



Mission Fulfillment Committee

October 2020

October 8, 2020

9:30 a.m.

Videoconference & Boardroom, McNamara Alumni Center

MIS - OCT 2020

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 8, 2020

AGENDA ITEM: Update of the Academic & Research Planning Work Group

☐

Review

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Review + Action

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Action

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Discussion

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This is a report required by Board policy.

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

PURPOSE & KEY POINTS

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.

Academic & Research Planning Work Group

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.

BACKGROUND INFORMATION

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
- Lynn Lukkas, Professor of Art, College of Liberal Arts
- Amy Pittenger, Associate Professor of Pharmacy Care and Health Systems, College of Pharmacy, and Chair, Faculty Consultative Committee
- Sam Rosemark, Student Body President, Morris Student Association

Consulting members included:

- Mary Holz-Clause, Chancellor, University of Minnesota Crookston
- Amina Jaafar, Assistant Vice President, Office for Equity and Diversity
- Robert McMaster, Vice Provost and Dean of Undergraduate Education
- Heidi Meyer, Executive Director, Office of Admissions, Twin Cities campus

The Board previously discussed the work of this group at the following meeting:

- April 21, 2020: *Principles to Guide Academic & Financial Decision Making in Response to the COVID-19 Pandemic – Review/Action*, Board of Regents Special Meeting

Academic and Research Planning Workgroup Report

September 2020

Introduction

On April 10, 2020, President Joan Gabel charged the Academic and Research Planning Work Group to advise her on strategies to advance the University of Minnesota in the midst of the challenges posed by the COVID-19 pandemic (Appendix A). The work group was guided by the shared principles approved by the Board of Regents (Appendix B).¹

Academic and Research Planning Work Group

The Academic and 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 Carrell, Chancellor, University of Minnesota Rochester
- Valery Forbes, Dean, College of Biological Sciences
- Brett Heischmidt, Incoming President, Council of Graduate Students (upon graduation of Kriti Agarwal)
- Lynn Lukkas, Professor of Art, College of Liberal Arts
- Amy Pittenger, Associate Professor of Pharmacy Care and Health Systems, College of Pharmacy, and FCC Chair
- Sam Rosemark, Student Body President, University of Minnesota Morris Campus Student Association

Consulting Members

- Mary Holz-Clause, Chancellor, University of Minnesota Crookston
- Amina Jaafar, Assistant Vice President, Office for Equity and Diversity
- Robert McMaster, Vice Provost and Dean of Undergraduate Education
- Heidi Meyer, Executive Director, Office of Admissions

The work group met collectively each week between April 24 and July 31; the consulting members participated as full members in all but one of those meetings. Members divided into four subgroups according to the four bulleted areas of the president's charge letter:

- 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? (Carrell, Croson, Jaafar, Pittenger)
- What steps should we take to remain a university of choice for both current and future students with respect to pricing, content, and modality? (Agarwal, Forbes, McMaster, Meyer, Rosemark)
- What criteria do you recommend for pausing, ending, accelerating, or launching new programs (academic or other) during the pandemic and beyond to maintain our academic and research strengths? (Agarwal, Carrell, Cramer, Holz-Clause)

¹ A second work group, the Finance and Operations Planning Work Group, was also charged in April and co-chaired by Senior Vice President Brian Burnett and Interim Vice President Ken Horstman (Appendix C). The four co-chairs met weekly and had ex officio status on each others' work groups in order to ensure alignment.

- How do we “double down” on our research distinction, with an emphasis on our MNtersections? (Cramer, Forbes, Lukkas, Pittenger)

Performance and Recommendations

Each subgroup met independently to develop specific recommendations and draft sections of the report. During full-group meetings, subgroups received and incorporated feedback to ensure alignment and consistency throughout the report.

During the months of May and June, governance organizations and additional groups were consulted (Appendix D). The work group’s draft was updated based on those consultations and then shared systemwide for broader consultation on July 13, with an opportunity for community members to provide input and comments via an online survey. Comments and suggestions were then compiled and considered in preparation of the final report.

MPact 2025 Systemwide Strategic Plan

The [MPact 2025 Systemwide Strategic Plan](#) guided our work in the development of this report. We considered how to meet, accelerate, and prioritize plan goals in the context of our financial challenges. Commitments, goals, and actions from the strategic plan are referenced in the document, where applicable. Our recommendations are intended for implementation during the next three to five years. Metrics to assess the systemwide strategic plan, including revisions to the Maroon and Gold measures on the University’s existing [Progress Card](#), are in development and will serve to evaluate our eventual success.

Advancement of Diversity, Equity, and Inclusion

Throughout this report, we highlight the critical importance of advancing diversity, equity, inclusion, and social and racial justice, especially in the midst of financial challenges. As difficult decisions are made, we must elevate our efforts toward creating diverse, welcoming, and just campus communities and recognize and support our Black faculty and staff, Indigenous faculty and staff, and faculty and staff of color who demonstrate a long-term commitment to this work. We emphasize the instrumental involvement of their expertise across programs and campuses, to ensure decisions are informed by current initiatives and historical successes and failures.

Response to Declining Resources

A key responsibility of this work group is to respond to the near certainty of declining resources. We approached this work acutely aware of the ambiguity and anxiety stemming from the pandemic, and also with the recognition that units have already faced significant budget pressure. We developed these recommendations with the understanding that change can be difficult, but is ultimately necessary to ensure the health and stability of the University. We felt the challenge of working both collaboratively and quickly, while also adapting as new information emerged. We also recognized the inherent tensions in this work. We are grateful for the University community’s stamina and support as we developed initial drafts, shared ideas broadly, and used that input to further refine our recommendations. We are confident that we will emerge from this crisis stronger, utilizing the many disruptions we have faced as a catalyst for innovation.

Implementation

Our goal in this document is not to determine which specific programs to accelerate or discontinue. We intend to provide criteria and guidance for budgetary authorities as they consider their path forward through the compact process, and for academic leaders as they engage in the program review process. Our report includes recommendations at virtually all levels of the University, and implementing them will need to be a joint effort involving the president and her leadership team, chancellors, deans, department heads, and University governance bodies. We recognize that success will be contingent on thorough consultation that balances the diverse needs and expectations of

tenure- and non-tenure-line faculty and instructors; early-career researchers; undergraduate, graduate, and professional students; and P&A, civil service, and labor-represented staff members.

Four Guiding Questions

The remainder of the report is structured around each of the four guiding questions, noted above.

#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?

This question is central in guiding subsequent recommendations, and we developed four principles to guide the process of curating and advancing the University's threefold mission of research and discovery, teaching and learning, and outreach and public service. We recommend that decision-making and subsequent implementation be:

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

Inclusive: We will 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 expansion would be most appropriate. (Commitment 4)

Effective: We will foster resilience as we design innovative solutions for the future and identify areas where shared expertise and practices enhance the delivery of services and outcomes, and choose strategies that uphold and sustain the mission. (Commitment 5, Goal 4, Action 3)

Creative: We will employ collaborative, innovative, and imaginative methods to expand possibilities and opportunities across the University.

The following examples were developed to clarify the intent of each principle and provide practical examples for consideration:

- Nimble**
 - Modify the curriculum review and approval process to eliminate barriers and permit agile curricular changes and experiments, including those that engage with communities. (Commitment 1, Goal 3, Action 2)
 - Consider ways to quickly develop, explore, and, if necessary, abandon new modes of learning (e.g., distanced, hybrid); new approaches (e.g., competency-based, experiential); and new credentials (e.g., certificates, badges). (Commitment 1, Goal 3, Action 1)
 - Consider alterations to the calendar of instruction to address challenges posed by the pandemic and maximize the safety of the community. (Commitment 5, Goal 4, Action 2)
 - Address possible "bottlenecks" in liberal education and program requirements for undergraduate students. (Commitment 1, Goal 1)
 - Solve problems related to financial aid and academic calendar flexibility. (Commitment 1, Goal 3, Action 2)
- Inclusive**
 - Consider and address the differential impact of decisions and systems on underrepresented populations. (Commitment 4, Goal 2)
 - Be transparent about criteria for decision-making and provide processes for appeal and/or response.

- Engage in meaningful consultation with Tribal Nations, which involves adherence to full free, prior, and informed consent and substantive collaboration in research, initiatives, and programs. (Commitment 4, Goal 3, Action 2)
- Address barriers for undergraduate students transferring across system campuses, as well as for students transferring from outside the University system. Continue to build on the many new initiatives for transfer students, including enhanced orientation, housing options, transfer student organizations, transfer student awards, and enhanced financial aid. (Commitment 1, Goal 1)
- Create accessible learning environments for all students. (Commitment 1)

Effective

- Adjust programs to be financially resilient, recognizing that subsidies may be appropriate for strategic purposes. (Commitment 5)
- Identify opportunities for shared equipment, labs, or personnel. Direct investments to core research facilities that can efficiently serve groups of researchers and thereby reduce dependence on local resources that may be costlier and more difficult to maintain.
- Explore the potential for shared academic and administrative support across units where it benefits the campuses and the system, such as advising, career services, and academic technology, as well as recruiting, grant administration, and communications/marketing. (Commitment 5, Goal 2, Action 2)

Creative

- Consider new collaborations across the Big Ten Academic Alliance or with other state, national, and international partners (e.g., joint curricula with Minnesota State; global partnerships). (Commitment 4, Goal 3, Action 3)
- Identify opportunities to leverage educational, research, libraries, and operational offerings of multiple campuses and colleges.
- Build on the existing strength of Extension to address issues throughout the state (e.g., develop high-impact noncredit programs). (Commitment 3, Goal 3, Action 3)

#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?

The University of Minnesota is unique in its breadth, comprehensiveness, and value, offering a wide variety of world-class opportunities to diverse students and communities across the state, nation, and world. The locations, communities, and cultures of each of our five campuses attract diverse students looking for distinct and tailored experiences. We carry out our land-grant mission by ensuring and promoting inclusivity and accessibility to support current and future students. These efforts need to extend well before students enroll as freshmen, and need to include increased focus on pipeline and outreach programs that enable future generations of students to see themselves at one of the University of Minnesota campuses. Enhanced recruiting strategies also involve, in addition to the pathways that already exist, the creation of systemwide and regional pathways, including from community colleges, and from undergraduate programs into graduate and professional programs. Excellence in teaching and learning remain a hallmark of the University system, as well as a focus on community, belonging, and wellness. We work to support and enhance the positive mental health of our students, faculty, and staff.

We recommend the following to ensure that the University continues to be the top choice for current and future students in each of the three domains.

- Pricing**
- Increase aid targeted to students with demonstrated need. This should include a free tuition program and communication around this effort. (Commitment 5, Goal 1, Action 3)
 - Develop a long-term strategic tuition plan for each campus. Plans should reflect the high value and breadth of the University of Minnesota student experience and the various modalities of instruction offered. Plans should also rest on an ongoing analysis of non-resident, non-reciprocity rates, including student fees and reciprocity agreements, to increase the University's attractiveness to and affordability for future students. (Commitment 5, Goal 2, Action 1)
 - Increase strategic partnerships, including with corporate sponsors and others, to generate new revenue streams to offset the cost to students. Also explore corporate-sponsored internships and experiential learning. (Commitment 5, Goal 2, Action 3)
 - Invest in a coordinated, systemwide undergraduate recruitment strategy that builds upon the strengths of each campus through a collective vision and approach, and that recruits and supports a diverse student body. This strategy should include increasing recruiting in key locations worldwide and enhancing communications and marketing with a focus on net price and value. (Commitment 4, Goal 1, Action 1)
- Content**
- Develop programs that enable students to finish both their undergraduate degree and a graduate or professional degree within the University system in an accelerated fashion, without compromising academic quality and learning. (Commitment 1, Goal 3, Action 3)
 - Build flexible scheduling, curriculum, and financial aid to enable undergraduate degree completion in three years for appropriately prepared entering students. Examine credit requirements and prerequisites with an eye toward reducing time-to-degree and cost for all students, including addressing potential consequences for affordability. Take advantage of opportunities of open source and open textbook resources and initiatives to drive down students' overall costs. (Commitment 1, Goal 3, Action 2)
 - Expand and enhance opportunities for all students to engage in research, creative, and/or co-curricular experiences that are relevant, authentic, and meaningful. (Commitment 2, Goal 1, Action 1)
 - Continue our commitment to international work in which the University is strong. This includes sustaining our learning abroad programs while growing programs that build capacity for global citizenship, increasing learning/academic support for our international student population, and maintaining our curricular focus on global and intercultural understanding.
 - Enhance academic minors, certificates, internships, competencies, and other experiences related to MNtersections. Expand multidisciplinary MNtersections courses and programs across the system. Increase unique and multi-campus programs. (Commitment 2, Goal 2, Action 2)
 - Develop additional programs for non-traditional students, based on market analysis, student services capabilities, and the needs of the community.
- Modality**
- Develop systemwide distributed learning models that increase accessibility, center equity, and develop talent, including branding and coordination strategy, under one system leader/unit. (Commitment 1, Goal 3, Action 1)

- Leverage University expertise in innovative and evidence-based pedagogical practice (e.g., flipped classrooms, active learning, remote learning, inclusive design), including offering faculty development opportunities, to provide optimal educational opportunities to students. (Commitment 1, Goal 3, Action 3)
- Explore systemwide and Big Ten Academic Alliance partnerships for low-enrollment undergraduate and graduate courses. Consider minimum enrollments in decision-making on course offerings.
- Develop methods to ensure that campus climate issues are addressed in the classroom. This includes creating inclusive, welcoming, accessible, and equitable communities in remote and in-person spaces. (Commitments 1 and 4, Goal 3)
- Attract new and diverse audiences of students from around the world and from different stages of life by leveraging novel and developing technologies.

#3: What criteria do you recommend for pausing, ending, accelerating, or launching new programs (academic or other) during the pandemic and beyond to maintain our academic and research strengths?

The University must be increasingly forward-thinking and innovative as we invest in our many excellent, mission-focused programs. The following are recommended criteria for programmatic decision-making; programs that are prioritized should meet most, if not all, of the criteria. Programs that fulfill few or none of the criteria should be considered for pausing or ending. We anticipate that shared governance and transparent review processes will play an important role in these discussions.

Alignment with systemwide strategic plan: Prioritize programs that are aligned with the [MPact 2025 Systemwide Strategic Plan](#) using the Commitments and Goals as guideposts for areas of excellence and investment.

Educational equity: Prioritize programs and initiatives that serve the academic persistence and well-being of underrepresented students (e.g., first-generation students, low-income students, Black students, American Indian students, students of color) and devote specific attention to addressing systemic, historical, and institutional factors that contribute to achievement and opportunity gaps resulting in educational inequities that have been prevalent in the state for generations. (Commitment 1, Goal 1, Action 2)

Education around justice in Minnesota and beyond: Prioritize new and existing programs that provide curricula, education, and learning and teaching development and experiences that introduce and advance racial, social, economic, and environmental justice to all students.

High-impact, evidence-based practices: Prioritize programs that utilize practices that have been demonstrated to increase student success, with a focus on teaching, learning, engaged scholarship, and interaction with communities. Utilize established scholarly and research expertise across programs and campuses, including deliberate inclusion of underrepresented faculty and staff, to ensure that decisions are informed by expertise that has previously been overlooked as well as analysis of historical successes and failures. (Commitment 1)

Successful, equitable student outcomes: Prioritize programs at all levels that demonstrate successful, equitable student outcomes. (Commitment 1, Goal 1, Action 2; Commitment 4, Goal 1, Actions 2 and 3)

Talent needs: Prioritize programs at all levels that meet state, global, and University talent needs. (Commitment 1, Goal 2, Action 2)

Financial sustainability: Prioritize programs that demonstrate financial sustainability with regard to their local context of enrollment, grants, and other funding mechanisms. (Commitment 5, Goal 1)

Signature strengths: Prioritize programs that are world-class and reflect a signature strength of the University. Prioritize new programs that the University is uniquely qualified to develop as a result of our disciplinary breadth.

Engagement and outreach: Prioritize programs that provide evidence of engaged scholarship and applied research. (Commitment 3, Goal 3, Action 3)

#4: How do we “double down” on our research distinction, with an emphasis on our MNtersections?

The University of Minnesota is a world-class institution conducting breakthrough research across a broad range of fields and disciplines. In order to be distinctive, our research must first expand existing boundaries of discovery, creativity, and public engagement. Our research may, in addition, be especially focused on particular topics and scholarly areas of special relevance to Minnesota, and should take advantage of opportunities to build innovative partnerships with business and industry as well as with institutions, organizations, and communities across the country and around the world where our research can be most impactful. Our students experience research distinction through opportunities to work closely with experts: teaching is an implicit part of our discovery activities, and providing our undergraduates with authentic research experiences with field-shaping faculty is key to this work. Our research informs practice, and our practice—in the clinic, classroom, lab, studio, and field—informs our research. Engaged scholarship provides faculty and students the opportunity to put into practice theoretical knowledge and contribute to translational research efforts.

We recommend the following to “double down” on our research distinction.

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

- Continue to support the history and culture of shared governance. Faculty, staff, and student engagement and voice is recognized as the cornerstone of our excellence. In particular, commitment to the strong tenure policy at the University is a key feature of our shared governance and is important for attracting faculty talent.
- Recruit and retain faculty, early-stage researchers, graduate students, and staff, from diverse backgrounds, both domestic and international talent, who bring complementary perspectives to challenging problems and have the resources they need to pursue groundbreaking discovery, innovation, and creativity. (Commitment 4, Goal 1, Actions 1 and 2)
- Create new, and enhance existing, family-friendly policies and initiatives. This includes assisting significant others with employment; developing proactive retention strategies; ensuring that salaries and benefits are competitive; and eliminating barriers that disproportionately affect underrepresented faculty, graduate students, early-stage researchers, and staff. We recognize specific challenges faced by underrepresented employees and the need for responsive policies and resources.
- Encourage units to create concrete plans to provide sufficient funding for graduate students conducting research and creative activities to pursue a terminal degree in their discipline and reach degree completion. These students should be provided a clear understanding of the funding commitments being offered.

Ensure that faculty, staff, and early-stage researchers have cutting edge infrastructure, core facilities, and support services to pursue their scholarship.

- Support the impact, knowledge sharing, and visibility of our research through a commitment to making the outcomes of scholarship and creativity publicly available. Researchers at all levels should have training on communications and storytelling to make this possible.
- Elevate our community through internal advocacy that promotes eligible faculty, staff, and graduate students as candidates for high-profile awards and honors. (Commitment 2, Goal 3, Action 1)
- Increase efficiencies and return on investment in shared resources, which includes the exploration of partnerships and collaborations through organizations like the Big Ten Academic Alliance and other national and international organizations.

Focus our MNtersections research distinction on investments in programs and initiatives related to health, sustainability, and natural resource and agro-food systems.

- Enhance MNtersections opportunities through both the development of new and the expansion of existing business, industry, and community and engaged partnerships, particularly within the state of Minnesota. (Commitment 2, Goal 2, Action 1)
- Leverage our comprehensive expertise by investing in support resources that will make us even more competitive in obtaining funding for large-scale, multi-disciplinary projects. The arts, design, social sciences, and humanities will be key to such work that recognizes and addresses the full scope of grand-challenge endeavors and clearly demonstrates the University's commitment to UN Sustainable Development Goals. (Commitment 2, Goal 2, Actions 2 and 3)
- Apply an equity lens to work on all three MNtersections topics. It is well established that Black communities, Indigenous communities, and communities of color are disproportionately impacted by climate change; health disparities, including adverse health outcomes; and food and housing insecurity. To ensure the greatest impact, research in the MNtersections areas must include addressing societal inequities by disrupting biases and dismantling systemic racism. (Commitment 4, Goal 3, Action 3)
- Dedicate portions of seed investment programs to projects related to MNtersections, and seek partnerships with business, industry, and/or other non-profit organizations to maximize the impact of research outcomes
- Recognize that efforts inspired by Minnesota's needs and solutions produced have the potential for global impact while enhancing our strong international engagement.

Conclusion

How we approach the challenge of recovery from the COVID-19 pandemic will determine the future success of the University of Minnesota. The purpose of this report is to provide a framework for the president, senior leaders, academic unit leaders, and shared governance leaders to advance the University in the midst of the pandemic within a timeline of three to five years. Our work was informed by the [MPact 2025 Systemwide Strategic Plan](#) and the many conversations held and feedback submitted during our consultation process. (See Appendix D for consultation list.)

UNIVERSITY OF MINNESOTA

Office of the President

*202 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110*

MEMORANDUM

April 10, 2020

To: Rachel Croson, Executive Vice President and Provost, Co-Chair
Chris Cramer, Vice President for Research, Co-Chair
Agarwal, President, Council of Graduate Students
Lori Carrell, Chancellor, University of Minnesota Rochester
Valery Forbes, Dean, College of Biological Sciences
Lynn Lukkas, Professor of Art, College of Liberal Arts
Amy Pittenger, Associate Professor of Pharmacy Care and Health Systems,
College of Pharmacy, and FCC Chair
Sam Rosemark, Student Body President, University of Minnesota Morris Campus Student Association

From: Joan T.A. Gabel, President

Subject: Academic & Research Planning Work Group

Thank you for serving on the Academic & Research Planning Work Group. Your critical charge is to advise me with academic and research planning strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic. Thanks to Provost Rachel Croson and Vice President Chris Cramer for providing leadership and to all of you for sharing your creativity and insights during this challenging time.

In light of uncertainty around the future, I suspect our work will come in phases. As an initial effort and in full recognition that this will evolve, I request that you prepare a preliminary set of recommendations by June 1, 2020, regarding the following:

- 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?

I ask that you consult with key stakeholders and invite other University leaders to participate in your conversations, as appropriate. In anticipation of some of the specific questions you are likely to explore, I have already asked the following people to serve as consulting members who are available to you on an ad hoc basis:

- Mary Holz-Clause, Chancellor, University of Minnesota Crookston

- Amina Jaafar, Assistant Vice President, Office for Equity and Diversity
- Bob McMaster, Vice Provost and Dean of Undergraduate Education
- Heidi Meyer, Executive Director, Office of Admissions

Brianne Keeney in my office will provide staff support to the work group.

If you have any questions, please let me know. Thank you for your leadership and service to the University of Minnesota.

cc: Brianne Keeney, Assistant to the President

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

Academic & Research Work Group

- Ensure the safety, health, and wellness of our students, faculty, and staff
- Ensure the continuity of the student academic experience and support research-related initiatives, including MNtersections
- 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-19 pandemic and serves the local, state and world communities
- Examine the delivery of instruction and consider evolving learning models for the short- and long-term
- Make decisions with respect, transparency, and timeliness, and with the best interests of our students, faculty and staff in mind

Finance & Operations Work Group

- Support the University's academic, research and outreach mission with emphasis on research that directly addresses the challenges of the COVID-19 pandemic
- Prioritize the retention of our current workforce to the greatest extent possible
- Balance strategic financial decisions with maintenance of the institutional mission
- Scrutinize all existing budgets to identify efficiencies
- Position the University for both short-term and long-term financial viability
- Make decisions with respect, transparency, and timeliness, and with the best Make decisions with respect, transparency, and timeliness, and with the best

UNIVERSITY OF MINNESOTA

Office of the President

*202 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110*

MEMORANDUM

April 14, 2020

To: Brian Burnett, Senior Vice President for Finance and Operations, Co-Chair
Ken Horstman, Interim Vice President for Human Resources, Co-Chair
Lynn Black, Chancellor, University of Minnesota Duluth
Phil Buhlmann, Professor of Chemistry, College of Science & Engineering, and FCC Vice Chair
John Coleman, Dean, College of Liberal Arts
Matt Kramer, Vice President for University Relations
Colleen Flaherty Manchester, Associate Professor of Human Resource/Labor Studies,
Carlson School of Management
Rhonda McFarland, Deputy Athletics Director & CFO, Department of Intercollegiate Athletics
Michele Morrissey, HR Director, Medical School
Kimberly Rosenfield, MBA Student, Professional Student Group
Julie Tonneson, Associate Vice President, University Budget & Finance

From: Joan T.A. Gabel, President

Subject: Finance & Operations Planning Work Group

Thank you for serving on the Finance & Operations Planning Work Group. Your critical charge is to advise me with financial and operational planning strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic. Thanks to Senior Vice President Brian Burnett and Interim Vice President Ken Horstman for providing leadership and to all of you for sharing your creativity and insights during this challenging time.

In light of uncertainty around the future, I suspect our work will come in phases. As an initial effort and in full recognition that this will evolve, I request that you prepare a preliminary set of recommendations by June 1, 2020, regarding the following:

- In light of the University's desire to retain its workforce, our greatest asset, how do we leverage existing and new tools and policies as the COVID-19 pandemic evolves over time?
- As a system, how do we leverage or renegotiate economies of scale (without additional obligations) to identify and capture savings?
- What are new ideas for cost saving measures across the institution?
- Where might the University consider outsourcing or insourcing to achieve greater revenue or institutional savings?

I ask that you consult with key stakeholders and invite other University leaders to participate in your conversations, as appropriate. In anticipation of some of the specific questions you are likely to explore, I have already asked the following people to serve as consulting members who are available to you on an ad hoc basis:

- Michelle Behr, Chancellor, University of Minnesota Morris
- Brent Benrud, Associate General Counsel
- Shelly Carthen Watson, Associate General Counsel

Kate Stuckert in my office will provide staff support to the work group.

If you have any questions, please let me know. Thank you for your leadership and service to the University of Minnesota.

cc: Kate Stuckert, Senior Assistant to the President

Spring & Summer 2020 Consultation

The following groups were consulted during Spring and Summer 2020 to discuss and give feedback on the Academic and Research Planning work group draft report:

- Chancellors
- TC Deans (includes Extension)
- TC department chairs/heads through the Provost's Talking Heads Network
- Senior Leadership Team (SLT)
- Council of Graduate Students (COGS)
- Professional Student Government (PSG)
- Graduate Student Council – Duluth
- Critical Race & Ethnic Studies Interdisciplinary Graduate Group (CRES)
- UMN Postdoctoral Association (PDA)
- Black Graduate & Professional Student Association (BGAPSA)
- Student Senate Consultative Committee (SSCC)
- Crookston Student Association (CSA)
- UMD Student Association (UMDSA)
- Minnesota Student Association (MSA)
- Morris Campus Student Association (MCSA)
- Rochester Student Association (RSA)
- TC Union officers and representatives
- Civil Service Consultative Committee (CSCC)
- P&A Consultative Committee (PACC)
- Faculty Consultative Committee (FCC)
- Senate Consultative Committee (SCC)
- Minoritized and Indigenous Faculty Group
- Diversity Community of Practice (DCoP)
- Council of Research Associate Deans (CRAD)
- Research & Development Professional Network (RADPN)
- Senate Research Committee (SRC)
- Research Animal Users
- Researchers engaged with Human Participants
- Undergraduate Associate Deans
- TC Advising Community
- Campus Directors of Undergraduate Admission
- MN Office of Higher Education



Academic & Research Planning Work Group Update

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

Joan Gabel
President

Rachel Croson
Executive Vice President and Provost

Christopher J. Cramer
Vice President for Research



Board of Regent Principles



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-19 pandemic** and serves the local, state and world communities
4. Examine the delivery of instruction and consider **evolving learning models** for the short- and long-term
5. Make decisions with respect, transparency, and timeliness, and with the **best interests** of our students, faculty and staff in mind





Framing Considerations

- Response to Declining Resources
 - High-level guidance for resource decision
 - Process, 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)



Workgroup Charge



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?
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**?
3. 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?
4. How do we “double down” on our **research distinction**, with an emphasis on our **MNtersections**?



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:** E.g., Modify and adapt our current processes to deliver high-impact outcomes in response to a rapidly changing world.
- **Inclusive:** E.g., 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 expansion would be most appropriate.
- **Effective:** E.g., Foster resilience as we design for the future and identify areas where shared expertise and practices enhance the delivery of services and outcomes, and choose strategies that uphold and sustain the mission.
- **Creative:** E.g., Employ collaborative, innovative, and imaginative methods to expand possibilities and opportunities across the University.



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:** I.e., Increase need aid, strategic tuition plans, strategic partnerships and sponsors, systemwide undergraduate recruitment strategy
- **Content:** I.e., Joint degrees, flexible curriculum, student research experiences, international work, and programs for non-traditional students
- **Modality:** I.e., New systemwide learning models, U expertise in teaching, course partnerships, address classroom climates, new and diverse students



3: What criteria do you recommend for pausing, ending, accelerating, or launching new programs (academic or other) during the pandemic and beyond to maintain our academic and research strengths?

Report recommends criteria for program decision-making

Programs that are prioritized should meet most, if not all, of the criteria. Programs that fulfill few or none of the criteria should be considered for pausing or ending

- | | |
|---|---|
| 1. Alignment with systemwide strategic plan | 5. Successful, equitable student outcomes |
| 2. Educational equity | 6. Talent needs |
| 3. Education around justice | 7. Financial sustainability |
| 4. High-impact, evidence-based practices | 8. Signature strengths |
| | 9. Engagement and outreach |



4: How do we “double down” on our research distinction, with an emphasis on our MNtersections?

Report recommends the following to “double down” on our research distinction:

- **Recruit** and **retain** excellent faculty, early-stage researchers, graduate students, and staff
- Ensure that faculty, staff, and early-stage researchers have the cutting-edge **infrastructure**, core **facilities**, and support services to pursue their scholarship
- Focus our MNtersections research distinction on investments in programs and initiatives related to **health**, **sustainability**, and **natural resource** and **agro-food** systems





UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 8, 2020

AGENDA ITEM: Systemwide Enrollment Management

☐

Review

☐

Review + Action

☐

Action

☒

Discussion

☐

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Melissa Bert, Interim Vice Chancellor for Enrollment Management, UMM
Fernando Delgado, Executive Vice Chancellor for Academic Affairs, UMD
John Hoffman, Vice Chancellor for Academic and Student Affairs, UMC
Robert McMaster, Vice Provost and Dean of Undergraduate Education, UMTC
Jeffrey Ratliff-Crain, Vice Chancellor for Academic Affairs & Innovation, UMR

PURPOSE & KEY POINTS

The purpose of this item is to report on the five-year enrollment plans for each campus. The discussion will address future considerations and analysis about international students, test-optional admission practices, and transfer students. In addition, the item will include an update about the work of the Minnesota P-20 Council and the Minnesota Transfer Curriculum.

The content of this presentation relates to goals and actions under the Systemwide Strategic Plan Commitment 1: Student Success - *Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world:*

- 1) Goal: Attract, educate and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.
 - a. Action – Establish comprehensive systemwide strategic enrollment management strategy.
 - b. Action – Improve retention and graduation rates while closing gaps.
 - c. Action – Expand scholarship opportunities.

BACKGROUND INFORMATION

The Board endorsed the five-year enrollment plan for the Twin Cities campus in March 2016 and the Crookston, Duluth, Morris, and Rochester campus plans in May 2019. It most recently discussed system enrollment management collaboration efforts at the following meetings:

- June 2020: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee.
- June 2019: *System Undergraduate Enrollment Management Update*, Mission Fulfillment Committee.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Mission Fulfillment Committee
October 8, 2020**

System Enrollment Management

Introduction

In March 2016, the Board of Regents passed a resolution related to Undergraduate Enrollment Management at the University of Minnesota (2016-2021). That resolution affirmed the following values and principles related to undergraduate enrollment for all five University campuses:

- The University of Minnesota has five campuses, each with distinctive enrollment strategies and goals; and
- The University of Minnesota wishes to attract the very best and brightest students from the State of Minnesota; and
- The University of Minnesota wishes to maintain financial access and affordability for those students qualified to enroll; and
- The University of Minnesota wishes to maintain diversity, broadly defined, including ethnic, racial, geographical, socio-economic, and gender, in the undergraduate student body; and
- The University of Minnesota wishes to maintain strong need-based (including middle-income) and merit-based financial aid programs; and
- The University of Minnesota wishes to keep resident tuition and fee rates as low as possible, and competitive non-resident tuition rates; and
- The University of Minnesota wishes to ensure that students have the highest-quality student experience and graduate on time (normally four years for Freshmen, three years for Transfers).

In the same 2016 resolution, the Board of Regents resolved that the Board supports the Twin Cities campus five-year enrollment plan. An update of that plan was provided to the Board in its [February 2019 Mission Fulfillment docket](#) materials beginning on page 39. In May 2019, the Board approved enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses. Those plans are outlined in the [May 2019 Board of Regents docket](#) materials beginning on page 56.

Guided by the Board of Regent's above framework and in concert with each campus's enrolment plans, the University has introduced system-level approaches to enrollment management. Specific system enrollment work and action steps have been discussed with the Board at its past four June meetings of the Mission Fulfillment Committee.

University of Minnesota Crookston

During the 2018-2019 academic year, UMN Crookston developed and presented to the Board of Regents a plan to grow degree-seeking enrollment to 2,100 by 2023-2024 through annual increases of 2-5%. The plan addressed new student enrollment for both New High School (NHS) and New Advanced Standing (NAS) students as well as among on-campus and online student populations. Strategies for achieving this goal included enhancing targeted marketing efforts; affording greater attention to ethnic, social, economic, and geographic diversity; supporting student success and retention efforts; and

implementing 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's five-year enrollment plan is situated within the context of Northwest Minnesota and the increasing diversity of the Midwest. Among NHS students over the past 10 years, UMN Crookston witnessed a 27% decline in the number of white student matriculants paired with increases of 30% for Black, Indigenous, People of Color (BIPOC) and of 22% for first-generation college students. These trends mirrored the demographics of graduating high school students in the region. The Western Interstate Commission for Higher Education¹ (WICHE) projects that the number of white students graduating from Minnesota's public high schools will increase by 3.7% between 2020 and 2023 compared to 8.7% for BIPOC students. After peaking in 2025, BIPOC public high school graduations will decrease by just 2.3% between 2025-2030 compared to an 8.9% decrease for BIPOC students. In other words, while BIPOC students made up 23.9% of public high school graduates in Minnesota in 2020, they will make up 26.4% of the graduating class of 2025 and 27.8% in 2030. When paired with efforts to extend access to first-generation college students, this increasing diversity presents great opportunities for UMN Crookston to grow enrollment, enhance the quality of learning for all students, and contribute to Minnesota's future workforce.

Extending access to BIPOC and first-generation colleges is also a central strategy for UMN Crookston's online programs. Among the UMN Crookston's 2020 incoming online students, 26.7% are BIPOC and 63.6% are first-generation. That equates to a 70% increase across the past 10 years for first-generation students and a near doubling for BIPOC students.

As discussed later in these materials, the implementation of a test-optional holistic review will help UMN Crookston to identify talent that other institutions miss while strengthening the diversity and quality of new students. Closely paired with these recruitment efforts are student success and retention initiatives. UMN Crookston will also continue to develop new programs that meet emerging workforce needs and develop pathway programs to engage students in late elementary, middle, and early high school. Given the changing environment for international student recruitment, greater focus will go to international high school students in the United States and Canada. Lastly, new athletic programs in hockey, trap shooting, and cross country as well as reallocations from the football program into existing athletic programs will strengthen the competitiveness of athletic programs and attract students.

Crookston Campus Enrollment Challenges

Although WICHE projects a 4.9% increase in total graduates from Minnesota public high schools between 2020 and 2023, the largest proportion of this growth will be within Metropolitan areas. In contrast, UMN Crookston has excelled in recruitment and retention efforts in Greater Minnesota where enrollments will remain steady or decline. While larger increases are projected for North and South Dakota, growth in those states builds on a much smaller baseline. For example, while the number of public high school graduates in North Dakota is projected to increase more than 14% between 2020 and 2023, that growth represents approximately one-third of the 5% growth projected for Minnesota in terms of total students.

¹ <https://knocking.wiche.edu/>

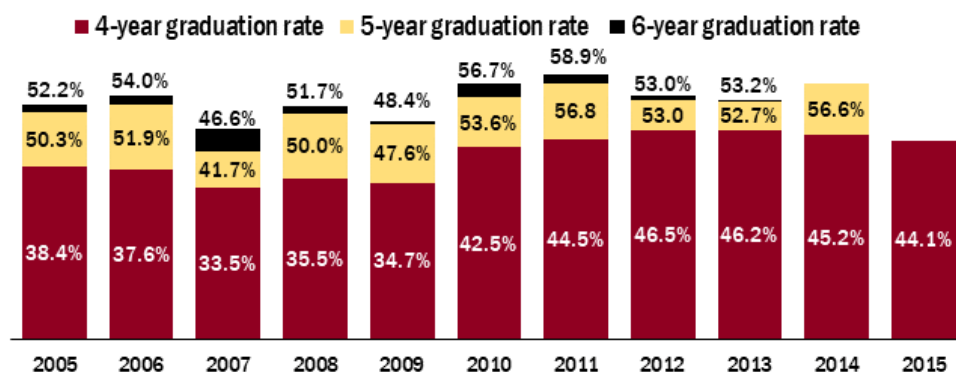
Another challenge for UMN Crookston is the declining perceived value of higher education among more conservative families in the rural Northern Plains.² This decline is coupled with increased competition from regional colleges and universities and downturns in economic sectors for key academic programs (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. The institution's first graduates are just now sending their children to college (a population we are beginning 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

The Gold Measure targets for UMN Crookston's four-year and six-year graduation rates among first-time, full-time undergraduates are 45% and 60% respectively. As reflected in the table below, UMN Crookston achieved the four-year target for three of the past four graduating classes but has not yet achieved the six-year goal. Given the discontinuation of the football program, UMN Crookston anticipates declines in graduation rates for the next four to six years.

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



A deeper exploration of the data as shown in the table below reveals areas of promise and concern. In seven of the past 10 years, UMN Crookston has had the highest three-year graduation rate in the UMN System, and its 7.6% three-year graduation rate over those 10 years is also the highest in the System.

Students from Greater Minnesota have graduated at higher rates than students overall. This runs counter to national data where students from rural communities typically graduate at rates lower than for peers from suburban communities.³ Likewise, whereas first-generation college students complete a college degree within six years at a rate well under half of their continuing generation peers nationally⁴, first-generation students at UMN Crookston slightly out-performed overall student four-year graduation rates

² See Parker, K. (2019, Aug. 19). *The growing partisan divide in views of higher education*. Pew Research Center. <https://www.pewsocialtrends.org/essay/the-growing-partisan-divide-in-views-of-higher-education/>

³ Postsecondary National Policy Institute. (2020, March 21). *Factsheets: Rural students in higher education*. <https://pnpi.org/rural-students-in-higher-education/>

⁴ Center for First-Generation College Student Success. (2019). *First-year experience, persistence, and attainment of first-generation college students*. <https://firstgen.naspa.org/files/dmfile/FactSheet-02.pdf>

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 national data.⁵

The area of greatest concern for UMN Crookston are the three-, four-, and six-year achievement rate gaps for BIPOC students. Fewer than one-third of the BIPOC students who matriculated at UMN Crookston between 2005-2015 went on to graduate within six years.

10-year averages for three-, four-, and six-year graduation rates of first-time, full-time students, classes matriculating in 2005-2014

	3-Year	4-Year	6-Year
Overall	7.6%	39.0%	50.7%
Greater MN	10.1%	44.3%	55.4%
1st Gen	6.9%	39.7%	47.4%
Pell-Eligible	5.7%	33.9%	45.8%
BIPOC	4.3%	20.8%	33.1%

Crookston Campus Student Support

In order to promote student success and retention for all students, and in particular to address significant achievement gaps for BIPOC students, UMN Crookston implemented two significant programmatic changes in 2019-2020. The first was the development of the Student Success Center to support the holistic development of students as they navigate their college experience. By centering student success efforts in diversity, equity, and belonging, the SSC prepares students to learn within a diverse world by engaging them around topics that are integral to their success and the land-grant mission of UMN Crookston. To bind student success work with equity and inclusion, UMN Crookston placed its multicultural education personnel and its FirstGen Forward programs within the SSC.

The second programmatic change was the implementation of two first-year seminar courses that are required for all NHS students. The two courses meet critical thinking requirements within the Minnesota Transfer curriculum. The first course, UMC 1200, includes modules addressing study skills, equity and inclusion, career exploration, financial literacy, and health and wellness. The second course, UMC 1202, takes a deeper dive into critical thinking as faculty engage students in equity-related topics ranging from the farm bill to sustainability to organizational decision-making.

Though we have only one year of data (see the table below), the results are encouraging. As the discontinuation of the football program makes it difficult to draw direct comparisons between this year's data and averages for the previous 10 years, data are presented both with and without football students. Retention rates for Greater Minnesota and first-generation college students continue to be strong, and there was a reduction in the first year retention rate gap for Pell students. The most encouraging data, however, are for BIPOC students, a primary target of the interventions of the past year. The average first-to-second-year retention rate gap between BIPOC students and overall campus numbers between 2008 and 2018 was 13.8%. With football players included, this year's gap dropped to 7.7%; with football players removed from the pool, the gap dropped to just 2.2%

⁵ Kelchen, R. (2017, Oct. 25). *A look at Pell Grant recipients' graduation rates*. Brookings Institute. <https://www.brookings.edu/blog/brown-center-chalkboard/2017/10/25/a-look-at-pell-grant-recipients-graduation-rates/>

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%

Crookston Admissions Tests: Status and Experiences

From its inception, UMN Crookston's shift to test-optional holistic review has been a strategy grounded in analysis of campus data and intended to enhance admissions standards. Data analysis from students admitted in 2019, the last year we used standardized test for admissions, reinforce the data we presented in Spring 2019 suggesting that ACT scores are not only poor predictors of student success at UMN Crookston, they are often errant predictors. In most cases, ACT scores correlate highly with high school GPAs, thus the ACT provides no additional predictive value over the high school GPA. ACTs influence admissions decision in those cases where students have higher ACT scores but lower GPAs or lower ACT scores but higher GPAs. Note the following findings for 2019 students.

- For all students with a high school GPA of 3.35 or greater, the retention rate was 80.3%; however, for students with a GPA of 3.35 or greater and an ACT below 20, the retention rate *increased* to 82.4%.
- For all students with a high school GPA of 3.20 or lower, the retention rate was 64.5%; however, for students with a GPA of 3.20 or lower and an ACT of 23 or better, the retention rate *dropped* to 62.5%.

The implication is that not only are high school grades an equal or better predictor of retention than ACT scores, in those cases when ACT scores do not correlate well with high school grades, they are a *negative* predictor of student retention to the second year.

As reflected in the table below, UMN Crookston increased the average high school GPA of its incoming class as well as the proportion of students coming from the top 10% of their high school's class. Comparisons of average ACT test scores from 2019 to 2020 are difficult as 41% of matriculated students did not submit a standardized test score in 2020 as compared to just 11% in 2019. That being said, the average score increased by half a point and the proportion of scores above 24 increased by 3%.

Consistent with UMN Crookston's strategy to increase the diversity of its enrollment, a greater proportion of first-generation college students were admitted for 2020. Though BIPOC enrollment decreased 2%, early projections were near 15% with the discontinuation of football. The drop in proportion of students from Greater Minnesota was not anticipated and is a factor that UMN Crookston will explore further.

	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%

Colleges and universities use the term “holistic review” in a variety of ways, and in some cases, it consists of little more than factoring in college-prep coursework from a student’s high school transcript. At UMN 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. Lastly, students may submit letters of recommendation for consideration.

Moving forward, UMN Crookston will add holistic review scores to other data used to track student success, retention, and graduation rates. These evaluations will inform further refinements of selection criteria. The data are also being folded into student success tools so that student affairs and student success educators can use the data to help inform advising and student success interventions.

Other Crookston Campus Factors or Observations

A final component of the UMN Crookston plan is focused attention to marketing efforts for on-campus and online programs. This involves natural coordination between the System’s “Discover the University of Minnesota for You” campaign and the local “I Am Crookston” campaign. UMN Crookston will continue targeted marketing for various niche programs (e.g. Equine Science, Agricultural Business, Criminal Justice, Healthcare Management) as well as focused recruitment of the growing Latinx and Somali populations in Minnesota, especially through pathway programs in Northwest Minnesota. The fully implemented Slate platform will enable UMN Crookston to make better use of data to inform marketing efforts.

University of Minnesota Duluth

The University of Minnesota Duluth (UMD) established appropriately realistic undergraduate targets for stretching the institution's enrollment during the 2017-18 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.

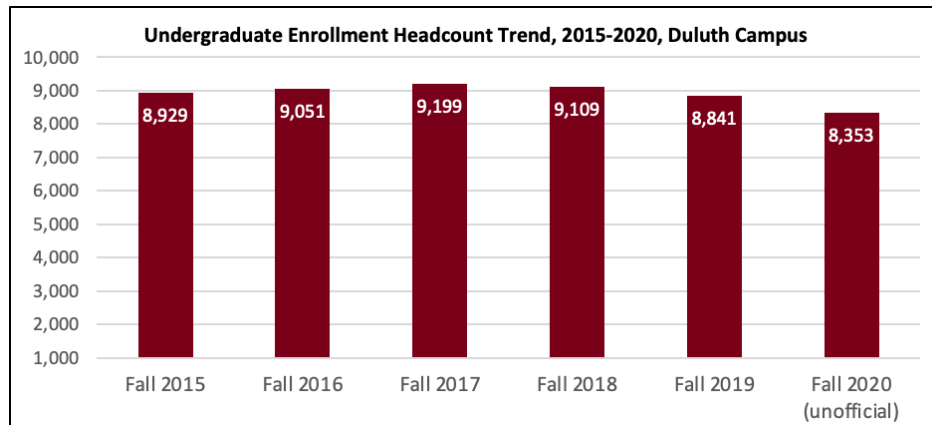
The University, in looking toward the future, continues to focus on strategies that have been tested elsewhere to inform how it moves forward. Thus, UMD continues to invest in internationalization to create new enrollment funnels for undergraduate (and graduate students). This investment has included hiring dedicated staff for international student recruitment, taking the English language transition program in-house, the development of strategic partnerships with universities in Asia, Europe, and Latin America, and (with the assistance of System personnel) entering into contracts with agents to assist in the recruitment of students from Southeast Asia and beyond. UMD still has plans to update its international strategic emphasis (previously known as Plan 2020 for Internationalization), but this has largely been suspended for the moment owing to the COVID-19 pandemic and the limitations on student mobility (inbound and outbound).

Similarly, UMD continues to refine its retention focus. The building out of the Bulldog Resource Center, the various strategies employed by collegiate advising units, and the refinements to developmental curricula offered through the Academic Writing and Learning Center appear to have made a difference. With a greater emphasis in programming on undeclared and pre-major students, student-centered advising that focuses on developing strengths and resiliency, and developmental classes deployed in short course to meet the academic needs of students as they arise during the course of the Fall and Spring semesters. Collegiate units, even prior to the COVID-19 pandemic, had moved significant pieces of summer instruction online and the University has seen increasing summer enrollments and therefore a reduction in bottleneck courses inhibiting student progress. UMD continues to target the transfer market and the underrepresented student population through dedicated programming and personnel who reach out to those student populations. The Admissions Office continues to work with academic units and non-academic units (UMD Public Relations, the Office of Diversity and Inclusion) to build greater brand awareness of the UMD experience. Marketing dollars have been invested, as UMD continues to refine its message about experience, affordability, and high-quality academics, to keep pace with competitors and support recruitment efforts. However, one-time dollars are becoming tighter as carryforward balances drop and dollars have been used to pay down the sequestered deficit. Overall, the carryforward balance expenditures have dropped nearly 90% over the past three years. Base budget expenditures have fluctuated and in the current year are approximate those expenses incurred during FY 2016.

Some measured success can be seen in increasing 3-, 4-, and 6-year graduation rates, increases in retention (prior to COVID-19), and pockets of enrollment spikes owing to shifts in how collegiate units engage their students. However, especially as a result of COVID-19 it would be heroic for UMD to make up lost ground and reach the enrollment numbers projected in 2018. Apart from COVID-19, UMD continues to compete for Minnesota students in a highly competitive market and, as UMD reported to the Board of Regents in March of 2020, there is strong evidence of the negative effect of UMTC enrollment strategies upon UMD enrollment numbers. Finally, since the 2018 plan was developed UMD has cut more than \$6 million in base budget with more than \$4.5 million coming from Academic Affairs.

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



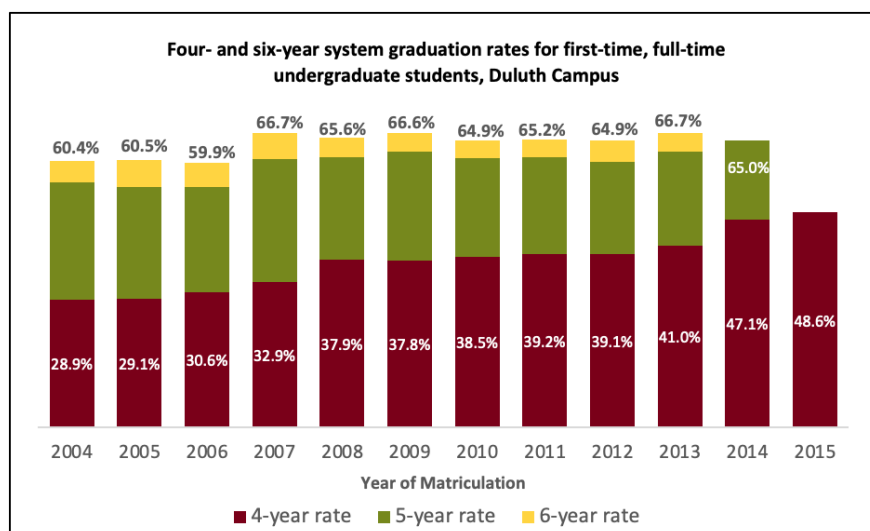
Duluth faces a number of key challenges:

- 1) The increasing focus on Minnesota students by UMTc. As the flagship has had to pivot away from international and out of state students to meet its enrollment and revenue goals UMD (like other greater Minnesota campuses) is seeing a drag on enrollment.
- 2) The practical limitations on international student recruitment. Between COVID-19 and shifting federal priorities around internationalization, the international student population targets are largely unmet. The COVID-19 pandemic this year has effectively stifled recruitment for Fall 2020 and Fall 2021.
- 3) As COVID-related hiring freezes have occurred delaying positions or holding on positions has already had an impact on future student recruitment. UMD has had up to six positions frozen for multiple months since April of 2020.
- 4) Increased regional competition from other four-year institutions, particularly as more schools move into the STEM space with new programs.
- 5) Price and scholarships. Net price continues to be a factor. Basic tuition rates for Minnesota students are lower in Wisconsin and North Dakota than they are in-state. Newer competitors, such as Iowa State, have also aggressively targeted the Metro area with advertising and competitive scholarships.
- 6) Over the past decade UMD has seen steady increases in applications and admissions offers but new enrollments have not kept pace—suggestive of the competition for qualified students and the likelihood that students are finding better financial offers elsewhere.
- 7) Continued funding and impact of COVID-19. As noted above, UMD came into the current academic year having shed more than 5 million dollars in base budget and a separate multi million-dollar payment on its sequestered deficit. As a result, the University was already strapped in terms of flexibility. As UMD has moved through COVID-19 vacant positions in key areas (faculty, admissions counselors, financial aid personnel) owing to attrition and the retirement incentive option can limit the ability of the University to respond productively to the existing and COVID-related pressures UMD will see in enrollment.

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 undergraduate research have largely been left untouched; units such as Study Abroad have not been subject to significant cuts and investments have been maintained in areas such as the Bulldog Resource Center and Admissions while dollars have been spent renovating or updating spaces that serve prospective and enrolled students. The shifts in curricula associated with the Academic Writing and Learning Program have yielded greater flexibility that allows for more student participation. Collegiate advising units have deployed new student development strategies to support student engagement and resiliency (and these have yielded some positive results in fine arts programs and in the College of Education and Human Service Professions). Career and Internship Services have begun developing new ways to engage students and partner with academic programs. The Office of Diversity and Inclusion have redeveloped their space to better serve students and create more opportunities for affinity groups.

Duluth Admissions Tests: Status and Experiences

In early spring 2020 UMD developed a work group to assess the future of standardized usage at UMD. That report came shortly before the COVID-19 pandemic. The academic leadership team reviewed and

discussed the report and opted toward moving test optional admissions. In some ways this rendered moot for the current and perhaps forthcoming academic years because of the impact of the pandemic. However, the decision to move to test optional merely reinforces the holistic approach long employed by UMD. At present UMD is not anticipating a “drop” in quality of first-time students but the University also recognizes that it must find a new diagnostic tool for math placement (as ACT had functioned in this way). Enrollment Management leadership is working with the Department of Mathematics and Statistics to identify that tool for the 2021 entering class.

Other Duluth Campus Factors or Observations

UMD is in a complicated space. The University faces multiple challenges from public and private universities in the region and the ongoing competition for undergraduate students with the Twin Cities campus. Multiple efforts to create more flexibility and net price advantages to attract out of state and especially international students have not fully resulted in what UMD hoped for owing to a range of political and economic circumstances. UMD continues to refine its place and brand in the marketplace but recognizes that for those students sensitive to price UMD may have challenges attracting them to UMD.

Budget and enrollment challenges have also led UMD leadership to pause the housing and dining projects. While such moves are logical given the uncertain space UMD is in they do impact student experiences on campus, reduce future programming options, and can cause an issue in the middle term as other components of the housing options move toward the end of their life spans.

University of Minnesota Morris

The University of Minnesota Morris’s five-year enrollment plan, endorsed by the Board of Regents in February 2019, aligns with the campus’ strategic plan (completed in 2019) and the systemwide strategic plan. Morris’s five-year enrollment plan is ambitious, and the COVID-19 pandemic impacted the campus’ ability to enroll and retain the number of students planned for fall 2020 setting back the timeline for the plan.

The campus remains committed to stabilizing at a degree-seeking enrollment of 1,700 students, as established in its current enrollment plan. UMN Morris has experienced fluctuating enrollment levels, and stabilizing enrollment will better support the campus’ long-term goals and sustainability.

UMN Morris has planned and implemented numerous changes that the campus anticipates will lead to increased student enrollment, including the adoption of a comprehensive strategic enrollment management plan. The plan is wide ranging, impacting all areas of campus recognizing that enrollment is everyone’s business. As examples: the campus has increased its outreach to former students who left before completing their degrees – a strategy successfully implemented by the Twin Cities campus; a thorough website redesign focused on prospective students is being constructed; the Office of Admissions is developing new marketing materials and strategies.

Strategic enrollment management plan: Work began on the campus’s first strategic enrollment management plan in November 2019, and the goals, strategies and tactics were finalized this fall. Work on many of the priority items identified by the staff, faculty and students that crafted and provided input into the plan has already begun. The campus will review its progress toward accomplishing the SEM goals and set priorities for the 2021-22 academic year this spring.

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 seek out opportunities to return its international student population to previous levels. While it is unlikely that international student enrollments will increase significantly in the near term, UMN Morris continues to be committed to exploration of new avenues to enhance international enrollments on the Morris campus.

Morris Campus Enrollment Challenges

COVID-19 related challenges:

- As a residential liberal arts college, central features of our educational model have been greatly impacted by the pandemic. In a university community that is small and close-knit, disruption of the ability to deepen relationships, interact informally, and engage with other community members in person has been consequential. The spring shift to remote learning and the necessary restrictions on student and campus gatherings have led both current and prospective students to state that they plan to defer their enrollment or take a break. These decisions have had an impact on our fall 2020 enrollment, and we do not yet know how the pandemic will alter decisions students may make for fall 2021.

Other challenges:

- In July 2019, Chancellor Behr announced key organizational changes in the area of enrollment management, including the creation of an Office of Transfer Student Services (TSS). Patterns of matriculating students have shifted in recent years: over 70% of our students enter UMN Morris with substantial college-level course experience— as New High School (NHS) students with college credits earned through dual enrollment or as New Advanced Standing (NAS) students transferring from 2- and 4-year campuses. The need for intentional transfer student support had been noted by campus committees over the last decade, and more recently highlighted as a significant need by external AACRAO consultants. Further, it is one of goals in the Morris strategic enrollment management plan: “Create a university infrastructure that supports the recruitment and graduation of transfer students and students with prior credit”. The TSS director hiring committee identified finalists for the position in March, at which point the position was placed on hold. Hiring exemption requests for this role have been denied to date.
- In fall 2019, the UMN Morris campus received 393 shared applications from the Twin Cities campus. In fall 2020, the Morris Office of Admissions processed 1,302 shared applications – a 231% increase. Eight of the 393 (2%) students enrolled in fall 2019, while 11 of the 1,302 (0.8%) enrolled in fall 2020. In fall 2019, only 5 of the applicants were new inquiries; in fall 2020, 7 applicants were new in our system.
- As the UMNTC campus has changed focus from NRNR and international students to Minnesota students to meet enrollment and revenue goals, Morris’s enrollment (like other greater Minnesota campuses) is impacted negatively.
- As a public liberal arts college, UMN Morris experiences enrollment competition from many sectors of the higher education landscape, with its primary competition being public and private colleges within the state.
- The declining numbers of traditional-aged students in Minnesota and the Upper Midwest are expected to increase competition and to have a negative impact on enrollment in Minnesota overall.

- 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

UMN Morris's graduation rates have 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, only 61% of those students remained on the Morris campus. In fall 2020, 64% of those entering in fall 2019 returned to Morris (systemwide numbers are not yet available). Aside from the financial impact of losing over a third of new transfer students every year, the campus also values the diversity of perspectives and experiences provided by the transfer student population. Increased student support for transfers, with a focus on improved retention, is a key institutional priority.

Morris Campus Student Support

Recent UMN Morris student support efforts include:

- In summer 2020, the campus piloted a change in its summer registration process. Instead of grouping students with faculty to complete their course selections, incoming students were provided one-on-one professional advising with their first-year success coach. This effort allowed students to make early connections with their success coaches and allowed deeper relationships to be established from the beginning of their career at Morris. Overall response to the pilot has been very positive.
- One of the campus' strategic plan priorities is to develop a first-year experience course which is being piloted this academic year. The course connects students with developmentally appropriate resources and support.
- The campus has been awarded three recent U.S. Department of Education grant funded projects: Ronald E. McNair Post-Baccalaureate Achievement (McNair) Program grant (2017); TRiO Student Support Services (2015, 2020); and Native American Serving Non-Tribal (NASNTI) grants (2015, 2020). The campus was awarded two NASNTI grants commencing October 1, 2020. One project will develop collaborative programming between UMN Morris and several nearby tribal colleges.
- UMN Morris's commitment to improving student success is reflected in its strategic enrollment management plan goals, which were finalized in spring 2020. Work has already started on a number of priority areas.

Morris Campus Admissions Tests: Status and Experiences

UMN Morris is not requiring standardized test scores for spring 2021 nor fall 2021 domestic applications. The Office of Admissions will continue to utilize a holistic admissions review process, and will evaluate the impact of not requiring test scores on the number of applications submitted and applicant demographics (e.g., gender, residence, racial/ethnic background, socioeconomic status) after the completion

of the fall 2021 cycle. The campus will also conduct an evaluation of the predictive value of the ACT on student success.

Other Morris Campus Factors or Observations

UMN Morris has confidence in the extensive efforts it has put into place to improve student success. However, uncertainties related to COVID-19 continue to present challenges to fully implementing various efforts (TSS Director / transfer student support; student uncertainty about committing to a residential college experience). The campus strongly believes that successful systemwide enrollment efforts are an essential component of its future success.

University of Minnesota Rochester

Our **five-year enrollment management plan** launched in 2016 was supplemented by the broader campus strategic plan, the [BluffTop View](#) (pp. 138-145, presented February 2019, approved March 2019) - to address the facilities and human resources needs that accompany enrollment growth. Important to that plan is our campus Vision: *to inspire transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st-century*. That broader BluffTop View plan is now intentionally aligned with the [System Strategic Plan](#), pursuing growth that works in concert with each of the commitments:

- The Rochester campus has achieved and aims to sustain equity in student educational attainment as we grow (Commitment One: *Student Success*; Commitment Four: *Community & Belonging*);
- Our faculty focus their primary research on student learning and development, with the aim to adapt practice based on research results and provide solutions to Minnesota's inequities in educational attainment (Commitment One: *Student Success*; Commitment Two: *Discovery, Innovation & Impact*);
- Given the looming and dramatic healthcare workforce gap in Minnesota (DEED) and in light of our ongoing learning from the current pandemic-related disruptions, the UMR campus aims to combine our high-touch relational education model with higher-tech to develop diverse talent with a Next Gen M pilot that contributes to enrollment growth and explores a new model of distributed learning (Commitment Three: *MNtersections-#1 - "Drive Innovation for Next GenerationHealth"*); and
- The pace of enrollment growth at the Rochester campus will be determined by the System's capacity and willingness to invest seed money (as requested with the BluffTop View project) and potentially other new revenue sources as the increased tuition revenue from enrollment growth is not sufficient to cover facilities and human resources needs to support that growth (Commitment Five: *Fiscal Stewardship*).

The UMR student profile remains consistent, even with growth, and meets or exceeds the 5-year enrollment plan goals. With financial investment now, a strong ROI is projected. The Rochester campus envisions growing beyond the Bold (1000), Bolder (1500), and Boldest (2500) enrollment targets as we move through this decade to 2030.

Rochester Campus Enrollment Challenges

1. P3 (private, public partnerships) for facilities remains our model. For student housing, this resulted in unexpected delays in a needed project to accommodate student enrollment growth and meet the student development goals for our growing population (RFP released, developer chosen with

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 salary adjustment for “Student Based Faculty” (requested in Compact, stymied by hiring freeze, 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 space set for destruction in summer 2021 and additional academic space including high-tech, active learning classrooms.
4. Need for increased seed investment in scholarship dollars from the System for this fledgling campus, given the sharp differential in scholarship amounts available to students between UMTC and UMR (noting young alumni base and proposed seed scholarship investment per the Bluff Top View plan). Financial need remains the biggest challenge to student retention and timely completion.
5. Continued need to enhance cooperative enrollment approach across the system, including but not limited to timely release of wait list students for UMTC College of Biological Sciences (12/1, for scholarship consideration); intentional System recruitment of international students by existing University recruiters in the field (post-COVID), enhanced Clear Path pipeline programs from undergraduate UMR degree to UMTC graduate and professional programs in health (as proposed in the BluffTop View plan); and more (see System Strategic Enrollment team’s recommendations).
6. Increased partnership with other campuses to offer partnership programs in Rochester beyond the current partner programs of bioinformatics, nursing, and occupational therapy (e.g. UMTC public health). The partnerships take time to develop and are necessary for expanding offerings to students within our degree program.

Rochester Campus Student Success

UMR’s **timely degree completion** is stellar, with 100% of 2020 BSHS graduates completing their degree in four years or fewer. Overall graduation rates, including those who leave UMR for other University campuses, the three-year averages of 4-year, 5-year, and 6-year graduation rates are 55.1%, 63.6% and 67%, respectively. This accomplishment is possible in part because of our intentional, integrated, prescribed curriculum in the first three years and personalized capstone in the final year. As higher education innovators, we support further acceleration for a subset of students (Next Gen M), including the exploration of a competency-based and potentially lower-credit undergraduate degree (such a move would necessitate permission from accreditors).

UMR’s **retention** continues to be a challenge (first- to second-year retention = 79.3% (F18) and second- to third- year retention = 68.6% (F17). To date, we’ve documented two primary reasons:

1) Change in academic interest (from health to something else not provided at Rochester). Note that because we put students first, if they conclude that one of our [six pathways](#) into health is no longer their dream, success coaches support their transfer to a different campus. The pathways are an efficient and innovative curricular approach (as opposed to adding more majors and minors) and include patient care; emerging health technologies; public policy and global health; the business and leadership of health; resilience, wellbeing, and mental health; healthcare research and discovery. These pathways reflect healthcare industry workforce demands as well as alumni experiences while also broadening students thinking about potential health careers, in part, to counter retention losses; however, given our academic focus, this situation will continue to be a challenge at UMR.

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 Rochester, “the learning and development of the students comes first!” We are able to successfully educate a 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 (100%) engage in the following practices, endorsed as “high-impact” by the American Association of 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 analyze applicants’ health passion statements which are often indicative of resilience (as young people strug-

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 challenge as we continue our enrollment growth. Given UMR's faculty research focus on student success, they are working to discern specific educational practices that fuel success for underrepresented students. We are also exploring ways to increase the number of males who apply, although gender imbalance is a challenge throughout health education including medical school.

We are currently exploring a potential pilot we're calling Next Gen M, as we learn from the disruption of COVID-19 (necessitating increased reliance on technology in the teaching and learning process) and continue our singular commitment to sustaining educational equity. This potential pilot would be a collaborative project with industry partners, with more information to come regarding how the pilot may impact the speed of our enrollment growth.

Overall, we've been successful in reaching and surpassing our enrollment targets. Next steps will be impacted by potential investments in facilities and needed human resources.

University of Minnesota Twin Cities

The Twin Cities Five-Year Enrollment plan was approved by the Board of Regents in 2016 and reviewed again in 2018. The plan has 10 priorities, including:

1. Plan for modest undergraduate growth over the next five-year period
2. Admit for success
3. Maintain affordability and access for Minnesota students
4. Provide high quality education and student experiences
5. Maintain commitment to transfer students
6. Value ethnic, social, economic, and geographic diversity
7. Support timely graduation
8. Adjust enrollment levels and set tuition rates to provide revenues
9. Continue to enhance need-based and merit-based financial aid programs
10. Be attentive to state, national, and global workforce needs

In order to coordinate campus-wide activity in enrollment management, the Office of Undergraduate Education (OUE) established a Strategic Enrollment Management Committee that has broad membership from across the University, including housing, Student Affairs, Equity and Diversity, financial aid, and admissions.

Given the strong relationship between academic performance and student success, the University of Minnesota Twin Cities has continued to admit students who will benefit from the world-class curriculum, and who have a strong probability of graduating in a timely manner. To accomplish this, Admissions will continue to conduct a holistic review of prospective students' records, considering both primary factors (aca-

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.

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	200	200	200	200	200	200	200
Spring NAS	850	870	880	880	880	880	880	880
<i>Total Undergraduate Headcount Enrollment</i>								
Total UG	31,535							32,900

UMTC 2018 undergraduate enrollment model resulting in approximately 33,000 students.

For fall 2020 the UMTC enrolled 5,966 freshmen, 1,778 transfer students (near final, but unofficial statistics). 28% of the freshman class were students of color and American Indian students, and there were increases in all racial and ethnicity groups. International enrollment dropped from 472 to 302 students and NRNR decreased from 770 to 575 students.

Twin Cities Campus Enrollment Challenges

There are incoming enrollment challenges that must be considered when thinking of total student headcount. First of all, the college going population is shifting. While Minnesota is currently experiencing a plateau of high school graduates, the trend upcoming is downward and an increasing number of those students will be from diverse and/or lower income backgrounds. We have continued efforts to enroll students from Greater Minnesota, which will also be impacted by a downturn in an already small pool of high school graduates. In all of these populations, tuition costs are of utmost concern to students, both in-state and non-resident tuition.

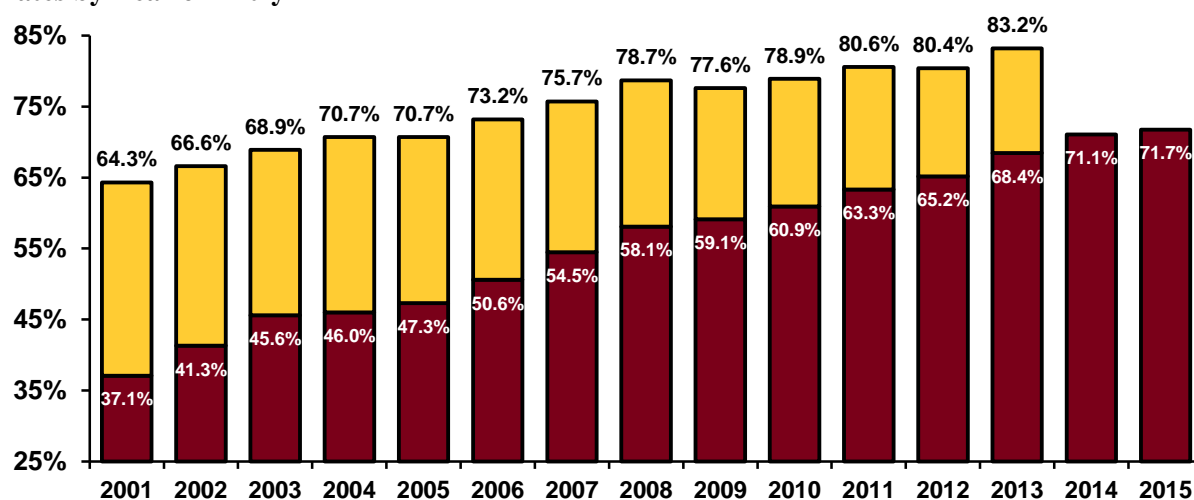
The competition for all students has increased significantly, as our surrounding states have expanded their enrollments of their home state population as well as their Minnesota populations. There is increased competition for national (NRNR) students through larger scholarships and tuition discounts. Uncertainty in the ACT/SAT test environment poses challenges to students in trying to access exams, even into future enrollment cycles. With COVID-19 and political uncertainty, we see increasing vulnerability in our ability to enroll international students. Lastly, enrollment concerns are also being viewed in the transfer world. COVID-19 has also heavily impacted community college enrollments, according to a national survey, community college enrollments are down 7%. While we don't know the current enrollments of Minnesota institutions, this could impact an already softening transfer pool.

Twin Cities Student Success

The Twin Cities campus has made significant progress on student success outcomes, and is dedicated to continued improvements. Since the 2013 entering cohort, new freshman retention has exceeded 92% every year, and is expected to set a new record high this fall at over 93.5%. Over that period, differences between the retention rates for students of color and American Indian students and those of other domestic students have been essentially eliminated. First year retention for freshman students of color and American Indian students is also expected to reach a record this year, exceeding the rate for other domestic students for the third time in the last seven years.

Graduation rates also continue to improve. The Twin Cities campus anticipates new record highs for freshman four-year and six-year graduation rates this fall. This will be the third consecutive year four-year graduation rates have exceeded 70%, and the fourth consecutive year the six-year graduation rate has exceeded 80%. Over the past two years, the Twin Cities campus four-year graduation rates have ranked 2nd and 3rd among public institutions in the Big Ten Academic Alliance. In alignment with the February 2018 Board of Regents Resolution Related to Diversity in Undergraduate Education on the Twin Cities Campus, the Twin Cities campus continues to prioritize equity in student success. Within the last three years, freshmen in each major race and ethnicity category have reached record highs in four-year and six-year graduation rates, and while individual numbers fluctuate year to year, the overall trend has been toward shrinking differences in graduation rates.

Twin Cities Campus Fall Semester New Freshman (NHS) Four-Year and Six-Year Graduation Rates by Year of Entry



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 student's academic success. This self-paced course touches on self-motivation, time management, technical skills, and available student support services. This tool, along with other online resources such as Effective U, provide a host of resources for students.

Gateway Courses: There are continued efforts to improve student outcomes for gateway courses. This includes partnering with department faculty to analyze course data and develop innovative strategies to improve student outcomes. In 2020, grade distribution reports were created and distributed to faculty highlighting the DFW grade rates for their courses by student population.

Enhanced Academic Alert System: As an on-going strategic effort to support student's academic success, the existing system for mid-term alerts has been enhanced through the APLUS tool. This process is a more robust way for instructors to notify a student/advisor of concerns with a course not only at mid-term, but also extending that student support throughout the semester. UMN policy is for compliance at the 1000 course level, but this new system will make it more accessible for all undergraduate course-levels and throughout the term.

Student Success Dashboards: The Student Success Dashboards utilizes data and analytics to address retention and barriers to degree progress. There are many aspects to this effort. Here are a few highlights:

- **Spring 2020 not enrolled for fall** - active outreach to students active in spring 2020 but not enrolled in fall 2020. Outreach occurred with 2,725 students since mid-June, 1332 have enrolled (48.9%)
- **Non-current students** - outreach to students who left the University prior to spring 2020 to encourage return to the University to complete their degrees. More online options may be more attractive and accessible to working professionals, and/or timely for former students who may have been laid off due to COVID-19. Outreach occurred with 5,446 students since mid-June, 346 students have responded and have degrees awarded or are back on a pathway to degree completion.

Campus Climate

Gopher Equity Project: This educational experience was created after partnering with over 500 students, faculty and staff to advance our commitment to fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas. The Gopher Equity Project is a new diversity, equity, and inclusion initiative for undergraduate students to promote a positive campus climate. This effort is one step in creating a positive campus climate for all students to thrive and succeed.

The *Gopher Equity Project* consists of three components:

- An online **diversity, equity and inclusion online training**. Key concepts include equity, power, privilege, oppression, identity and selfhood.
- Campus-wide **Discussion Groups** will provide follow-up discussions with other students. Over 120 students, staff and faculty have been trained as co-facilitators to lead over 100 workshops this semester.

- 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 CARES funds to support student's financial needs due to the disruption caused by COVID-19. In addition to leveraging CARES money, the University enhanced its Emergency Fund process in the spring of 2020. This process works with over 60 units and their funds to increase accessibility to students. In spring of 2020, over \$650,000 was distributed to students. The range of awards was \$100-\$1500 with the average award of \$677 per student. Requests included support for rent, food/groceries, medical, and technology where technology alternatives could not be provided. The goal is for this process to continue beyond the COVID-19 pandemic.

Overall Student Success

Student Outreach and Support: In partnership with Student Success Dashboards described above, a Student Success Team of 30 staff is conducting outreach to students who may be at-risk of leaving the University to offer additional support and referrals to resources. The retention level from the dashboard is being paired with additional variables including student concerns from a survey and low canvas engagement during the first 3 weeks of the term. The outreach efforts include students in all grade levels. We are coupling individual outreach with communication strategies targeted to subgroups of students. This new process began fall 2020.

Twin Cities Admissions Tests: Status and Experiences

The UMTC campus has an incoming freshmen Board of Regents target of ≥ 28 Average ACT score. The ACT reached an all-time high of 28.4 several years ago, and dropped to a 28.0 for the fall 2020 incoming class. Due to the COVID-19 pandemic, and resulting lack of access to for students to national standardized tests, a decision was made to not require an SAT or ACT score for the fall 2021 UMTC applicants. A decision was also made to complete a study that would assist in making a longer term decision on the use of standardized tests. The study, which looked at several of the major national studies and of the results of internal UMTC analyses, identified the following positives and negatives of using standardized tests in the admissions process.

Positives

- Nationally normed tests do add value in predicting college success when combined with high school GPA.
- Due to grade inflation and the lack of high school rank in most schools, nationally normed exams provide the only true standardized metric in the admission process.
- Scores assessed in context (through holistic review) can help identify students that would benefit from special support or programming (President's Emerging Scholars, Honors Program) ACT/SAT subscores can provide information about a student's ability to be successful in, for example, math. This is especially helpful for students in school districts that have limited course offerings or in the cases of underrepresented students in higher education, who have a greater likelihood of not enrolling (or being told not to enroll) in higher level courses.

Negatives

- Nationally normed exams do not in themselves predict academic success

- The University now receives individual high school course grades electronically via the self-reported academic record so we are able to streamline GPA and grade trend evaluations. Starting with the Fall 2021 entering cohort, we will have the ability to normalize reported GPA on a standardized 4.0 scale as well as a consistent weighted scale across all schools.
- Economic disparities are heightened with ACT/SAT exams because some students can afford to receive test preparation and tutoring, or re-take the exam in order to increase test scores. ACT/SAT exam access (travel, weekend availability) could be a barrier for students who attend high schools that do not provide the test during the school day.

At this time, a **final decision has not been made** on whether the UMTC will require an ACT / SAT score for the 2022 incoming class and beyond.

Other Twin Cities Campus Factors or Observations

Given the size and complexity of the Twin Cities campus, myriad factors effect our undergraduate enrollment and student success.

- At UMTC, enrollment is complicated due to admission to 8 freshman-admitting colleges.
 - Students apply to a major (within a college), and select a second choice. For the freshman-admitting colleges, the Office of the Provost establishes Freshman and transfer targets each fall for the college, and discusses long-term enrollment strategies. For some colleges, there are many more applications than can be accommodated given curricular, advising, and financial aid constraints.
- There is a need to continue to focus on affordability and lowering the percent of students who do not borrow and lower average debt.
 - OUE measures the primary financial aid variables on a regular basis (e.g., percent who do not borrow and average/median debt) and develops strategies to address undergraduate student affordability. OUE works closely with the University of Minnesota Foundation in order to identify new sources of financial support. A recent example is the Bentson Challenge of \$15,000,000 for Pell-eligible students.
- A major priority is increasing the success of Students of Color, American Indian students, low-income (Pell-eligible) students, and first generation students (closing the opportunity gaps).
 - In the February 2021 BOR meeting, OUE reported on progress towards reducing achievement/opportunity gaps on the UMTC campus. Over the last decade, the UMTC has made excellent progress in closing gaps, but has a goal of eliminating these in the next 3-5 years. To do so we will require an investment in academic resources and financial support.
- Increase in retention and graduation rates have made it difficult to reach the BOR UMTC SEM plan undergraduate target of 33,000 students.
 - As mentioned earlier, OUE will be working to develop revised enrollment models/plans for the UMTC campus. Recent and likely future pressures will make it problematic to reach a target of 33,000 undergraduate students, especially without impacting enrollments on the system campuses. This will involve evaluating the geographical balance discussed earlier.
 - The U of M System Enrollment Council has identified a series of local, regional, and national challenges that will need to be analyzed/addressed to ensure enrollment health over the coming decade.
- Undergraduate student satisfaction continues to improve given the many initiatives and services.
 - The UMTC has made remarkable progress in many areas of student success/satisfaction over the past decade, resulting in all-time high retention and graduation rates. This has

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

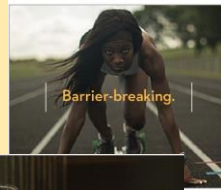
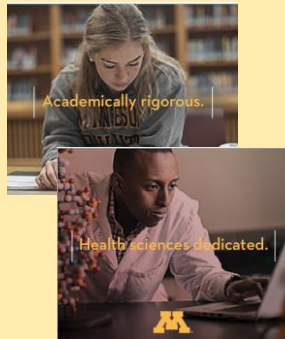
Rachel Croson

Executive Vice President and Provost



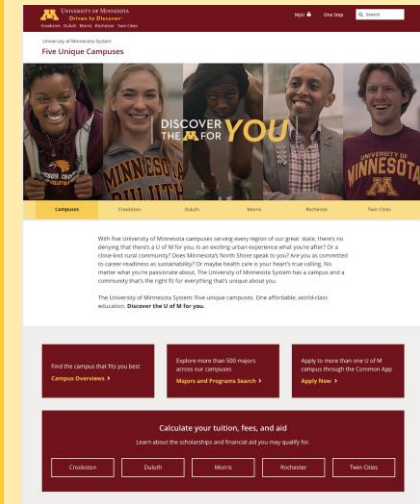
System Enrollment Management Coordination: System Recruitment Campaign

Videos and digital banner ads – system and campus specific



Podcast series: Real students answer prospective student questions about what campus is like

Campaign landing page: Drives to each campus for more information



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

- Online recruitment up 129% over 10 years; 19% in the last five years
- BIPOC & 1st Gen have also steadily increased – current incoming class is 27% BIPOC and 64% 1st Gen

5-Year Plan Priorities

- Grow to 2,000 by 2023 (revised)
- Identify talent that other institutions miss
- Continued growth for BIPOC and 1st-Gen
- Improve retention for all students, especially BIPOC and 1st-Gen
- New program development
- Pathway program development
- International recruitment short term going after international high school students.
- Enhanced athletics offerings



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.



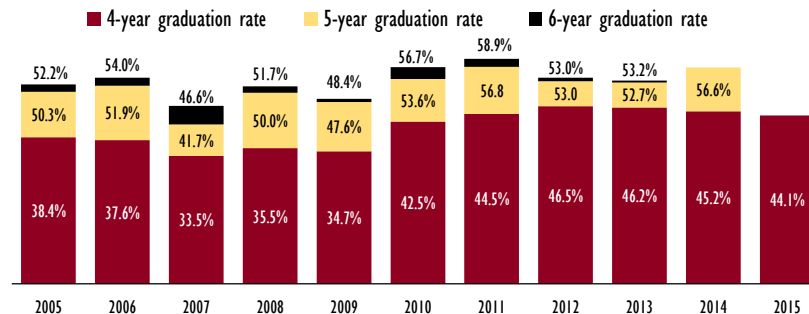
Crookston Campus

Student Success: Graduation Rate Data (NHS)

Gold Measure Goals for UMN Crookston

- 4-Year Graduation Rate – 45%
- 6-Year Graduation Rate – 60%
- Upcoming graduation rates will be negatively affected by the discontinuation of the football program

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



10-year averages for three-, four-, and six-year graduation rates of first-time, full-time students, classes matriculating in 2005-2015

	3-Year	4-Year	6-Year
Overall	7.6%	39.0%	50.7%
Greater MN	10.1%	44.3%	55.4%
1st Gen	6.9%	39.7%	47.4%
Pell-Eligible	5.7%	33.9%	45.8%
BIPOC	4.3%	20.8%	33.1%

*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..



Crookston Campus

Student Success: First-Year Student Retention (NHS)

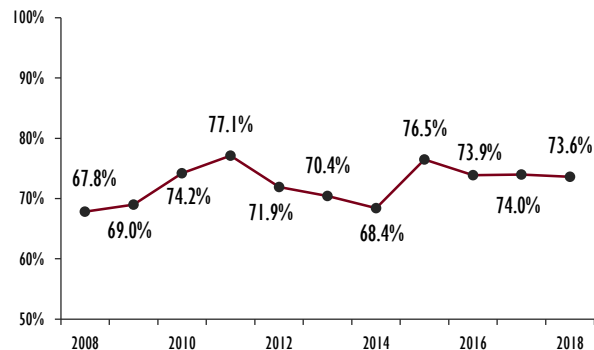
Key Interventions

- Launched the Student Success Center
- Implemented UMC 1200 and 1202 - required first-year seminar courses

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

- Focused Online Recruitment
- Targeted Marketing
- Coordinated Marketing with System Campuses and the System
- Pathway Programs
- Strategically placing marketing dollars toward enrollment management



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.



Key Enrollment Challenges

- Continued competition for Minnesota students with UMTC.
- Competition from in-state and regional institutions' growth in focus on STEM fields.
- Price sensitivity.
- Deploying sufficient staff and resources to meet demands for more personal attention during the recruitment process.
- COVID related concerns about coming back to campus; UMD brand is heavily connected to place, campus, and environment.



Student Success

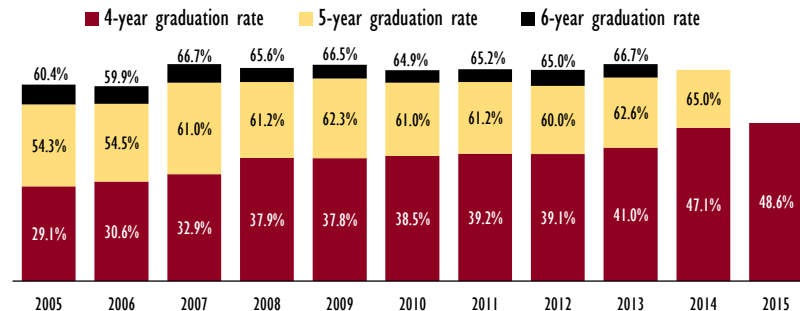
Retention

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

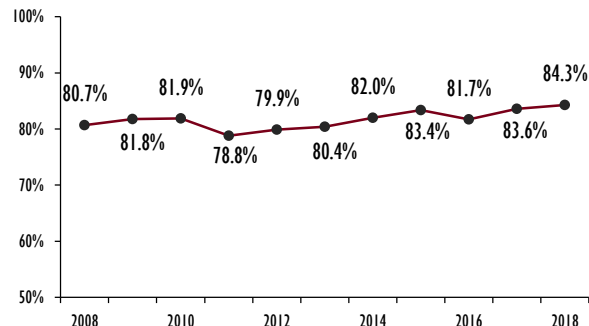
Graduation

- 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
- Strengths-based advising and coaching
- Targeted use of discretionary financial aid resources
- Improved analytics to predict most at-risk individuals
- Enhanced connections across transition programs and resources
- Active classroom learning strategies
- Numerous program or department-scaled initiatives



Admissions Tests: Status and Experiences

- UMD is moving toward test optional admissions beginning with the spring and fall 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' strategic vision and plan and Morris' 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
- **Campus's growth plan:** 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



Key Enrollment Challenges

- **Residential liberal arts college model:** especially hard hit by the pandemic
- **Systemwide fall 2020 decision delay (on-campus or remote)** increased uncertainty for admitted students; Uncertainty generally led to deferrals
- **Need for dedicated transfer student support** – director position on hold since March
- **Share my app volume**
- **Impact of enrollment growth and waitlist acceptances** on the UMNTC campus
- **Declining numbers of traditional-aged students** in Minnesota, Upper Midwest
- Unique niche: **competition from many sectors** of the higher education landscape
- Wider cultural context values specific **job-focused** curricula over liberal arts
- **Awareness** of the Morris campus & how to make Morris a **top choice**
- Dedicated and sustained funding source for the **American Indian Tuition Waiver**



Morris Campus

Student Success

Retention: New High School

- First-year retention rate: 80.2%

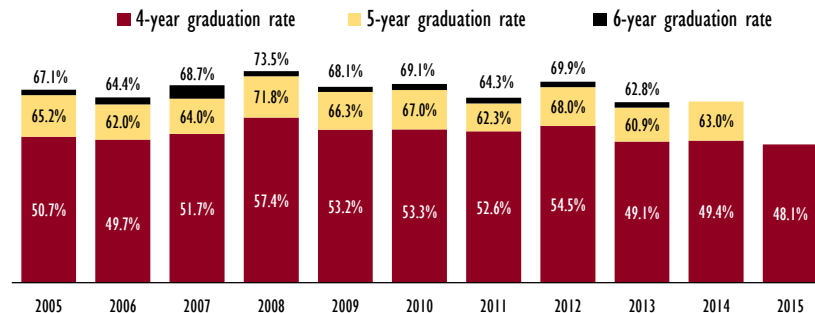
Retention: Transfers

- Fall 2018 entrants: 61% returned to Morris; 87% within the UMN system
- Fall 2019 entrants: 64% returned to Morris

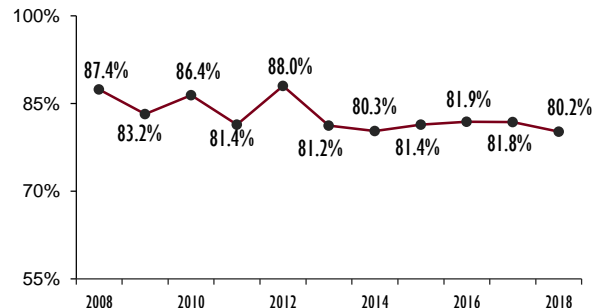
Graduation: American Indian students

- Fall 2015 NHS entrants: Narrowing of four-year graduation gap between American Indian and White students

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

- 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 grant (2017); TRiO Student Support Services (2015, 2020); and Native American-Serving Non Tribal grants (2015, 2020)
- Strategic Enrollment Management (SEM) Plan Goal #5: **Establish clear pathways** for students to and through UMN Morris and beyond graduation



Admissions Tests: Status and Experiences

- UMN Morris is not requiring standardized test scores for spring 2021 / fall 2021 domestic applications
- Holistic admissions review process will continue
- The impact of not requiring test scores on the number of applications submitted and applicant demographics (e.g., gender, residence, racial/ethnic background, socioeconomic status) will be evaluated
- An evaluation of the predictive value of the ACT on student success will also be conducted



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.



Five-year Enrollment Plan Update

- Launched in 2016 & framed by the broader *BluffTop View* growth plan (approved March 2019)
- Aligns with SWSP “Commitments”
- Ahead of planned targets - Fall 2020: Over 900 students (undergraduate + partnership - graduate - professional)
- UMR envisions growing to and beyond the Bold (1,000), Bolder (1,500), and Boldest (2,500) enrollment targets
- Quality to drive Quantity - Sustaining equity outcomes is essential!



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

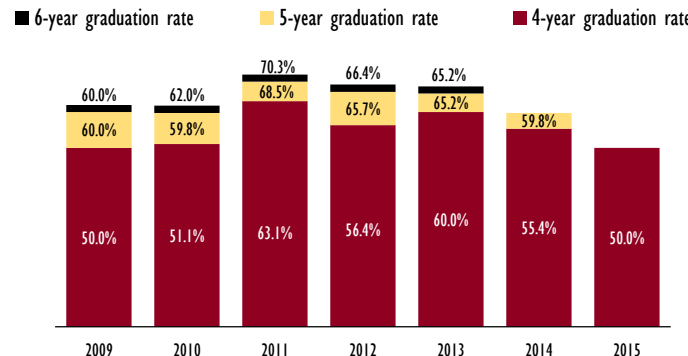


Rochester Campus

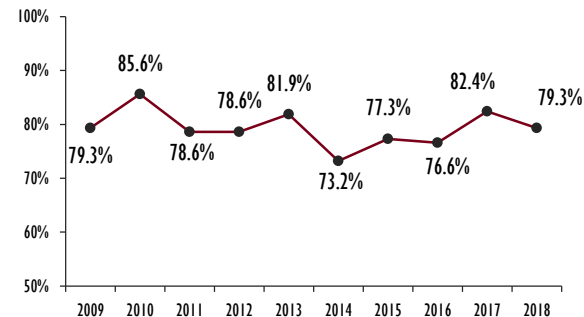
Student Success

- 100% of Spring 2020 BSHS graduates completed their degrees in four years or fewer
- 1st year (79.3%, F18) and 2nd year (68.6%, F17) retention rates remain a challenge.
 - Shifting academic interest and financial concerns dominate departures.
 - Comprehensive inquiry is in progress to discern student success predictors.
 - Philanthropic plan with short- and long-term goals to expand our limited donor base and cultivate young alumni.

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

- 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



Rochester Fall 2020: Observations & Looking Ahead

- Enrollment successes in time of uncertainty
- Student demographics and “closing the gap”
- Faculty research on factors underlying student success
- NextGen M:
 - Building new relationships to promote equity in access and career connections
 - Sustaining “high touch” approach while further optimizing “high-tech” teaching and learning



Five-year Enrollment Plan Update (2018)

1. Plan for modest undergraduate growth over the next five-year period
2. Admit for success
3. Maintain affordability and access for Minnesota students
4. Provide high quality education and student experiences
5. Maintain commitment to transfer students
6. Value ethnic, social, economic, and geographic diversity
7. Support timely graduation
8. Adjust enrollment levels and set tuition rates to provide revenues
9. Continue to enhance need-based and merit-based financial aid programs
10. Be attentive to state, national, and global workforce needs



Twin Cities Campus

Example Model for Undergraduate Headcount Enrollment Increase

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	200	200	200	200	200	200	200
Spring NAS	850	870	880	880	880	880	880	880
<i>Total Undergraduate Headcount Enrollment</i>								
Total UG	31,535							32,900

Note: Fall 2017 represents actual enrollment, all other figures are model estimates



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.)



Twin Cities Campus

Student Success

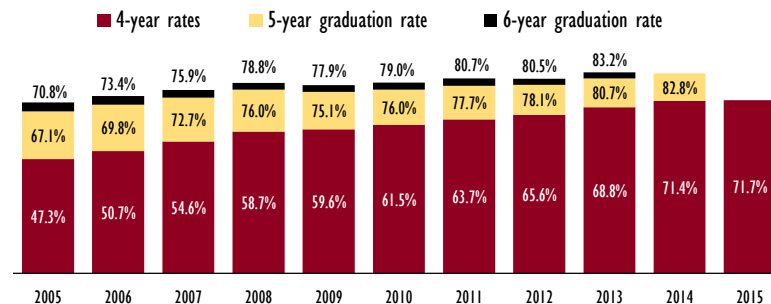
Retention

- 2018 First year rate: 93.4% (2019: 93.6% to date)

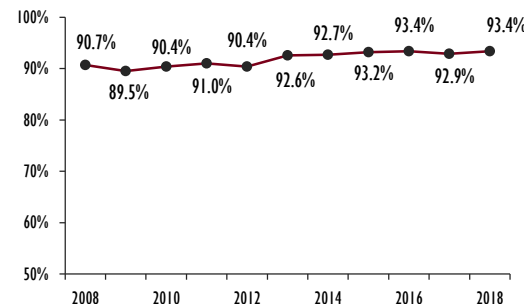
Graduation

- 2019 Three-year rate: 9.0% (2020: 9.5% to date)
- 2019 Four-year rate: 71.7% (2020: 72.6% to date)
- 2019 Six-year rate: 83.2% (2020: 84.4% to date)
- 2019 Four-year SOC and American Indian rate: 63.2% (2020: 66.7% to date)
- 2019 Four-year Pell student rate: 62.3% (2020: 62.3% to date)
- 2019 Four-year First-generation rate: 59.3% (2020: 63.7% to date)

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



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Twin Cities Campus

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

Positives

- Nationally normed tests do add value in predicting college success when combined with high school GPA.
- Due to grade inflation and the lack of high school rank in most schools, nationally normed exams provide the only true standardized metric in the admission process.
- Scores assessed in context (through holistic review) can help identify students that would benefit from special support or programming (President's Emerging Scholars, Honors Program) ACT/SAT subscores can provide information about a student's ability to be successful in for example, math. This is especially helpful for students in school districts that have limited course offerings or in the cases of underrepresented students in higher education, who have a greater likelihood of not enrolling (or being told not to enroll) in higher level courses.



Admissions Tests: Status and Experiences

Negatives

- Nationally normed exams do not in themselves predict academic success
- We now receive individual high school course grades electronically via the self-reported academic record so we are able to streamline GPA and grade trend evaluations. Starting with the Fall 2021 entering cohort, we will have the ability to normalize reported GPA on a standardized 4.0 scale as well as a consistent weighted scale across all schools.
- Economic disparities are heightened with ACT/SAT exams because some students can afford to receive test prep and tutoring, or re-take the exam in order to increase test scores. ACT/SAT exam access (travel, weekend availability) could be a barrier for students who attend high schools that do not provide the test during the school day.



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.





UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 8, 2020

AGENDA ITEM: Consent Report

☐

Review

☒

Review + Action

☐

Action

☐

Discussion

☐

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To seek Board approval of conferral of tenure for outside hires, as outlined below.

- William Dobyns, professor with tenure, Department of Pediatrics, Medical School
- Adam Duerfeldt, associate professor with tenure, Department of Medicinal Chemistry, College of Pharmacy

BACKGROUND INFORMATION

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

Board of Regents Policy: *Reservation and Delegation of Authority* calls for tenure and/or promotion recommendations to be brought before the Mission Fulfillment Committee for action.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

**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 Dobyns 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 becomes effective on the first day of that faculty member's academic appointment at the University.

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

Dr. Dobyns 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. Dobyns 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.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 8, 2020

AGENDA ITEM: Information Items

☐

Review

☐

Review + Action

☐

Action

☒

Discussion

☐

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

University, Student, Faculty, and Staff Activities and Awards

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.

2021 Spring Break Update

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

BACKGROUND INFORMATION

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-Madison to further our understanding of biodiversity loss.

The University of Minnesota Crookston was named No. 1 of public regional colleges in the Midwest in the U.S. News & World Report's annual list.

The University of Minnesota Morris makes the U.S. News & World Report's top-10 list 22 years in a row.

The University of Minnesota Duluth has received a \$1.077 million dollar grant from the Andrew W. Mellon Foundation to fund exploring alternative methods for environmental problem-solving.

The University of Minnesota Economic Development Administration (EDA) Center received \$300,000 from the U.S. Department of Commerce EDA to increase capacity and support regional economic development strategies.

The University of Minnesota received a \$12.5 million grant from the National Science Foundation to fund a research institute that will study global changes in biodiversity as environments adapt to climate change.

The Tucker Center for Research on Women and Girls in Sports has teamed up with WeCOACH, an organization that promotes and sustains women coaching in sports.

CEHD's Institute on Community Integration has received a grant from the U.S. Centers for Disease Control and Prevention. Investigators will explore MinnLinK datasets for autism spectrum disorder indicators to improve the delivery of service and diagnose symptoms at an early age.

The College of Science and Engineering will have two startups compete for the 2020 MN Cup grand prize of \$50,000. The two CSE-led startups chosen for the 2020 MN Cup division winners are CounterFlow Technologies and Bluecube Bio.

The Humphrey School of Public Affairs' Center on Women, Gender, and Public Policy has teamed with the Women's Foundation of Minnesota to produce the 2020 Status of Women and Girls in Minnesota report. The report shows systemic inequities continue to negatively impact women's progress in a few areas.

The Roy Wilkins Center received a \$50,000 grant from Thomas Reuters to research ways to strengthen Black nonprofits in the Twin Cities.

The Medical School had 188 faculty members represented in the 2020 Minnesota Monthly "Top Doctors" list.

The School of Dentistry received two grants equaling \$848,000 from the National Institute of Dental and Craniofacial Research of the National Institutes of Health to research oral disease prevention.

The College of Pharmacy, along with a few consortium partners, received a \$1 million Health Resources and Services Administration grant for substance use prevention for the Bois Forte Nation.

RoundtableRx, a newly launched University of Minnesota startup, will donate unused medications to Minnesotans who cannot afford their prescriptions.

The National Institutes of Health provided a grant to the Law School for \$1.6 million to explore ethical recommendations for the use of MRI technology that is cloud-based.

The School of Public Health is establishing the Public Health Center of Excellence on discussing social determinants of health in caregiving for people living with dementia.

The University of Minnesota's newest grape, "Itasca," is now available for consumers.

The University of Minnesota Medical School, along with the University of Minnesota Medical Center (UMMC) and Native American Community Clinichave received a \$30,000 New Opportunities to Improve Outcomes (NOTIO) grant. The project, titled Holistic Endocarditis Addiction Response Team (HEART): An Interprofessional Approach to Improving Hospital Addiction Care with Linkage to Outpatient Resources will provide resources with addiction services for UMMC patients with injection drug related endocarditis.

Faculty and Staff Awards & Activities

Alik Widge, assistant professor in the Department of Psychiatry and Behavioral Sciences, was awarded a \$6.6 million grant from the National Institute of Mental Health (NIMH) to develop a device that could help with patients with mental health issues.

Renée Crichlow, assistant professor and director of Advocacy and Policy in the Department of Family Medicine and Community Health, was named the inaugural Mac Baird Endowed Chair in Family Medicine Advocacy and Policy.

David DeLiema, Professor in the College of Education and Human Development, was awarded a Sustainable Development Goal (SDG) Rapid Response Grant along with a colleague from The Global Programs and Strategy (GPS) Alliance. The study, “Parent-child Discourse in Outdoor Inquiry: Understanding Autonomy, Risk, and Failure during Learning,” will research how parents and children respond to outdoor play and generate new research questions about nature-based learning.

Alexander Rodriguez, interim dean, and Nicola Alexander, interim associate dean of the College of Education and Human Development, received the Friend of Public Education Award from the Association of Metropolitan School Districts

Jacob Jungers, assistant professor in the department of Agronomy and Plant Genetics, will be leading coordinator of a project to integrate Kernza, the first U.S. perennial grain crop, into the agricultural farming community.

Evan Roberts, assistant professor of Sociology, along with colleagues, Sam Blickhan, and Ben Wiggins, received an National Endowment for the Humanities (NEH) Institute for Advanced Topics in the Digital Humanities grant to run a multi-year institute for groups building crowd-sourced transcription projects.

Karen Armbrust, assistant professor from the Department of Ophthalmology and Visual Neurosciences, received the Award for IRIS Registry Research to study Scleritis, an inflammatory disease that affects the outer coating of the eye.

Carston R. Wagner, Professor and Endowed Chair in Medicinal Chemistry, received a \$50,000 Mayo Clinic Breast Cancer SPORE Developmental Research Program Award.

Ruby Nguyen, associate professor in the School of Public Health, created a public health course for the Minnesota state prison system, which will lead to incarcerated residents understanding more about the issues of today.

Student Awards & Activities

Laura Sloan, a fourth-year resident in the Department of Psychiatry and Behavioral Sciences, received the Rappeport Fellowship, which is the highest award in forensic psychiatry. This will be the first time a Minnesota resident will earn this award.

Jonathan Olaleye, a freshman in the College of Science and Engineering, is the first Sezel Scholar, receiving a \$124,000 scholarship that has stemmed from CSEs four-year collaboration with Sezzel, a digital payment company. Sezzel's co-founders are University of Minnesota alumni.

Md Abdullah Al Noman, a graduate student in the College of Pharmacy, was named 2020 Male Contraceptive Initiative Fellow.

Emma Peterson, a student in the Law School, was a recipient of a prestigious Fulbright award and tutored students in Peru and Estonia.

Eura Chang, a student in the Law School, will receive the National Asian Pacific American Bar Association Law Foundation's inaugural Sharon and Ivan Leadership Scholarship for outstanding professional promise and leadership potential.

Tricia Alexander and Joanne Hill, students in the School of Public Health were chosen for internships with the Minnesota State Legislature's People of Color and Indigenous (POCI) Caucus.

John Amuasi, an alumnus of College of Liberal Arts, received a grant to help African countries with mid- to low-income train researchers to respond to the COVID-19 pandemic.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

October 8, 2020

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

With fall semester underway, academic administrators on each of the University of Minnesota's five campuses recognize the tremendous work, ingenuity, and commitment of faculty, staff, and student leaders as they have collectively planned and implemented this fall's educational experience for University students.

As leaders turn their attention to spring semester, class schedules need to be determined in advance of course registration later in the fall. Given current public health circumstances and guidelines, the following plans remain in place to guide spring semester academic planning:

- In-person instruction will retain the **6-foot physical distancing and face-covering requirements** for classrooms, in accord with Minnesota Department of Health (MDH) guidelines. This will necessarily limit the capacity of each room as it did in the fall semester.
- **Faculty and instructors will retain the ability to choose their modality**, subject to classroom capacity constraints to achieve physical distancing (see the [class format guide](#) for definitions of the four different modality options.) Instructors should decide on their preferred course modalities, in consultation with chairs/heads/academic leaders.

As with the Thanksgiving break, concerns have been raised about students traveling away from campus over spring break and then returning to campus. Local decisions about Spring Break 2021 have been made or are nearing conclusion on each of the campuses in consultation with their respective communities and governance structures. The status of those decisions follow below:

Twin Cities and Rochester Campuses

The proposal under consideration resulted from a vote of the Senate Committee on Educational Policy on Sept. 23 which supported retaining a full week of Spring Break and moving that week into April (dates discussed included April 5-9 or April 12-16). This proposal will be presented and voted on at a University/Faculty Senate meeting on October 5, following additional consultations with academic leaders and University governance, including the joint Faculty Consultative Committee and Senate Consultative Committee, (FCC/SCC: Sept. 24), and a Provost's Forum for Twin Cities and Rochester University Senators and department heads/chairs, deans, and other academic administrators closely engaged with delivery of teaching and learning (Oct. 2).

The current proposal would:

- Retain a full week of break to enhance student mental health,
- Have the potential to coordinate with the spring breaks of the Minneapolis and St. Paul public school districts (April 5-9),
- Permit us to be responsive to scientific and public health developments; we would decide at a later date (but still well in advance) whether to resume some in-person instruction or transition to fully distanced instruction for the final weeks of instruction and final exams,

- 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 spring break could lead to an increase in the spread of COVID-19 among students and on campus and disruptions to educational experiences in the second half of the term. Thus, UMN Crookston intends to replace spring break with a mid-week study day (no classes) and add two study days at the end of the term between the last day of classes and finals week. The resulting calendar has three-day weekends in January, February, April, and May with a mid-week break in March to provide mental health releases similar to those in a typical Fall calendar. The mid-week break in March also minimizes the impact of breaks on Monday or Friday classes throughout the semester.

Duluth Campus

As of September 28 the discussions regarding spring break (March 8-12) have included the leadership teams of both academic affairs and student life, UMD’s Senior Leadership Council, UMD Student Association, the campus COVID-19 Operations Team, and there is a pending consultation with the UMD Faculty Senate. UMD has decided to retain its existing semester start and end dates. UMD is currently weighing options that do not include keeping Spring Break as is. Two emerging options are to move instruction through the spring break week and allow for a week break for students to study for final exams and catch up with final projects. A more palatable option that was prompted by the engagement with the Student Association is to have a limited option of two days off during spring break (Monday and Tuesday), not unlike the fall break that has been regularly scheduled at UMD, with instruction occurring in the remaining three days. This would allow for two additional days on instruction at the end of the term with three additional days allocated for study prior to final exam week. This option would retain the number of instructional days and weeks of instruction necessary for accreditation and contractual obligations. UMD leadership anticipates landing on a decision by October 5th.

Morris Campus

The UMN Morris spring 2021 semester plan retains the existing start and end of term dates but shifts spring break from a single week to individual break days dispersed across the semester. The five days with no instruction are Feb. 18, Mar. 19 (all campus holiday), Mar. 30, Apr. 14 (Undergraduate Research Symposium will take place on this day instead of on its usual Saturday), and May 6 (reserved for capstone presentations, again to reduce the stress on students who usually have to do these during and in addition to regular class meeting days). We have also increased from two to three the study days before final exams. This schedule allows sought-after breaks that support student and staff mental health and also responds to widely expressed interest in reducing the ease with which travel away from campus is likely

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.