



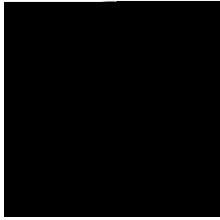
1. Academic & Research Planning Workgroup Update

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Campus Ua



Update of the Academic & Research Planning Work Group



President Joan T.A. Gabel
Rachel Croson, Executive Vice President and Provost
Christopher Cramer, Vice President for Research

The purpose of this item is to present the final report of the President's Academic & Research Planning Work Group. The item will include an overview of the charge, process, consultation, and recommendations. Regents will be asked to provide input on next steps.

President Gabel charged the Academic & Research Planning Work Group to advise on strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic, with recommendations related specifically to the following four questions:

- How should the University curate its mission and ensure that the core attributes of our work endure despite challenges posed by the COVID-19 pandemic?
- What steps should we take to remain a University of choice for both current and future students with respect to pricing, content, and modality?
- What criteria do you recommend for pausing, ending, accelerating or launching new programs (academic or otherwise) during the pandemic and beyond to maintain our academic and research strengths?
- How do we "double down" on our research distinction, with an emphasis on our MNtersections?

The work group members and consulting members consulted with University Senate governance committees, chancellors, deans, department chairs, faculty, staff, students, and additional groups to request input and feedback. Communication and consultation in July included sharing the draft report and recommendations systemwide and soliciting feedback via an online survey.

The complete final report is included in the docket.

The Academic & Research Planning work group was co-chaired by Executive Vice President and Provost Rachel Croson and Vice President for Research Christopher Cramer. Members included:

Kriti Agarwal, President, Council of Graduate Students
Lori J. Carrell, Chancellor, University of Minnesota Rochester
Valery Forbes, Dean, College of Biological Sciences
Brett Heischmidt, Incoming President, Council of Graduate Students

Performance and Recommendations

Principles to Guide Academic & Financial Decision Making in Response to the COVID-10 Pandemic

Academic & Research Work Group

Finance & Operations Work Group

Spring & Summer 2020 Consultation



1. Ensure the **safety, health, and wellness** of our students, faculty, and staff
2. Ensure the continuity of the **student academic experience** and support research-related initiatives, including MNtersections
3. Leverage the **world class excellence** of our teaching, discovery, and engagement with an emphasis on research and discovery that directly addresses the challenges of the **COVID-**



Framing Considerations

Response to Declining Resources
-level guidance for resource decision
criteria, principles

Guided by MPact 2025 Systemwide
Strategic Plan

Advancement of Diversity, Equity, and
Inclusion



Workgroup Participants

Workgroup members: Student leaders, professors, dean, chancellor, vice presidents

Consultations:

Senate Committees including faculty, students, and staff

Chancellors, deans, departments chairs

Faculty, staff, and students

Additional interested groups (e.g., Council of Research Associate Deans)





1.



1: How should the University curate its mission and ensure that the core attributes of our work endure despite challenges posed by the COVID-19 pandemic?

Report recommends decision-making and subsequent implementation be:

Nimble: Modify and adapt our current processes to deliver high-impact outcomes in response to a rapidly changing world.

Inclusive: Advance equity, diversity, and dignity in people and ideas by seeking partnership and consultation with diverse students, faculty, staff, community members, alumni, and employers to decide where contraction and s, facu



2: What steps should we take to remain a University of choice for both current and future students with respect to pricing, content, and Modality?

Report recommends actions to ensure that the University continues to be the top choice for current and future students in three domains:

Pricing: E.g., Increase need aid, strategic tuition plans, strategic partnerships and sponsors, systemwide undergraduate recruitment strategy

Content: E.g., Joint degrees, flexible curriculum, student research experiences, international work, and programs for non-traditional students

Modality: E.g., New systemwide learning models, U expertise in teaching, course partnerships, address classroom climates, new and diverse students





with an emphasis on our MNtersections?

research distinction:

Recruit and **retain** excellent faculty, early-stage researchers, graduate students, and staff

Ensure that faculty, staff, and early-stage researchers are



UNIVERSITY OF MINNESOTA

implementating a test-optional holistic review process to increase admissions standards while discovering talent often missed by regional competitors. Following the discontinuation of the football program, UMN Crookston revised its target enrollment for 2023-2024 down to 2,000. In all other aspects, we continue to build and expand upon the plan presented to the Board in 2019.

UMN Crookston -

Another challenge for UMN Crookston is the declining perceived value of higher education among more conservative families in the rural Northern Plains.² This decline is coupled with increased competition from regional colleges and universities and downturns in economic sectors for key academic programs (e.g. agriculture, natural resources). While these downturns tend to be cyclical, when connected to increased skepticism regarding the value of a college degree, the impact is significant.

Lastly, UMN Crookston is a young four-year university with a small and relatively young pool of alumni.

ning to recruit), so they are years away from prime philanthropic years when they will fund scholarships, programs, facilities, etc. that help to attract prospective college students.

Crookston Campus Student Success

-year and six-year

and lagged behind the six-year rate by just over three percentage points. Gaps for Pell recipients were somewhat larger, though again less so than one would expect in light of na

First-

of little more than factoring in college-prep coursework

Crookston, holistic review includes a comprehensive consideration of the following factors:

- High school GPA
- GPA within core academic courses
- Challenging courses (e.g. college-prep, AP, IB, honors)
- High school rank (when data are available)
- Leadership involvement in school
- Participation in athletics
- Participation in cocurricular activities, clubs, and organizations
- Employment experience
- Family responsibilities

Additionally, at least two admissions staff members score student responses to two required and two optional essays. Essay scores are based on multiple criteria including critical thinking, evidence of resiliency, goal-orientation, realistic self-appraisal/self-awareness, organization of ideas, and technical writing.

University of Minnesota Duluth

The University of Minnesota Duluth (UMD) established appropriately realistic undergraduate targets for the 2018-23 planning cycle. The results of the conversations and analyses led to targeted growth leveraging several new or enhanced elements. The primary goal was to stabilize enrollment and allow for incremental growth of undergraduate students of 3.5%. Keys to this growth plan were both new enrollment strategies and enhanced retention efforts. In the intervening two years UMD has tried to keep faith with the 2018-23 plan, setting aside the convulsions related to COVID-19, but the University has been buffeted by a number of challenges.

The University, in looking toward the future, continues to focus on strategies that have been successful in the past.

Given the loss of momentum heading into 2023 it may be more prudent at this point to assume a realistic target, post COVID-19, of getting back to the Fall 2018 number of just over 9,100 undergraduate students.

Duluth Campus Enrollment Challenges

Duluth faces a number of key challenges:

- 1) The increasing focus on Minnesota students by UMTC. As the flagship has had to pivot

Duluth Student Success

UMD has seen an uptick in graduation rates. Ironically, one small drag on overall enrollment has been the increase in three-year graduation numbers. Prior to COVID-19 UMD also experienced a modest increase in first to second-year retention. UMD has also experienced a steady increase in degree-seeking undergraduates from underrepresented groups (students of color and American Indian), nearly a doubling of the percentage from a decade ago (Fall 2019 numbers indicated that 13.5% are SOC/AI). The College of Science and Engineering enrollments continue to be strong (though they are also feeling the burden of increased regional competition) and remains one of the largest colleges in the University of Minnesota System.

Four-year graduation rates for the entering class of 2015 were nearly 20 percentage points higher than the entering class of 2005. Six-year graduation rates remain steady in the 66% region.

Duluth Campus Student Support

In very difficult financial times – multiple base budget cuts over the past five years; contraction of an academic college; reduction in discretionary funding for new initiatives – UMD has gone through multiple reorganizations in order to prioritize student support. Resources to support unplan.

Transfer students: UMN Morris set a goal of enrolling 100 new transfer students by fall 2024, and the campus remains committed to that goal. In fall 2019, 86 new transfer students enrolled at Morris a 19% increase from fall 2018. The campus continues to increase outreach to local community and tribal colleges. Plans are underway to complete institutional articulation agreements and to develop clear pathways for transfer students through to graduation from UMN Morris.

International Students: UMN Morris is committed to continuing its established partnerships with international institutions, and will continue to

Market research indicates that many prospective students and their families are not aware of the Morris campus; nearly a third of those indicating familiarity with the UMN system were unable to list Morris as one of the five campuses that comprise the system. The systemwide enrollment marketing effort that begins this fall is an important first step in increasing awareness of all five system campuses.

Dedicated and sustained funding source for the American Indian Tuition Waiver

Morris Campus Student Success

remained relatively steady over the last few years, with a four-year graduation rate around 50% and a six-year graduation rate over 65%. Recent success includes a narrowing of the four-year graduation gap between American Indian and White students (fall 2015 new high school cohort).

First-to-second year retention rates for new high school students have also remained fairly consistent at around 80%. Although 87% of fall 2018 new transfer students were retained within the UMN system from their first to second year,

partner YMCA, COVID-interrupted, YMCA withdrew, redesign proved to be incongruent with Commitment Five: Fiscal Stewardship).

2. Increased faculty and direct mission-focused staff (as projected in the BluffTop View) as well as concern these teaching specialists will be hired by MN State given their higher compensation). These present direct challenges to meeting the quality of teaching and support needed for our growing student population.
3. Increased leased facilities: faculty student interaction space, with current building housing faculty

2) Financial distress. Given our high percentage of underrepresented students (>60%) and our relatively low scholarship aid (as contrasted with the other University of Minnesota campuses), students are more likely to experience financial struggle that leads them to withdraw from college.

The Rochester campus is addressing retention issues with the following actions:

1. Comprehensive inquiry into other retention variables to discern and cultivate factors that are predictive of student retention.
2. Philanthropic plan formulated with the Foundation, with i.) long-term goals to expand our limited donor base, engage young alumni, and further connect to University health enterprise supporters and ii.) an immediate goal to engage corporate partners in direct student support.

Rochester Campus Student Support

At UMR, student learning and development is at the center of our mission. As we like to say in Roches-

wider swath of the Minnesota high school graduate population because we apply research to practice, prioritizing the quality of support efforts and teaching above all other endeavors. All Rochester students

Colleges and Universities:

- Learning Communities (first year cohort)
- Common Intellectual Experiences (first two years)
- Writing Intensive/Writing Integrate Coursework (first year and beyond)
- First Year Experience (Cornerstone paired course and cohort)
- Collaborative Projects (throughout curriculum)
- Community Based Learning (required coursework)
- Undergraduate Research (for all in first year, and beyond)
- Capstone Culminating Experiences (full senior year individually planned)
- Diversity & Global Learning (e.g. Intercultural Development Inventory for all)

Additional practices being piloted and tested at UMR:

- JustASK* faculty interaction center
- Student Success Coaches* (90:1 ratio)
- Living Learning Communities*
- Interdisciplinary Structure & Teaching Teams
- Faculty Primary Research focused on Student Learning & Development
- Engaged Teaching & Learning (unified faculty commitment to active, flipped learning)
- Integrated Focus on Wellbeing

*Demonstrated to support student success and equity in educational attainment.

Rochester Admissions Tests: Status and Experiences

The Rochester campus currently conducts a holistic review of students, with test scores as one component of the complete picture of characteristics that are predictive of future success. In addition to specific high school courses taken, grades received, teacher references, health-specific activity participation, we ana-

gle through a medical challenge, they develop an interest in health care and sciences). As is true for other campuses, ACT will not be required for the incoming class for fall 2021 given the testing challenges created by COVID-19. In the meantime, a comprehensive analysis of student characteristics predictive of success is in progress. As with other research at UMR, those results will inform our selection process.

Other Rochester Campus Factors or Observations

Our high percentage of students of color is a point of pride that makes our campus ever better (42%, fall 2020 incoming class). That diversity is fueled by a recruitment strategy that prioritizes building genuine relationships with prospective students and their families. Sustaining this diversity is an important

they are working to discern specific educational practices that fuel success for underrepresented students.

demographic characteristics such as ACT, coursework, and GPA) and secondary factors (personal characteristics such as leadership, veteran status, and extracurricular activities). The UMTC must maintain appropriate levels of selectivity to ensure students' preparation for success at the University.

The original plan for growth assumed the UMTC could increase undergraduate enrollment to approximately 33,000 by Fall of 2024. The assumptions included a freshman class of between 6,000 and 6,100 students and a fall transfer class of 2,250 students. Since this model was developed, the Minnesota, regional, national, and international enrollment landscape has changed, and will require an adjustment to the freshmen and transfer targets.

Given this changing landscape, it is highly unlikely the University will be able to enroll over 2,200 transfer students in fall 2021-25. At the same time, the freshman enrollment, which reached a 50-year high for fall 2019 at 6,295 students, decreased to 5,973 due to the effects on enrollments by the pandemic. Interestingly, this is nearly identical to the fall 2018 enrollment of 5,977. Over the fall, we will be generating new UMTC enrollment models based on adjusted expectations. The overall geographical goals will remain the same – 65%-70% Minnesota, 10-15% reciprocity, 15% national (NRNR), and 5% international.

The competition for all students has increased significantly, as our surrounding states have expanded their

Twin Cities Campus Student Support

As important as enrolling talented and college-ready students at the UMTC, strong academic student support is essential for retention, timely graduation, and student satisfaction. The UMTC continues to prioritize a series of initiatives and offices that focus on student success.

Online Resources: In an effort to support online learning, a system-wide Canvas workshop called Learning Online 101 was developed in order to support students' academic success. This self-paced course touches on self-motivation, time management, technical skills, and available student support services.

The **Gopher Equity Project webpage** (z.umn.edu/gopherequity) has a calendar of Discussion Groups and resources for continued learning and action.

Financial Support

Emergency Funds: The Twin Cities campus was able to leverage just over \$12 million in

The University now receives

been an effort that has included many units, including the Office of the President, Office of the Provost, OUE, Student Affairs, Equity and Diversity, college student support programs, the advising community, the budget office, University of Minnesota Foundation, and many others. Minnesota high school graduates increasingly look to the UMTC, and our sytem campuses, as their number one choice for pursuing their college degree.

Systemwide Enrollment Management

Campus Enrollment Plan Updates

Board of Regents | Mission Fulfillment Committee | October 8, 2020

John Hoffman

Vice Chancellor for Academic and Student Affairs, Crookston Campus

Fernando Delgado

Executive Vice Chancellor for Academic Affairs, Duluth Campus

Melissa Bert

Interim Vice Chancellor for Enrollment Management, Morris Campus

Jeffrey Ratliff-Crain

Vice-Chancellor for Academic Affairs & Innovation, Rochester Campus

Robert McMaster

Vice Provost and Dean of Undergraduate Education, Twin Cities Campus

Rachel Croson

Executive Vice President and Provost





Five-year Enrollment Plan Update

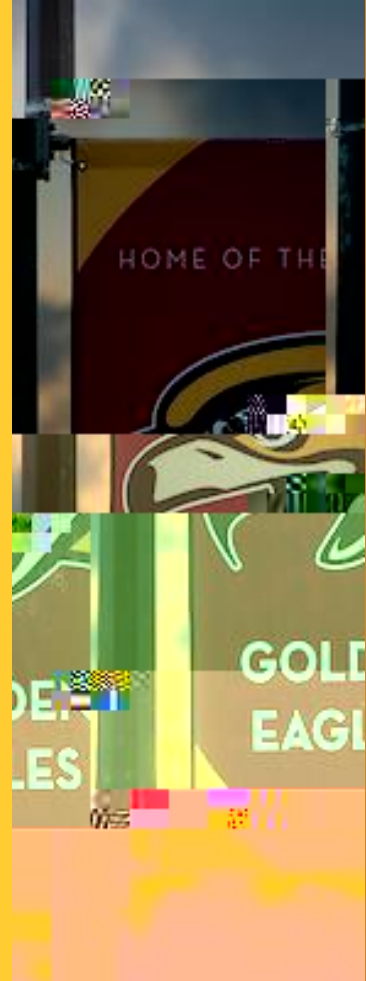
10-Year Recruitment Trends

New High School Students

- White recruitment down 27%
- BIPOC recruitment up 30%
- 1st-Gen recruitment up 22%

Online Students

-



Key Enrollment Challenges

- Regional competition and declining high school populations in the region.
- Downturns in economic sectors for key academic programs (i.e., agriculture, criminal justice)
- Relative youth of our 4-year alumni donor base limits ability to raise development dollars.



Student Success: Graduation Rate Data (NHS)

Gold Measure Goals for UMN Crookston

- 4-Year Graduation Rate –

Four-, five-, and six-year graduation rates* of first-time, full-time undergraduate students, classes matriculating in 2005-2015

*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in peer comparison tables are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus..



Student Success: First-Year Student Retention (NHS)

First-year retention rates of first-time, full-time undergraduate students, classes matriculating in 2008-2018 and 2019-2020 data

	Average 2008-18	2019-20 with FB	2019-20 without FB
Total	72.6%	63.3%	70.2%
Greater MN	77.1%	72.6%	76.8%
First Gen.	70.2%	62.4%	70.4%
Pell	66.9%	60.0%	69.2%
BIPOC	58.8%	55.6%	68.0%

First-year retention rates of first-time, full-time undergraduate students, classes matriculating in 2008-2018



Admissions Tests: Status and Experiences

	Fall 2019	Fall 2020
Average H.S. GPA	3.27	3.38
% In Top 10	13%	14%
Average ACT*	21.1	21.6
% ACT Received	89%	59%
% ACT >24	20%	23%
First Generation	43%	49%
BIPOC	21%	19%
Greater MN Students	51%	46%

Holistic Review Components:

- H.S. GPA
- College prep/rigorous coursework
- Leadership involvement
- Service involvement
- Co-curricular involvement
- Employment
- Others



Other Campus Factors and Observations

-



Five-year Enrollment Plan Update

- UMD needs to adjust its five-year undergraduate enrollment plan; target is now to make up lost ground.
- Campus's current growth plan would show a net decrease from original five year plan.
- International student space remains complicated. UMD has invested in recruitment, agent collaborations, and inter-institutional partnerships.
- Transfer student market remains challenging; continued work on pathways programs with regional two-year colleges.





Student Success

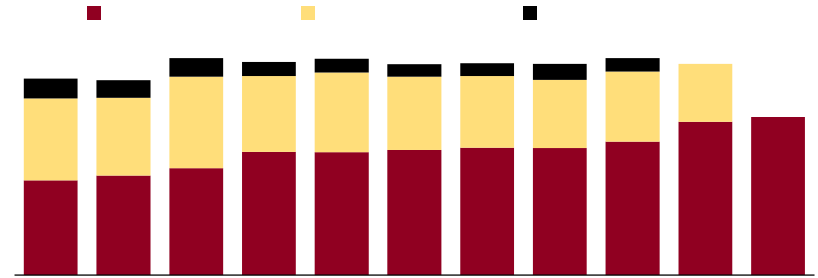
Retention

- Campus rate: 79.7% (2018 Entering Cohort)
- System rate: 84.3% (2018 Entering Cohort)

Graduation

- 4-year graduation rate: 48.6% (2015 Entering Cohort)
- 4-year graduation rate goal: 45% (2017 Entering Cohort)
- 6-year graduation rate: 66.7% (2013 Entering Cohort)
- 6-year graduation rate goal: 68% (2015 Entering Cohort)

Four-, five-, and six-year graduation rates* of first-time, full-time undergraduate students, classes matriculating in 2005-2015



First-year retention rates of first-time, full-time undergraduate students, classes



*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in peer comparison tables are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus..

Student Support

- Focused student development and academic coaching efforts
- Redesign of content and delivery of academic development courses
- Expanded mental health support to students
- Development of wellbeing initiatives
- Supplemental instruction in key bottleneck areas



Admissions Tests: Status and Experiences

- UMD is moving toward test optional admissions beginning with the fall 2020 spring 2021.
- UMD is building options for mathematics placement of students who enter without ACT scores.
- UMD will begin assessing impact of test optional on applications, enrollments, and profiles of admitted students.



Continuing Commitments

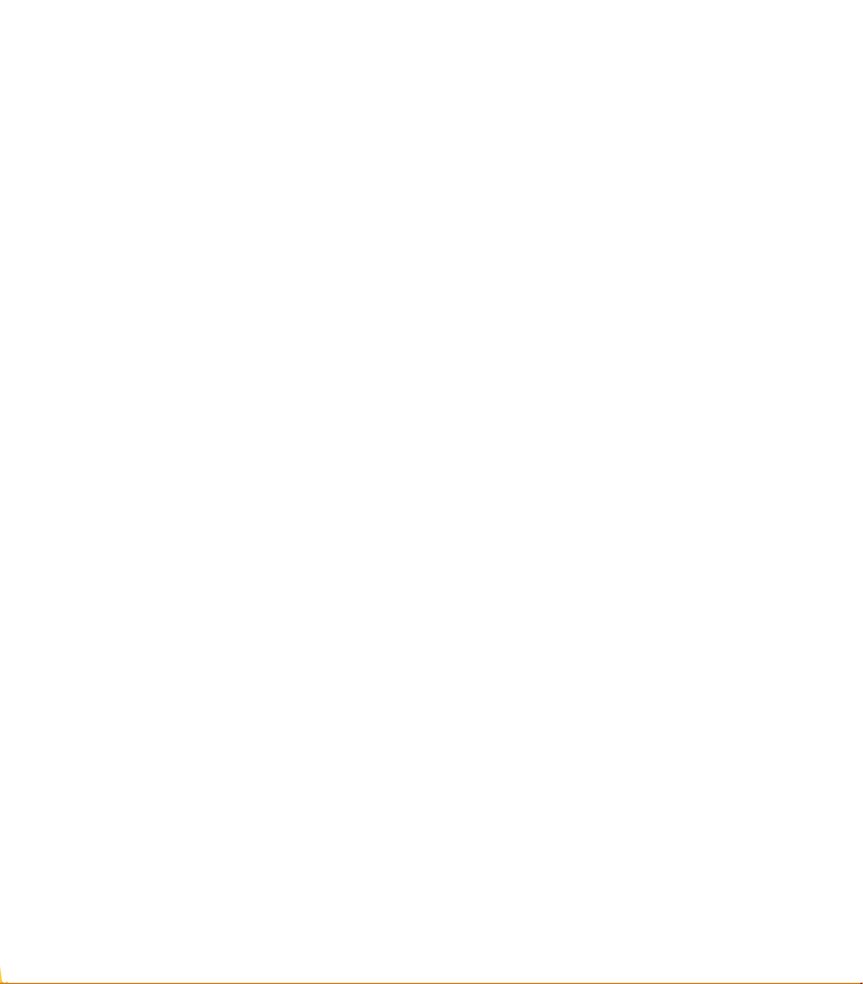
- Broaden access
- Enhance affordability and reduce student debt
- Strengthen the ethnic, economic, and geographic diversity of our community
- Value transfer students
- Provide a support infrastructure that allows all students to succeed
- Support timely graduation
- Provide outstanding learning experiences both inside and outside the classroom



Five-year Enrollment Plan Update

- Stabilizing enrollment is a top priority, as highlighted in Morris's strategic vision and plan and Morris's strategic enrollment plan
- Enrollment goals align with those in systemwide strategic plan
- **Current 5-year enrollment plan:** Goal remains 1700 students; timeline will need adjustment
- Incrementally increase for next 5 years
- **Transfer students:** Strengthen relationships with Minnesota tribal colleges and two-year institutions, aided by NASNTI collaborative grant; strengthen programming and dedicated services for transfer students
- **International students:** Continue established partnerships; overall international student enrollment expected to decline





Student Support

- Faculty advising model supplemented by **one-on-one professional advising** during summer student registration
- Pilot **first year experience course** connects students with developmentally appropriate resources and support
- Three recent **U.S. Department of Education grant funded projects**:
Ronald E. McNair Post-Baccalaureate Achievement (McNair) Program



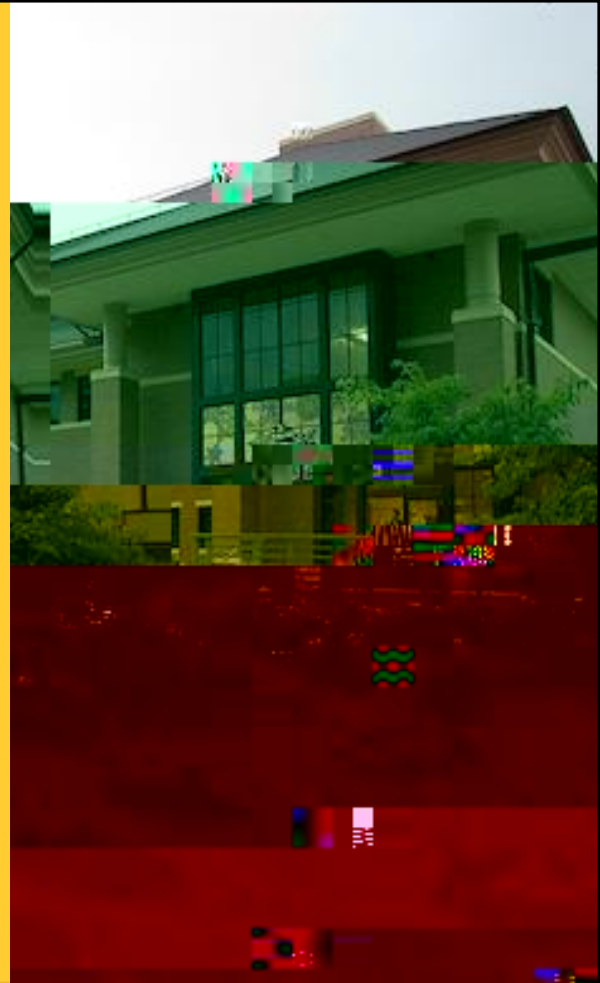
Admissions Tests: Status and Experiences

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Other Campus Factors and Observations

- UMN Morris has completed a strategic enrollment management (SEM) plan aligned with campus and systemwide strategic plans. The SEM plan identifies priorities and action steps that define concrete actions toward achieving short- and long-term enrollment goals.
- Systemwide marketing efforts show potential for positive impact across all campuses. Key to UMN Morris' future robust enrollment is successful systemwide enrollment collaboration that supports and elevates local campus efforts.





Key Enrollment Challenges

Visibility and name recognition

Continued enhancement of cooperative enrollment approaches across the System

Economic factors:

- P3 partnerships for facilities COVID-interrupted
- Scholarship availability and development challenges
- Funding necessary faculty and staff increases to

serve additional students

Program development in partnership with University campuses

Student Support

UMR applies teaching and learning research to practice

All Rochester undergraduates engage in all AAC&U-identified “high-impact” practices

Additional high-impact practices piloted and tested:

- JustASK faculty interaction center
- Student Success Coaches (90:1 ratio)
- Living Learning Communities
- Interdisciplinary Structure & Teaching Teams
- Engaged Teaching & Learning
- Integrated Focus on Well-being



Admissions Tests: Status and Experiences

Holistic review: Academic markers and passion statement describing the catalyst for interest in a health career (often indicative of resilience)

ACT not a requirement this year given the challenges to testing created by COVID-19

Conducting a comprehensive analysis to further inform selection process



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College	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<i>New Freshman (NHS) Potential Targets</i>								
Fall NHS	6,195	6,000	6,000	6,000	6,100	6,100	6,100	6,100
<i>New Transfer (NAS/IUT) Potential Targets</i>								
Fall NAS	2,268	2,250	2,250	2,250	2,275	2,275	2,275	2,275
Fall IUT	191							

Key Enrollment Challenges

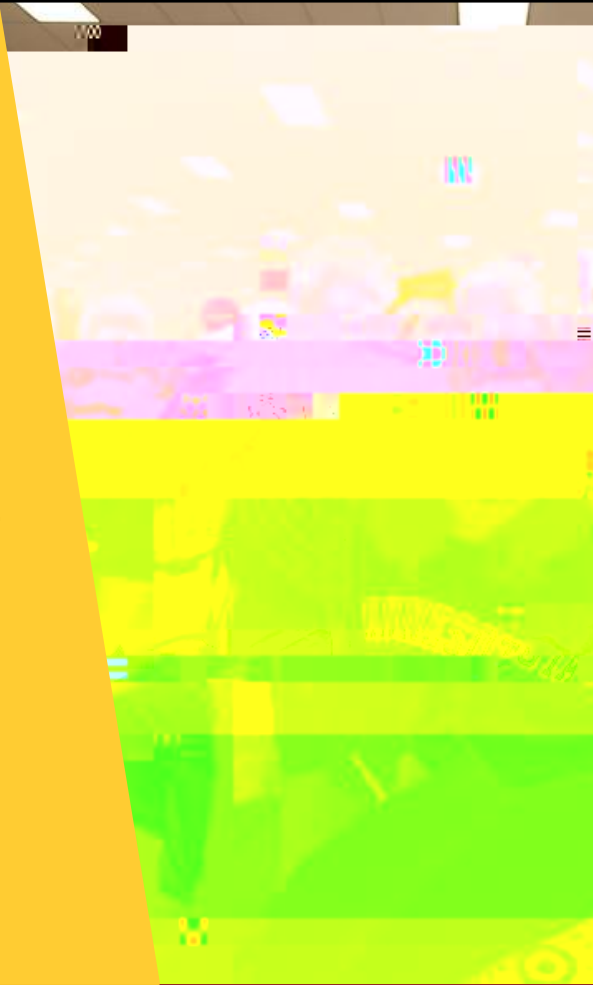
- Rapidly changing geodemographic landscape
- Peak in about five years, significant increase in diversity
- Continuing to focus on diversity, broadly defined
- Intense competition and pricing for national (NRNR) students
- Near-term uncertainty with international enrollment
- Continued emphasis on enrolling Greater Minnesota students
- Use of standardized tests in the admissions process
- Transfer Pool has been shrinking
- Reciprocity states working harder to retain residents (Wisc.)





Student Support

- Student success dashboards utilizing data and analytics to address retention risk and barriers to degree progress
- Gopher Equity Project - online training for undergraduate students to promote a positive campus climate
- Online academic support including a system-wide Canvas workshop to support online learning
- Academic Alert system for instructors to notify student/advisor of concerns throughout the semester
- Efforts to improve outcomes for gateway courses
- Grade distribution reports to faculty highlighting DFW rates for differential student populations
- Outreach and support to individual students through COVID



Admissions Tests: Status and Experiences



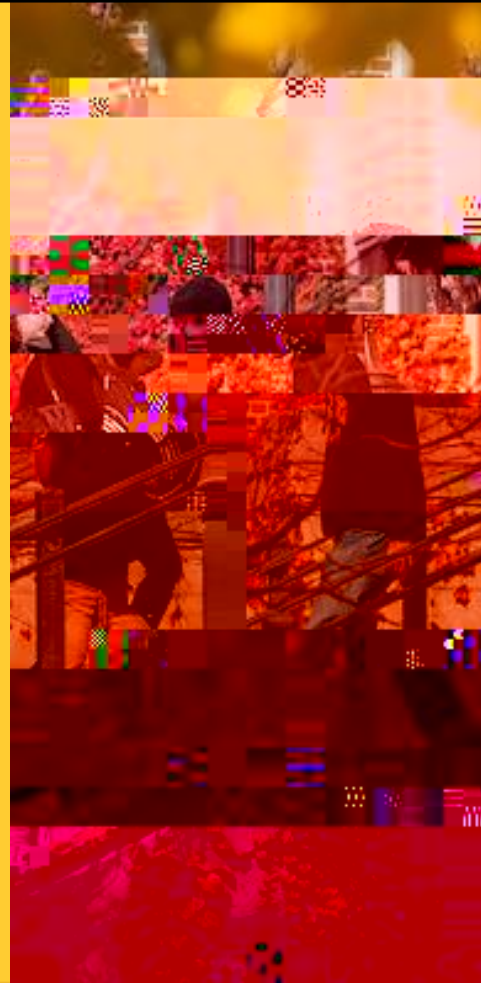
Negatives

- Nationally normed exams do not in themselves predict academic success
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Other Campus Factors and Observations

- At UMTC, enrollment is complicated due to admission to 8 freshmen-admitting colleges.
- There is a need to continue to focus on affordability and lowering the percent of students who do not borrow and average debt.
- A major priority is increasing the success of Students of Color, American Indian, and low-income, and first generation students (closing the opportunity gaps).
- Increase in retention and graduation rates have made it difficult to reach the BOR UMTC SEM plan undergraduate target of 33,000 students.
- The Minnesota (and national) transfer landscape is changing rapidly, making it difficult to reach original UMTC SEM targets.
- Undergraduate student satisfaction continues to improve given the many initiatives and services.





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**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

October 8, 2020

Mission Fulfillment Committee

Consent Report: Request to Grant Tenure to External Hires

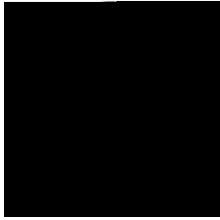
The Executive Vice President and Provost recommends William Dobyms and Adam Duerfeldt for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure academic appointment at the University.

William Dobyms, professor with tenure, Department of Pediatrics, Medical School

Dr. Dobyms is a physician-scientist who studies the nature and causes of developmental brain disorders, and is a leading authority on the causes of human brain malformations. He earned his M.D. in 1978 from the Mayo Medical School. Dr. Dobyms joins the University of Minnesota from the University of Washington where he was a Professor of Pediatrics and Neurology.

Adam Duerfeldt, associate professor with tenure, Department of Medicinal Chemistry, College of Pharmacy

Dr. Duerfeldt has established two independent successful research programs in infectious and retinal diseases. His research related to infectious diseases focuses on developing antibacterial agents to treat Gram-negative bacteria. Dr. Duerfeldt also has an active research program focusing on the development of non-invasive drugs to treat retinal diseases. He earned his Ph.D. in 2011 from the University of Kansas. Currently, Dr. Duerfeldt is an associate professor at the University of Oklahoma.



Information Items



Rachel Croson, Executive Vice President and Provost

This report highlights 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.

This report provides an update on spring semester 2021 plans for Spring Break at all five campuses.

This report appears as a regular item on the Mission Fulfillment Committee agenda.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

October 8, 2020

Mission Fulfillment Committee

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

University Highlights

The University of Minnesota received an \$18 million grant for materials research in the College of Science and Engineering.

The University of Minnesota will create the Biology Integration Institute after receiving a grant of \$12 million from the National Science Foundation. Researchers will partner with peers at the University of Wisconsin-

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

October 8, 2020

**Mission Fulfillment Committee
Information Item: Spring Break 2021 Update**

Coordinate undergraduate and graduate calendars, but allow professional programs to retain their own calendars.

Crookston Campus

UMN Crookston has completed extensive consultations with faculty, student affairs educators, and students regarding the Spring 2021 academic calendar. Changes to the academic calendar have been communicated to these various groups individually and will be presented at Campus Assembly on October 1. Beginning and end dates for the semester will remain unchanged to avoid potential negative impacts on veterans and on students and families who have taken out loans. We will launch the beginning of the Spring semester as we did in Fall with a two-week “back to campus” public health order that brings students living in the residence halls back to campus by 9:00 p.m. The goal is to minimize the potential impact of late-night parties and similar events on the transmission of COVID-19.

Because a large proportion of on-campus classes concentrate outdoor labs and field experiences into the second half of the semester, moving spring break to a later date would have a negative effect on students. Likewise, travel over

to occur. The Morris plan was developed in consultation with the Morris Campus Student Association (in multiple meetings), the UMN Morris Consultative Committee, Scholastic Committee, Morris Academic Support Resources, Division Chairs, and Vice Chancellors. It has been shared at an emergency management group meeting of directors from across campus and will be presented at our Campus Assembly on September 29 and will be considered at the Faculty Senate meeting on October 5. The plan was also discussed and provisionally approved at the Senate Committee on Educational Policy on September 23.