representation on an adhoc basis
- League of Women Voters, Rochester Chapter Voter Registration Coordinator, Mary E. Jones offers critical support and partnership on an adhoc basis as she liaisons with UMR. This liaison role allows for regular communication and coordination of activities between the LWV and the campus community.

This coordinated team worked to develop and implement engagement in the Fall 2024 general election. A written communication went out to all UMR students for the primary election in March and again for the November general election in October. The communications were a partnership between UMR Marketing and Communications and Student Life. A website with voter registration and voting information for MN and other states was maintained. The UMR Marketing and Communications team also supported election engagement on social media. These efforts aligned with the Democratic Engagement Plan and the report that will be submitted to the MN Secretary of State by November 30.

In compliance with state statute, UMR shared student rosters with the Olmsted County Auditor's office. The rosters included students that live on-campus and students that have provided off-campus addresses within 10 miles of campus. The updated rosters were sent to the Olmsted County Auditor's office on February 12, 2024 for the presidential primary, July 24, 2024 for the primary and September 13, 2024 for the general election.

Goals of the Election Engagement Group

- Add additional programming to support student voter education
 - Specifically, financially support a student led voter engagement experience this fall
- Increase student voter registration and voting rates, specifically, close the gap between the voting rate of white and BIPOC eligible students given our diverse student population
 - Close the voting rate gap between white and BIPOC students to within 15 percentage points for all disaggregated racial groups
- Foster a strong partnership between curricular and co-curricular efforts, specifically, incorporate strategic efforts into academic offerings
 - Specifically, have at least two additional faculty (other than the Civic Engagement Scholar) commit to election and democratic engagement work

- Foster a strong partnership with community partners, such as League of Women Voters, and collaborate to ensure students know about election engagement options
 - Host joint programming and support one another's efforts

Voter Engagement Events

- **Talking Sense Event - April 1, 2024**
 - UMR partnered with Minnesota Public Radio (MPR) and Braver Angels to host a “skills for disagreeing better” workshop on civil discourse in April (open to all students, staff, and faculty and the Rochester Community). The event focused on helping UMR students, staff, and faculty as well as community members develop the skills for constructive conversations about divisive political topics.
- **Involvement Fair - September 5, 2024**
 - Early September community and student club/organization fair to increase awareness and involvement
- **Promoting National Voter Registration Day.**
 - In-person student voter registration table on Tuesday, September 17 from 10 am through 2 pm. Students can pick up a paper voter registration application and learn about how to register to vote through their MyU page.
- **National Voter Education Week**
 - Braver Angels workshop for students only on October 8th to help students develop skills and strategies for having confident, collaborative conversations with patients "whose trust they can no longer assume" as healthcare professionals in an era of polarization.
 - In-person student voter registration table on Friday, October 11 from 10 am through 2 pm. Students could pick up a paper voter registration application and learn about how to register to vote through their MyU page.
- **National Vote Early Day**
 - Tabling on October 29 from 12:15-2:00pm in partnership with League of Women Voters to direct students (who plan to vote in Olmsted County) to Olmsted County Elections (2122 Campus Drive SE, Ste. 300, Rochester, MN).

Promote Election-Related Programming/Events (ongoing)

- The Raptor Report campus-wide e-newsletter was a key resource along with RaptorLink to promote various programming and events.
- Digital/Paper Posters. Created digital posters featuring our mascot urging voting. Paper posters were distributed along with image file.
- Social Media. From September through Election Day, UMR Marketing and Communications used various social media platforms to out occasional voter content and links. Special artwork, memes, and other content were created.
- Web. The primary source of communication was be the website, which served as a central hub for information on all things election and democratic engagement. Faculty, staff, organizers, and ambassadors were encouraged to link to the website in their email signatures and share through their networks. The website hosts the necessary requirements for the new state legislation, including information on registering to vote in

MN and in other states, a timeline with deadlines for voting (registration, absentee, early voting, etc.) in MN and links for where to find that information for other states; and the Campus Vote Coordinator's information. In addition, the website links to our overall system website. Sections of the website are dedicated to our campus political policies, information for non-US citizens, and ideas for faculty who wish to incorporate the election into their courses.

Post-Election

After the election, several learning and support opportunities were available for students.

- **Counseling Sessions**
 - Virtual drop-in counseling sessions were held on Wednesday, November 6 from 10 a.m. - 6 p.m.
 - Expanded in-person counseling sessions were available on Wednesday, November 6 and Thursday, November 7.
- **The Hub Post-Election Conversation & Escape:** Wednesday, November 6, 9:30 a.m. - 12 p.m. Visit The Hub on the 3rd Floor at USQ for snacks and reflective conversation about the elections with Prof. Ratliff-Crain.
- **Election Reflection and Creativity in the UMR Art Studio**
 - Tuesday, November 5, 5-8 p.m.
 - Wednesday, November 6, 10 a.m.-2 p.m.
 - Thursday, November 7, 10 a.m.-12 p.m.
 - Tuesday, November 12, 5-8 p.m.

Twin Cities

Voter engagement efforts for the Twin Cities campus were coordinated by Merrie Benasutti, Coordinator for Community Partnerships, Office for Public Engagement, in partnership with UMN students, community partners, faculty, and staff. Civic engagement and voter education is a collaborative effort with multiple schools, centers and offices involved and coordinated through the UMN Voting Alliance and UMN – Twin Cities Voting Collaborative.

- **UMN Voting Alliance members** include staff from the Office for Public Engagement, the Office of the President, Student Affairs, Government and Community Relations, Office of the General Counsel and Institutional Analysis. The Voting Alliance met February 29 and April 17, 2024.
- **The UMN Voting Collaborative** is made up of students, staff and faculty from across campus, as well as city, county and community partners that meet regularly to share updates and information on voting related efforts. The UMN Voting Collaborative met on September 10, October 3 and November 27 in 2024.
- **Student Leadership through Undergraduate Student Government (USG).** USG coordinated voter registration events and a "Row the Vote" initiative. "Row the Vote" is a riff on our UMN head football coach's motivating slogan, "Row the Boat." USG uses the Row the Vote slogan on social media and communications materials to promote voting. <https://usgumn.com/rtv>

Resources

- **M-Vote Website:** The Office for Public Engagement created and maintains a UMN system voting website that provides students, faculty and staff with information about key dates, voter registration information and links to the undergraduate student government Row the Vote webpage, as well as the MN Secretary of State website.
- **League of Women Voters (LWV):** UMN partnered with LWV to provide students with voter information and to assist students in registering to vote, as well as tabling with students at multiple events such as Spring Jam, Welcome Week, UROC Community Day and Voterpalooza.
- **State, County and City Government:** UMN partners with Secretary of State Steve Simon's office, Minnesota County election offices, and City election offices. Together we provided an early voting pop-up site on the Twin Cities campus at the Weisman Art Museum on October 22, 2024.

Programming

- **Row the Vote Initiative.** USG secured \$50,000.00 in grant funding through North Star Prosperity to hire seventeen undergraduate students for the Row the Vote Initiative. This funding also covered hospitality, scholarship and professional development costs.
- **Voter Registration during Welcome Week.** USG, U-vote and LWV worked with Welcome Week staff to host voter information tables. Students were eligible for a \$5,000 UMN scholarship if they registered.
- **Voterpalooza.** USG in collaboration with multiple partners organized and staffed a voter education event to coincide with early voting on campus on October 22, 2024.
- **National Voter Registration Day.** The College of Food and Natural Sciences (CFANS) hosted a voter registration event in collaboration with the Row the Vote Initiative, in addition to a registration event at Coffman Union coordinated by U-vote (a student group of political science students) and League of Women Voters.
- **On Campus Early Vote Pop-up Site.** The Office for Government and Community Relations partnered with the City of Minneapolis to provide a pop-up early voting site on campus on October 22, 2024
- **Civic Engagement Workshops:** We hosted educational workshops for students on civic engagement and the voting process, voting rights and provided space for students to become more civic-minded leaders. A new webpage was created to list these events and resources entitled Bridging Differences, <https://twin-cities.umn.edu/bridging-differences>
- **Election Seminars:** The Center for Politics and Governance at the Humphrey School for Public Affairs offered webinars on the elections and election-related issues through their Dialogue across Difference Series.

Communications

- **Website and Online Voter Education Guide:** We promoted online voter education information located on our M-Vote website for both the primary and general elections to provide the entire University community with accessible and understandable information about voter registration and voting deadlines and procedures, ballot education resources, and answers to frequently asked questions.

- **Campus Wide emails and MyU notifications:** We worked with campus partners to send emails to the entire University community for the primary and general elections with timely information about voter registration deadlines, procedures for absentee voting, early voting, and voting on Election Day. MyU notifications were specific to voter registration, voting on campus on October 22 and Election day.
- **Social Media:** USG developed a Row the Vote social media plan and hired a student to coordinate posts that provided students with information about voting and the election.
- **Email from UMN leadership:** A week before each election cycle, all students, faculty and staff receive an email from UMN leadership that highlights voting information and how to find their polling location.
 - Interim President Ettinger sent an electronic message regarding the Primary election on February, 27, 2024
 - President Cunningham sent an electronic message to students devoted exclusively to voter registration on October 1, 2024.
 - Executive Vice President and Provost Rachel Croson and Vice President for Human Resources sent an electronic message regarding election participation and resources on October 31, 2024.
- **Phone call and text reminders:** We utilized the M-Engage, UMF call center to call and text students with voting reminders. The M-Engage team talked to 2,180 students on the phone and texted 5,350. This was a hybrid campaign, so if a student didn't answer their phone, they received a text.

Regenerative Medicine Minnesota

Report to the Minnesota Legislature

January 15, 2025



January 15, 2025

Senator Fateh, Chair, Higher Education Committee
Senator Duckworth, Ranking Minority Lead, Higher Education Committee
Representative O'Neill, Co-Chair, Higher Education Finance and Policy
Representative Wolgamott, Co-Chair, Higher Education Finance and Policy

Senator Champion, Chair, Jobs and Economic Development Committee
Senator Draheim, Ranking Minority Lead, Jobs and Economic Development Committee
Representative Baker, Co-Chair, Labor and Workforce Development Finance and Policy
Representative Pinto, Co-Chair, Labor and Workforce Development Finance and Policy

Dear Legislators,

Per Chapter 312, Article 1, Section 4 of Laws of Minnesota 2014, please accept our report on the Regenerative Medicine Minnesota (RMM) partnership. Included in this package you will find the required auditor's report on their review of the program. We have also included a one-page summary of awards made from July 1, 2022, through June 30, 2024.

RMM is administered by the Office of Discovery and Translation (ODAT) within the Clinical and Translational Science Institute (CTSI) at the University of Minnesota in partnership with the Mayo Clinic.

In FYs 23-24, RMM funded awards for 27 research projects to increase knowledge and advance regenerative medicine in areas such as nerve, muscle, cartilage, lung, and liver injury as well as autoimmune, rare, infectious, and neurodegenerative diseases, and cancer. More information about all these projects is available on our website: www.regenmedmn.org.

Additionally, per the requirements as set forth in Minnesota Statute 3.197, the cost to prepare this report was \$30,000.

Thank you for your support of Regenerative Medicine Minnesota. We look forward to a productive and exciting future as we work to improve the health of Minnesotans across the state.

Sincerely,

A handwritten signature in black ink that reads "TOLAR".

Jakub Tolar, MD, PhD
Vice President for Academic Clinical Affairs
University of Minnesota

A handwritten signature in black ink that reads "Vijay Shah".

Vijay Shah, MD
Executive Dean for Research
Mayo Clinic



INDEPENDENT ACCOUNTANTS' REPORT

Management of the University of Minnesota
Minneapolis, Minnesota

We have performed the procedures enumerated below on the University of Minnesota's (the University) Regenerative Medicine Statement of Expenditures by Subrecipient (the Statement) and the Attachment of Subrecipients with Affiliations (the Attachment) for the period from July 1, 2022 to June 30, 2024 in accordance with Chapter 312, Article 1, Section 4 of Laws of Minnesota 2014 (the subject matter). The University is responsible for the subject matter.

The University has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of assisting the specified parties in evaluating the subject matter. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and the associated findings are as follows:

We obtained the Statement for the period from July 1, 2022 to June 30, 2024, and the Attachment as prepared by management. The Attachment has been included as Exhibit A to this report.

1. We recalculated the total dollar amounts on the Statement and compared the amounts on each line on the Statement to the corresponding amounts on the reconciliation prepared by management between the University's general ledger and the amounts on the Statement, noting no exceptions.
2. We compared the dollar amounts on management's reconciliation to the University's general ledger and recalculated the total presented in the Statement, noting no exceptions.
3. We compared actual expenditures by project number to the Budget Information section of the Notice of Grant Awarded obtained from management, and reviewed for any project numbers where total expenditures by project number exceeded the approved budget limit, noting none.
4. We randomly selected 20% of the Principal Investigators (PI) affiliated with the University from the Statement, and obtained the expenditure detail for the selected PI's related project during the period from July 1, 2022 to June 30, 2024. We randomly selected 40 total expenditure selections from the expenditure detail and traced and agreed the amounts to source documents, noting no exceptions.

5. We randomly selected five PIs whose affiliations are outside of the University from the Statement and obtained the subaward agreements from management. We inspected the subaward agreements for evidence of appropriate approvals by the University and the sub-recipient. All those tested had evidence of approvals.
6. We obtained and documented an understanding of the University's policies and procedures in place to monitor that awards are expended in accordance with Chapter 312, Article 1, Section 4 of Laws of Minnesota 2014 and concluded policies and procedures were in place and appropriately applied based on the understanding we obtained.

We were engaged by the University to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the subject matter. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the University, the University's Board of Regents, and authorized representatives of the State of Minnesota and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Minneapolis, Minnesota
December 10, 2024

Exhibit A

Attachment of Subrecipients with Affiliations

For the period from July 1, 2022 to June 30, 2024

Recipient	Affiliation
Alonso Camino, Vanesa	*
Athanasίου, Maria	*
Barry, Michael	Mayo Clinic
Beverlin II, Bryce	*
Bigliardi Qi, Mei	U of MN
Bosnakovski, Darko	U of MN
Can, Ismail	Mayo Clinic
Chen, Zhe	U of MN
Cvetanovic, Marija	U of MN
Finger, Erik	U of MN
Gibbons, Hunter	*
Greising, Sarah	U of MN
Gutierrez Ruiz, Omar	Mayo Clinic
Hulleman, John	U of MN
Kelly, Rosemary	U of MN
Kikyo, Nobuaki	U of MN
Loutherback, Kevin	Mayo Clinic
Pacak, Christina	U of MN
Riester, Scott	Mayo Clinic
Saddoughi, Sahar	Mayo Clinic
Saris, Daniel	Mayo Clinic
Shin, Alexander	Mayo Clinic
Shirkey-Son, Nicole	*
Smoot, Rory	Mayo Clinic
Walsh, Patrick	*
Webber, Beau	U of MN
Wierson, Wesley	*

**Researcher is not affiliated with the University of Minnesota or Mayo Clinic*

**Regenerative Medicine Minnesota
Awards Made 7.1.22 - 6.30.24**

	Number of Awards	Dollars Awarded	Start Date	Award Term	Expended 7/1/22 through 6/30/24	Encumbered FY25 Spending	Encumbered FY26 Spending	Projected Total Spending
FY23								
Research Grants - Discovery Science	5	\$ 900,000	Sept 2023	1-2 years	\$ 310,387	489,613	100,000	900,000
Research Grants - Translational Research	8	\$ 2,972,000	Sept 2023	2 years	\$ 840,453	1,631,547	500,000	2,972,000
Infrastructure Grants	1	\$ 100,000	Sept 2023	1 year	\$ 100,000	-		100,000
		<u>\$ 3,972,000</u>			<u>\$ 1,250,840</u>	<u>\$ 2,121,160</u>	<u>\$ 600,000</u>	<u>\$ 3,972,000</u>
Funding available	NOTE 1	\$ 4,350,000						
FY24								
Research Grants - Discovery Science	4	\$ 800,000	Sept 2024	2 years		400,000	400,000	800,000
Research Grants - Translational Science	7	\$ 2,791,852	Sept 2024	2 years		1,500,000	1,291,852	2,791,852
Clinical Trials	1	\$ 499,999	Sept 2024	4 years		100,000	150,000	250,000
Infrastructure Grants	1	\$ 200,000	Sept 2024	2 years		200,000		200,000
		<u>\$ 4,291,851</u>			<u>\$ -</u>	<u>\$ 2,200,000</u>	<u>\$ 1,841,852</u>	<u>\$ 4,041,852</u>
Funding available	NOTE 1	\$ 4,350,000						

NOTE 1 Any remaining available balance will be carried forward into future years to be used for new awards. Any overage funded by prior year unused funds.

Report Title: Veterinary Diagnostic Laboratory Expenditures FY24

Description: Information about expenditures and activities from grant to purchase equipment for the Veterinary Diagnostic Laboratory to test for chronic wasting disease, African swine fever, avian influenza and other animal diseases.

Activities: 45+ pieces of equipment have been approved and purchased.

Expenditure Detail:

Equipment Investment	Vendor	Cost
Equipment Remote Monitoring System	MESA LABORATORIES INC	\$ 1,554
Equipment Remote Monitoring System	MESA LABORATORIES INC	\$ 30,580
Tube Dispenser	VWR INTERNATIONAL	\$ 27
Waste Disposal System	FISHER SCIENTIFIC COMPANY LLC	\$ 2,175
Necropsy Camera	B&H PHOTO-VIDEO	\$ 1,243
Necropsy Camera	B&H PHOTO-VIDEO	\$ 1,296
pH Meter	FISHER SCIENTIFIC COMPANY LLC	\$ 1,127
Necropsy Calibration Weights	FISHER SCIENTIFIC COMPANY LLC	\$ 304
Necropsy Calibration Weights	FISHER SCIENTIFIC COMPANY LLC	\$ 743
Necropsy Calibration Weights	FISHER SCIENTIFIC COMPANY LLC	\$ 175
2 Desktop Computers	UMN Bookstore	\$ 1,810
Centrifuges (x2)	EPPENDORF NORTH AMERICA INC	\$ 1,739
Microscope	EVIDENT SCIENTIFIC	\$ 5,158
Centrifuges (x2)	EPPENDORF NORTH AMERICA INC	\$ 7,851
Computer	UMN Bookstore	\$ 905
6 Slide Trays for Slide Scanner	MOTIC INSTRUMENTS USA INC	\$ 125
Computer	UMN Bookstore	\$ 1,810
Computer	UMN Bookstore	\$ 400
Microscope Camera	EVIDENT SCIENTIFIC	\$ 7,410
Bio Rad C1000 Touch Thermal Cycler (x2)	BIO-RAD LABORATORIES INC	\$ 10,837
Tube Dispenser	VWR INTERNATIONAL	\$ 4,273
3D Printer Accessory	AMAZON	\$ 30
CO2 Chamber Large	CONDUCT SCIENCE	\$ 1,260
CO2 Chamber Small	CONDUCT SCIENCE	\$ 550
3D Printer	SP BAMBULAB.US	\$ 1,374
Stainless Steel Table	FISHER SCIENTIFIC COMPANY LLC	\$ 439
Decloaker for CWD IHC	BIOCARE MEDICAL LLC	\$ 4,893
LUH Computers and Accessories	UMN Bookstore	\$ 100
LUH Computers and Accessories	UMN Bookstore	\$ 52
LUH Computers and Accessories	UMN Bookstore	\$ 1,810
Computer	UMN Bookstore	\$ 1,278
Monitor	UMN Bookstore	\$ 147
LUH Computers and Accessories	UMN Bookstore	\$ 293
Mouse	UMN Bookstore	\$ 14

Keyboard	UMN Bookstore	\$	26
Monitor	UMN Bookstore	\$	184
LUH Computers and Accessories	UMN Bookstore	\$	5,111
Keyboard	UMN Bookstore	\$	25
3 Laptops	UMN Bookstore	\$	3,510
13 Desktop Computers	UMN Bookstore	\$	9,490
Incubator	FISHER SCIENTIFIC COMPANY LLC	\$	6,614
MPTL Generator	Willmar Electric Service Corp	\$	127,158
Tube Dispenser	SQ-VWR INTERNATIONAL	\$	138
CWD Slide Printer	SLMP LLC	\$	14,550
Various Computer Purchases	UMN Bookstore	\$	4,507
	FY24 Spend	\$	265,092