

MIS - OCT 2019

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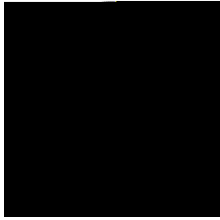
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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2019

AGENDA ITEM:



Credit Transfer Between Campuses

Board of Regents | Mission Fulfillment Committee

October 10, 2019



Definitions

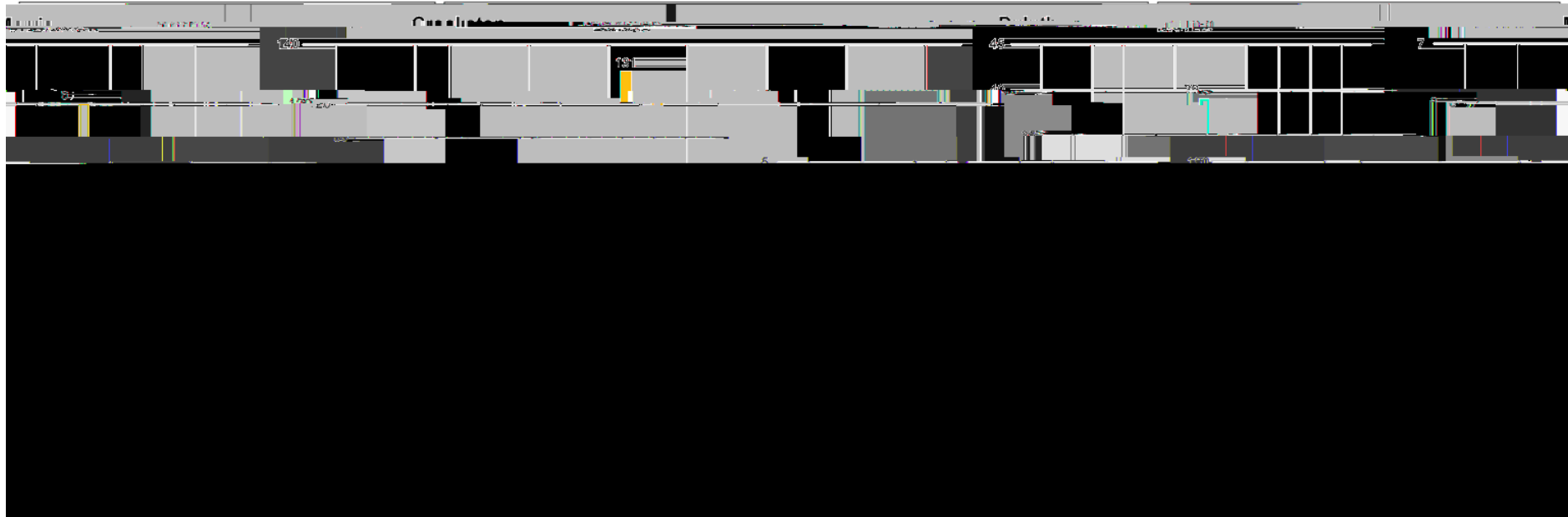
"New Advanced



IUT by Previous Campus: Fall 2018 and Spring 2019



Fall 18 & Spring 19 IUT Data by Twin Cities College



 Admit  Deny  No Decision

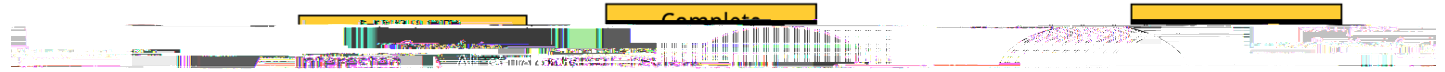
Note: 1446 IUT admits over the last 5 years, only 27 of them were Multi-I (visiting TC) prior to an IUT.



IUT Admission Process

Definition of IUT

An IUT student is one new to a particular campus, but who previously attended another University of Minnesota campus.

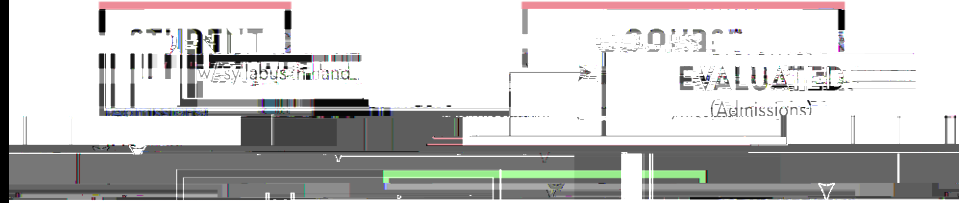
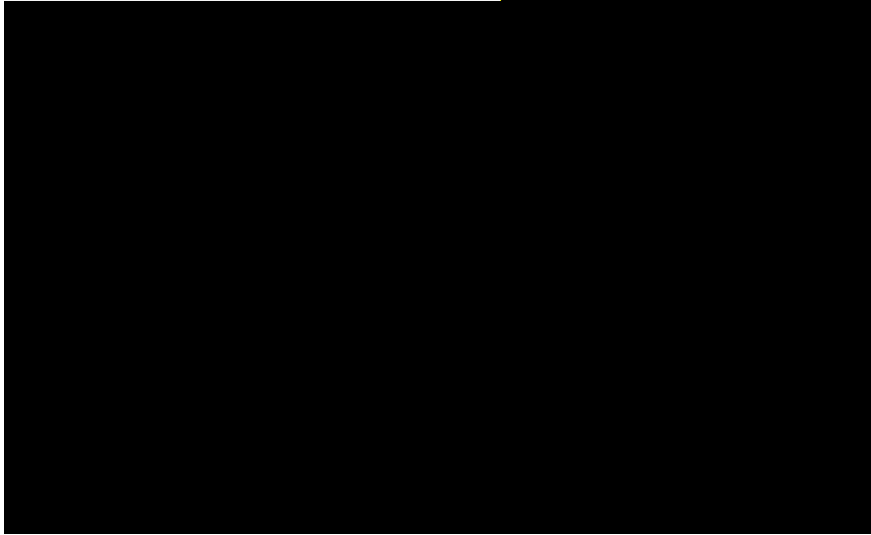


Ease of Admission

- Specific application for U of M students
- No application or confirmation fees*
- No need to send University of Minnesota transcript



Transfer Evaluation System (TES)



Since 2018:

- 330 courses reviewed thus far from the other campuses (7.5% of total course reviews)
- 83% UMN courses granted direct equivalency

Transfer Equivalency

Sending Campus	Course	UMTC Direct Equivalency	UMTC Transfer	Explanation
Crookston	ANSC 1004 Introduction to Animal Science	Yes	ANSC 1101 Introductory Animal Science	
Duluth	POL 3131 Judicial Politics and Policy Making	Yes	POL 3309 Justice in America	
Duluth	BIOL 1001 Biology and Society	No	BIOL 1xxx	Biology content differs in focus from UMTC's BIOL 1009. Transfers as biology elective.
Morris	HIST 2551 Modern Japan	No	HIST 2xxx	No equivalent UMTC HIST course, counts as history elective.

All credit earned at a University of Minnesota campus counts toward the 120 required credits.

Percent of Reviewed University of Minnesota System Courses Granted Direct U of M Twin Cities Equivalency



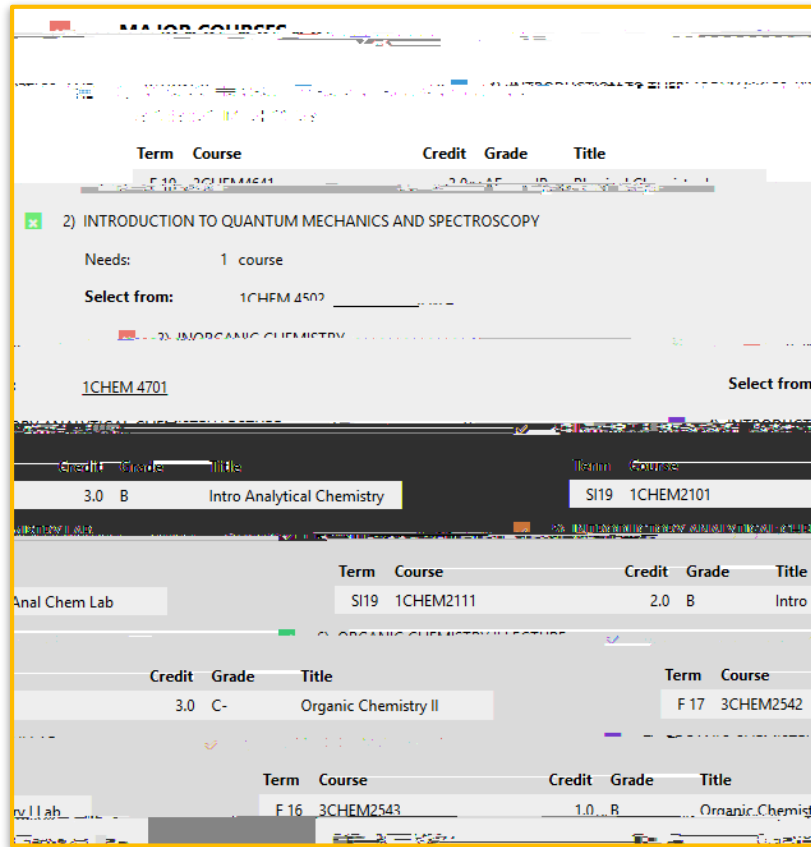
Courses not evaluated as a direct equivalency may still fulfill major requirements.

College	Courses reviewed	Direct equivalency
CDES	0	0
CFANS	9	6
CBS	17	10
CEHD	5	4
CSOM	26	20
CCAPS	8	4
CLA	225	196
CSE	41	36
Total	331	276 (83%)



IUT Experience

- “What-if” APAS
 - Students can run a program for any campus
 - Shows how their courses meet degree requirements
- Meet with current campus academic advisor
- Review admission requirements
- Complete the Change of Campus application



The screenshot displays a web-based interface for a 'What-if' APAS program. At the top, it says 'MAJOR COURSES'. Below this, there is a table with columns for Term, Course, Credit, Grade, and Title. A specific course is highlighted: '2) INTRODUCTION TO QUANTUM MECHANICS AND SPECTROSCOPY'. Underneath this course, it indicates 'Needs: 1 course' and 'Select from: 1CHEM 4502'. A dropdown menu is open, showing '1CHEM 4701' as the selected option. Below the dropdown, there is a table with columns for Credit, Grade, and Title. The table shows '3.0 B Intro Analytical Chemistry' and 'SI19 1CHEM2101'. Another table below shows 'Anal Chem Lab' with 'SI19 1CHEM2111' (2.0 B) and 'Intro'. A third table shows '3.0 C- Organic Chemistry II' with 'F 17 3CHEM2542'. A final table shows 'F 16 3CHEM2543' (1.0 B) for 'Organic Chemist'.



IUT Experience

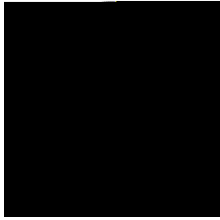
Before leaving previous campus	Before arriving on new campus
Cancel current classes	



Next Steps

- Continue to grow the number of University of Minnesota System campus courses evaluated for U of M Twin Cities equivalency.
- Increase accessibility of information about tuition and financial





BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

October 10

need to find employment for dual career couples, as well as geography, weather, and social networks can also play a role in these decisions. For women and faculty of color, a lack of diversity and support structure is also often cited as a contributing factor in their decision to leave or to stay when presented with an external offer.

Risk Mitigation Strategy: Retaining Faculty at the University of Minnesota

Supporting dual career opportunities either at the time of hire or during retention efforts helps develop loyalty to the University. Work can be facilitated for a faculty member's partner at the University or in other non-University employment.

Maintaining transparent policies and best practices aimed at reducing unnecessary faculty departures may increase the expediency with which a counter offer process is initiated and it may also place limits on the number and frequency with which counter offers are extended. To that end, several colleges have developed internal guidelines around the counter offer process.

Continuing to support the essential role that tenure plays in academic work remains an important retention mechanism which fosters institutional loyalty. For example, in 2016 the University of Wisconsin reported spending \$24 million on retention expenditures as a result of a dramatic increase in counter offers after perceived threats to tenure by the state legislature. While the compensatory value of tenure is difficult to assess, it is clear that many faculty can command far higher salaries outside academia, yet the nature of faculty work and fealty to the institutional mission as expressed in the compact of tenure is of paramount importance to most faculty.

As a member of the Collaborative on Academic Careers in Higher Education (COACHE), the University is participating in an extensive, three-year survey study with other research universities that seeks to better understand the motivations and pathways that result in faculty deciding to either leave or stay. The University also conducts ongoing exit interviews with faculty, which provides additional feedback about the faculty experience and faculty members' reasons for leaving the institution. It is the hope that the results of these initiatives will provide actionable data that may further guide the University's faculty retention strategy.

Faculty Retention: Risk Mitigation

Presentation to the Board of Regents
Mission Fulfillment Committee
October 10, 2019



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Faculty Retention: University of Minnesota

Costs associated with faculty retention:

Start-up packages

Lab space and renovations

Specialized equipment

Disruptions in teaching and advising

Disruptions in research collaborations

Loss of industry or outreach-centered relationships

Loss of funding derived from that faculty member and collaborators

Loss of mentoring to younger faculty

Loss of reputation to department and college

Faculty and staff time diverted to hiring replacement

Faculty Retention: University of Minnesota

Factors affecting faculty retention:

Reputation of University

Compensation

Family considerations

Diversity

Support Structure(s)

Geographic Preference

Quality of faculty relationships/collegiality

Quality of students and support for graduate students

Quality of libraries, laboratories, and infrastructure

Funding support for new faculty members

Faculty Retention: University of Minnesota

Approaches to mitigate retention:

Counter-offers

Culture of recognition

Cross-discipline connections

Dual career opportunities

Transparent policies and decision-making processes

Supporting the Compact of Tenure

Faculty Retention: Example #1

Benefits of Successful Retentions & Costs of Departures

Department of Aerospace Engineering and Mechanics

Faculty Retention: Example #2

Retention as an investment

Emphasis on Early Career Faculty

School of Mathematics

Faculty Retention: Example #3

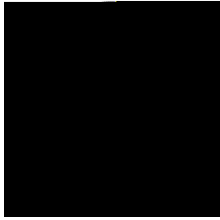
Diversity as a factor affecting retention

College of Liberal Arts

Faculty Retention: Risk Mitigation



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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2019

AGENDA ITEM

University of Minnesota Board of Regents
Mission Fulfillment Committee
October 10, 2019

College in the Schools and PSEO Strategy

Dual Enrollment programs were established by the Minnesota Legislature to allow high school students to simultaneously earn high school and college credit from a single course. Access to college courses provides students with a greater variety of class offerings and the opportunity to pursue more challenging coursework. Students (or their families) do not bear any costs for dual enrollment courses (e.g., tuition, fees, required textbooks). Those costs are absorbed by the state, the high schools, and the colleges/universities that offer the programs.

There are two types of dual enrollment in Minnesota. One is Concurrent Enrollment (CE), or often referred to as College in the Schools, where students enroll in college-credit bearing courses taught by college-approved high school teachers or college faculty at a high school. The other is Postsecondary Enrollment Options (PSEO), where students enroll in college courses on campus or online as either full-time or part-time students. Students taking dual enrollment courses usually are using them to fulfill high school graduation requirements, so there are some natural limits on the courses they are interested in taking.

Students in many high schools also have the opportunity to earn college credit through Advanced Placement (AP) courses and International Baccalaureate (IB) courses. Each of these requires students to achieve a certain score on an exam to earn college credit. More than a third of all high school students are participating in one or more of these options (Table 1), and many participate in multiple options (Table 2).

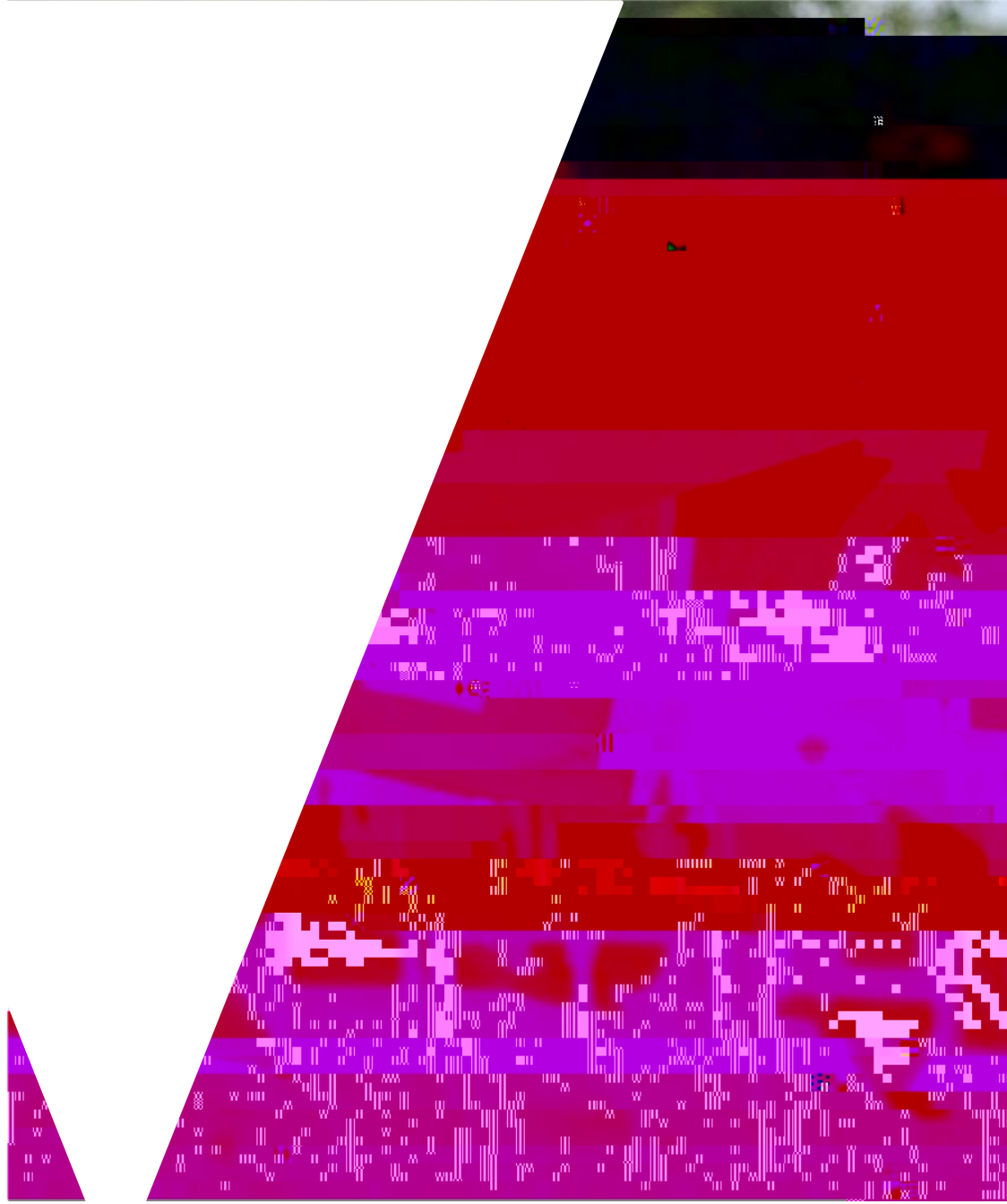
Table 1. Dual Enrollment Ecosystem in Minnesota

Program	Enrollments
---------	-------------

Table 2. Students often participate in more than one program simultaneously

PSEO Participants		Concurrent Enrollment Participants	
PSEO Only		Conc Only	
PSEO & AP		Conc & AP	

worry about the absence of some of their highest achieving students in their schools. Finally, each campus commits resources to supporting PSEO students, with limited payments from the state for each student.



PSEO & CE Overview

Dual Enrollment in Minnesota

Allows high school students to simultaneously earn high school and college credit
Provides students with a greater variety of class offerings and the opportunity to pursue more challenging coursework

Rigorous Course Taking in Minnesota

Program	Enrollments	% of all HS students
Concurrent Enrollment	19,533	33%
Advanced Placement	18,949	32%
PSEO		

Higher education institutions offering concurrent enrollment and PSEO

Type	Concurrent Enrollment	PSEO
MN State 2-year	16	33
MN State 4-year	3	7
Private		18
Univ. of Minnesota	4*	5
Total	22**	63

* UMC, UMD, UMM, UMTC

** NACEP accreditation required, HLC requirements for teachers

Average annual participation in CIS and PSEO by campus

Campus	CIS	PSEO	Total
UMC	1,400	25	1,425
UMD	750	80	830
UMM	65	30	65
UMR	-	5	5
UMTC	10,000	600	10,600
Total	12,185	740	12,925

U of M College in the Schools (CIS) Overview

High school instructors deliver U of M courses to students in the high school

U of M departmental faculty:

interview and select qualified high school instructors to teach the course
provide ongoing, discipline-specific, professional development sessions

CIS offices administer the programs, allowing departments to focus on course content and professional development



CIS Benefits

Students

Gain access to college and rigorous coursework without leaving their high school.

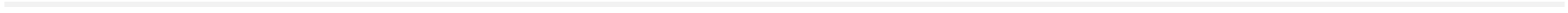
Increase academic momentum

Earned credits allow flexibility to pursue additional academic interests and/or activities (e.g., minor, study abroad)

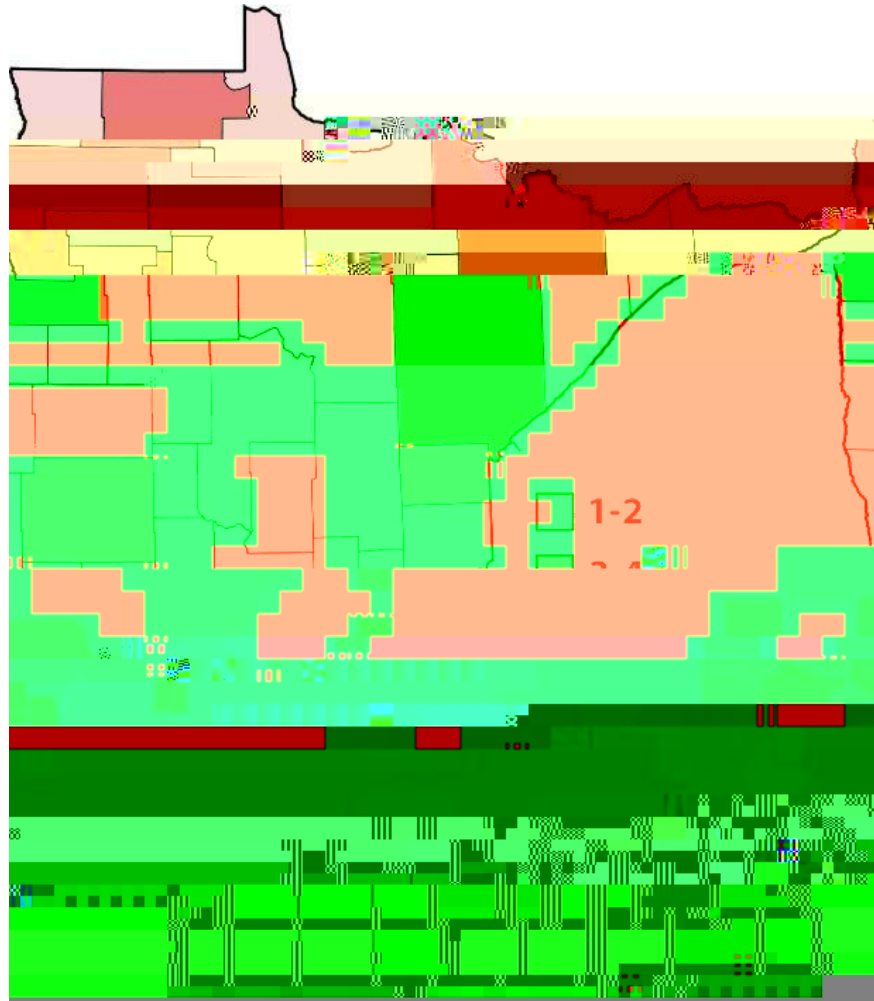
Accessible to students in the “academic middle”

CIS instructors

Learn from University faculty and de>800g42rlty and de>800g42rlty and de>800g42rlty a



CIS High Schools (All U of M campuses)



Factors affecting CIS growth

HLC instructor requirements

Master's degree in the field, Master's degree + 18 graduate credits in the field, or combination of education and tested experience

Capacity of academic departments to support CIS

Interested and available faculty to manage the course(s) and professional development of high school teachers

Competition with AP and IB

Financial impact on high school budgets

Schools pay \$145 per student per course and get MDE reimbursement of \$50 (which may shrink as CE grows)

CIS staff and infrastructure

What's next for CIS?

Improving student equity, access, and success in CIS courses

Addressing teacher credentialing and preparation through state and national collaboration

Aligning resources to allow for strategic incremental growth

Qualified high school instructors

U of M department faculty coordinators

CCAPS capacity to support course registrations (in progress)

Twin Cities Campus PSEO Student Snapshot (Academic year 2017-18)

595 students

48% full-time (12+ credits), 52% part-time

Factors affecting the size of PSEO

Loss of state aid to high schools

Absence of high-achieving students in high schools

Availability of student support services

What's Next for PSEO?

Strengthen success resources

Orientation

Mental health and wellness

Emphasis on major and career preparation

Increase matriculation to the U of M system

CIS at UMN Crookston

Fall 2019 Overview

902 students in fall; ~475 projected for spring

7% students of color

25 high schools; 78 fall courses; ~42 projected for spring

19 UMN Crookston faculty mentors

Projected 2019-2020 Budget

~\$225,000 in annual program revenues

Revenues cover costs for a full-time program coordinator, faculty mentors, sites visits, annual professional development and training sessions for CIS teachers, and overhead

Key Challenge

Newly enforced HLC requirements for high school CIS teachers

PSEO at UMN Crookston

Enrollment Overview (5-year averages)

22.6 PSEO students per year (15.2 on-campus/7.4 online)

7% students of color

88% of on-campus and 19% of online PSEO students come from

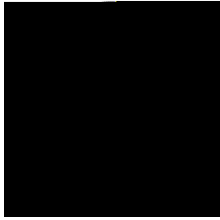


College of Continuing
Education

1000 Wisconsin Avenue, Suite 1000
Chicago, IL 60606

www.marquette.edu/ce

Questions & Discussion



BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2019

AGENDA ITEM:

Review Review + Action Action Discussion

**University of Minnesota Board of Regents
Mission Fulfillment Committee
October 10, 2019**

Campus Climate: Twin Cities Campus

UMTC and AAU SERU Campus Climate Questions

Information Regarding the Student Experience in the Research University (SERU) Survey

Survey questions included in this report use the following scale: (Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree). Results shared are percentage of respondents who replied Agree and Strongly Agree.

2018 data comparison to peer institutions in the Association of American Universities (AAU) include:

- Michigan State University
- Purdue University
- Rutgers University
- University of Iowa
- University of Michigan
- University of Oregon
- University of Pittsburgh
- University of Texas at Austin
- University of Virginia

**Peer data for 2019 is not available until the end of the year.

The detailed tables here track results in the odd-numbered years for UMTC (2015, 2017, and 2019). Cells marked n/a indicate data that is not available because questions were not asked or the response categories changed over time.

Overall UMN Comparison to SERU AAU Consortium Members Over Time

Overall sense of belonging and feeling valued as an individual

Survey Year	Sense of Belonging		Valued as Individual	
	UMTC	AAU	UMTC	AAU
2019	63.2%	n/a	51.6%	n/a
2018	60.3%	59.4%	44.1%	41.5%
2017	62.8%	60.2%	44.6%	41.7%

Overall perception of respect for group

Campus climate by disability status

	Sense of Belonging		Valued as Individual		Group is Respected	
Condition	UMTC	AAU	UMTC	AAU	UMTC	AAU

Additionally, in April of 2019, PEN America organized a series of workshops at the University of Minnesota – Twin Cities on the themes of “Free Speech, Hate Speech, and the Future of the Campus Community.” Over 150 faculty, staff, and students participated in these workshops.

**Inventory of Multicultural and Indigenous Student Undergraduate Offerings
Academic Year 2018-19**

Campus-Wide Initiatives

Asian Pacific American Resource Center (APARC) (CLA & CEHD)

APARC provides space for Asian Americans and Pacific Islander (AAPI) students to foster a sense of community, access resources and programs focused on AAPI student identity development and academic success. Typically, the APARC logs over 1,300 student contacts per year. Programs include:

New Student Welcome: welcome event for AAPI students, 124 students

Youth Summit: Annual one-day conference for leadership development, 70 students

Career Connections: workshops about career readiness, interests and opportunities

Storytelling Project: workshops led by local AAPI artists to bring students’ stories to life through creative formats (new Spring 2019)

Academic Support Services: tutoring and writing support in partnership with SMART Learning Commons and Student Writing Center

continuing the necessary conversation around masculinity and manhood. This event was created and implemented by a team of staff and faculty who identify as indigenous and males of color.

Living Learning Communities for First Year Students (Housing & Res Life + Partner)

American Indian Cultural House (COIN): 4 students in AY 18-19

Casa Sol (Latinx students) (MCAE): 13 students in AY 18-19

Charlotte's Home for Black Women* (Women's Center): 28 students in AY 18-19

Huntley House for African American Males* (OED): 16 students in AY 18-19

Social Justice Action LLC (MSE/OSA): 27 students in AY 18-19

STEM Diversity House, (CSE), 9 students in AY 18-19

TRIO Multicultural LLC (TRIO): 11 students in AY 18-19

Tsev Hmoob (Hmong Students) (MCAE): 22 students in AY 18-19

MLK Beloved Community (CLA MLK): new for AY 19-20

**Indicated communities open to second year students*

Multicultural Center for Academic Excellence (MCAE) (Office of Equity & Diversity)

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North Star STEM Alliance (NSSA) (Coll

Student Groups for Undergraduate Students of Color and Indigenous Students (Student Unions and Activities, OSA)

There are 261 active student groups in the Cultural & Diversity category, serving diverse students in areas relating to their academic, career and personal interests. For purposes of this inventory, groups serving primarily indigenous students and domestic students of color were highlighted, totaling 74 student groups with 4957 active students as self-reported by student groups during the annual registration process. Within this list are the student cultural centers which receive advising support directly from OSA's Multicultural Student Engagement office. See appendix for a complete listing.

Student Legal Services (SLS) (Office for Student Affairs)

SLS offers legal advice and representation to students and educational programming on legal issues.

Emerging Leaders in the Law seeks to increase equal access to justice for all people by increasing identities represented in the legal system. Currently serves 6-8 students of color annually

TRIO McNair Program (CEHD)

The TRIO Ronald E. McNair Program prepares underrepresented, low-income, first-generation college students for graduate study. Services include academic counseling, tutoring, test preparation for the GRE, paid research internships, mentoring, advocacy, and help in applying to graduate schools, and seminars to help prepare for graduate study. Typically serves 20 students per year

Women's Center (Office for Equity & Diversity)

The Women's Center advances gender equity and offers the following two prog

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College of Education & Human Development

President's Emerging Scholars: supports 180 students through:

Specialized advising

TRIO support for 150 PES students

TRIO Student Services (also PES students): promotes retention and graduation for first- and second-year students through advising, academic support, mentoring, and FY courses. TRIO is a federal grant serving underrepresented students, specifically those who are low income, first generation, and have disabilities. Specifically they offer:

First Year Course: 1-credit 7-week course for TRIO students in first semester,

Introduction to TRIO: Identity, Culture, and College Success

College English Transitions: students born in another country, here less than 10 years, and demonstrate need for writing support. Conditional admissions. Students take a sequence of courses and participate in a faculty mentoring partnership in the Spring. 15-25 students annually

TRIO Affinity Group: weekly gathering for TRIO students to share challenges, concerns, and successes at this University as first generation, underrepresented college students at PWI

Integrated Learning Course: small 18- to 25-student recitation or discussion classes that help students succeed in challenging courses such as biology, chemistry and psychology

MN TRIO Student Leadership Symposium: an annual conference format to engage students in networking and learn new college-success and leadership strategies. 15 students participate annually

TRIO Student Leadership Retreat: offered to first year students to develop leadership skills and build community. Mentoring from Jr/Sr TRIO students. 30 students participate annually

TRIO Student Alliance: Student Group to continue leadership and engagement beyond their time in TRIO SSS. 20-50 students participate

FAFSA Info & Completion Night Events: Students learn about FAFSA and get help from professional staff on how to complete it accurately. 70-80 students participate

TRIO Student Job Fair: event to promote employment and career resources

TRIO Living and Learning Community: (See LLC section)

College of Liberal Arts

President's Emerging Scholars: supports 245 students through:

specialized advising

first-year courses, CLA 1005: Introduction to Liberal Arts Learning and CLA 2005:

Introduction to Liberal Education and Responsible Citizenship

leadership opportunity for upperclass students to serve as peer advisors in CLA

joint programming with MLK

The Martin Luther King, Jr. (MLK) Program is an academic advising office available to any CLA student interested in multiculturalism and serves about 1,200 students per year.

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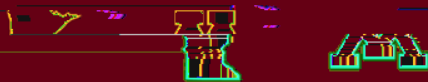
Michael Goh, PhD

Vice President, Office for Equity and Diversity
Professor, College of Education and Human Development

LeeAnn Melin, PhD

Associate Vice Provost for Student Success,
Office of Undergraduate Education

Assessing Campus Climate

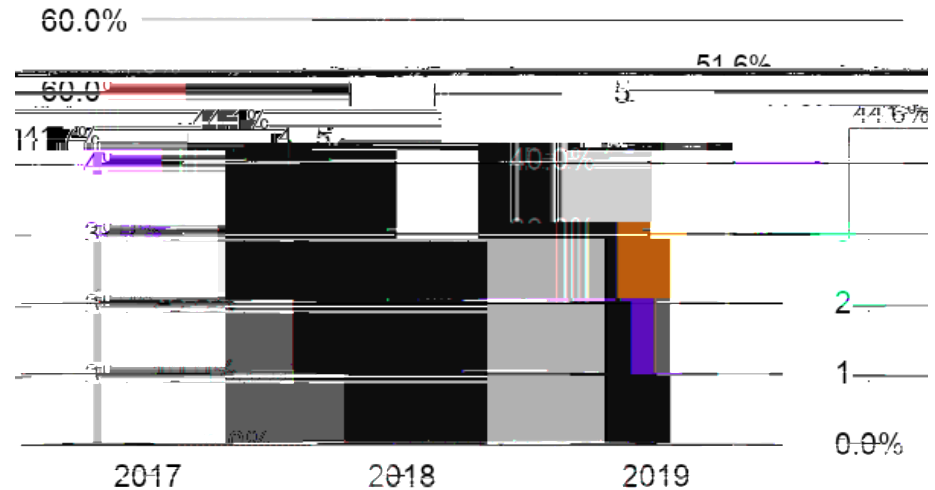


Sense of Belonging & value

Percentage of students that *agreed* or *strongly agreed* to the following items:

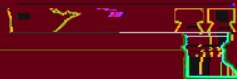
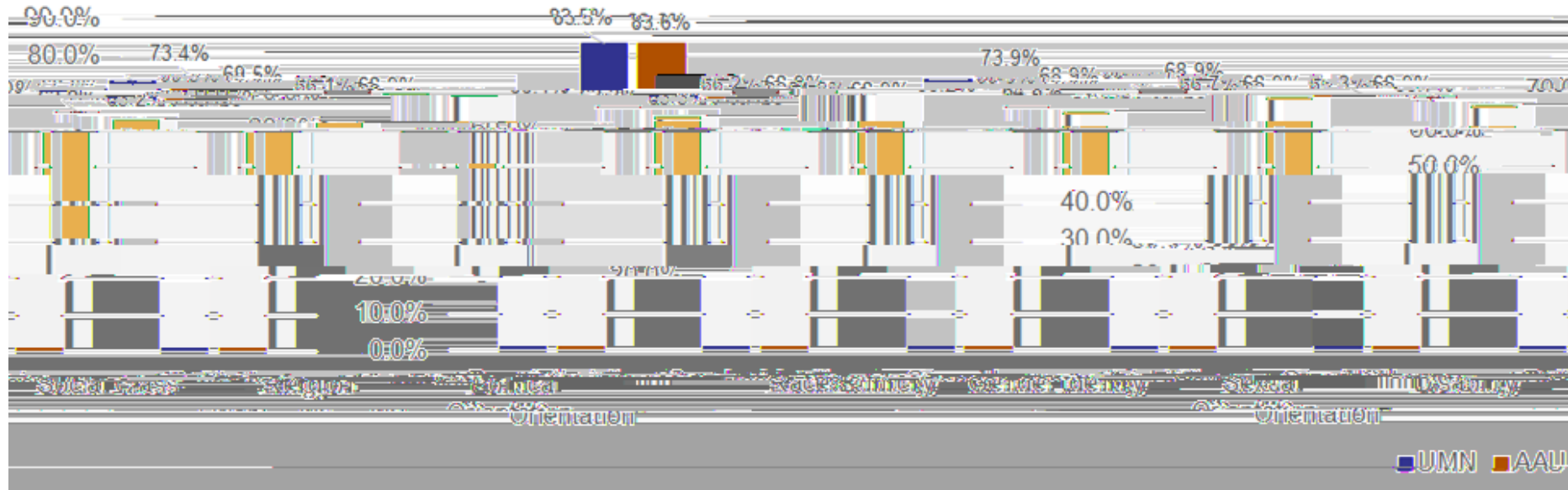
I feel that I belong at this institution

I feel valued as an individual at this institution



Students of my _____ are Respected

Average percentage of students that *agreed* or *strongly agreed* to the following items from the 2018 SERU Survey



If the University Could Do One Thing...

THEME #1

Individual needs

(I need...)

THEME #2

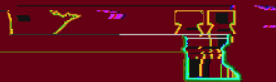
**Student needs in
relationship to others**

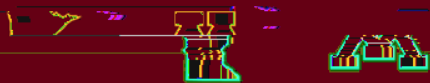
(We need...)

THEME #3

Institutional needs

(The University
needs...)







Belonging & Community

Affinity groups
Student groups
Living Learning Communities
Spaces

Leadership Development & Engagement

Leadership opportunities
Career development
Research opportunities
Mentoring

Student Success & Academic Support

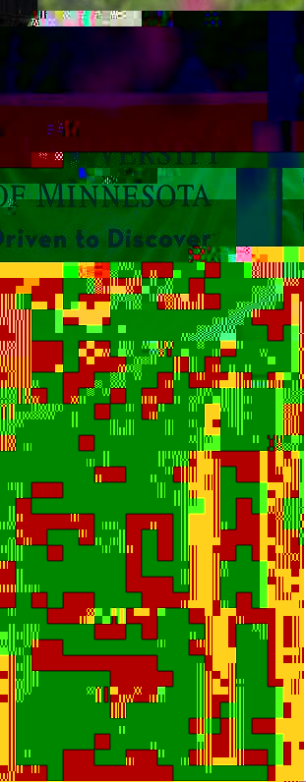
Advising & student success support
Mental health support
College & major opportunities

Faculty & Staff

Affinity groups
Increasing faculty diversity

Multicultural Student Success Committee Recommendations



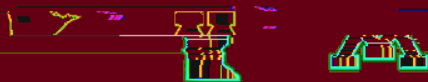


“Promote awareness of the physical land the campus is on, of its ongoing indigenous history and reality. Our university cannot move forward until we reconcile our place in the colonization of Minnesota land and begin the healing process.”

“Have more university wide decisions run by students and student government, **involve more education surrounding the diversity in beliefs and environments into curriculum.**”

“Speaking out more when something wrong happens and having **transparency** in their process of condemning behavior that is not affiliated with the university.”





I Appreciate...

“It's been a learning experience for me and **I've met people from diverse backgrounds and opinions which has helped me with my worldview.** I've met great professors in my major classes who are willing to discuss and hear my opinion on the subject. It's been overall good.”

“UMN offers many cultural



Future Efforts

Increase &
Support Diversity

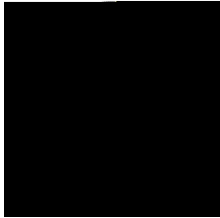
Create Opportunities
to Build Capacity
and Engage Across
Difference

Be Inclusive and
Responsive

Thank You!

QUESTIONS & DISCUSSION

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a sub-plan in Environmental Health and Safety within the Bachelor of Applied Science (B.A.Sc.) degree in Construction Management, effective fall 2019. The proposed sub-plan better reflects current curricular alignment and student demand.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2019

AGENDA ITEM:

Review

Review + Action

Action

Discussion

PRESENTERS:

PURPOSE & KEY POINTS

BACKGROUND INFORMATION

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

University Highlights

University of Minnesota researchers are aiming to one day find a cure for breast cancer and

Wendy Looman, PhD, APRN, CPNP-PC, in the School of Nursing received the 2019 Innovative Contribution to Family Nursing Award from the International Family Nursing Association. The award is given annually in recognition of sustained leadership in innovatively disseminating and

Foundation (ASF) awarded 52 scholarships to students from 38 different universities across the nation. At the U of M, Vollbrecht has years. The lab works on developing novel techniques for plant genome engineering, which has important implications for basic plant biology, improving crop stress tolerance, and generally addressing issues of food security.