Mission Fulfillment Committee

May 2018

May 10, 2018

7:45 a.m. - 10:45 a.m.

Boardroom, McNamara Alumni Center

MIS - MAY 2018

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Student Health and Wellness Programs

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Gary Christenson, Chief Medical Officer, Boynton Health
Sandra Olson-Loy, Vice Chancellor for Student Affairs, University of Minnesota Morris

PURPOSE & KEY POINTS

The purpose of this item is to discuss the University's efforts systemwide to improve the health and wellbeing of students, faculty, and staff. Each campus deploys programming to meet the unique needs of their student populations and students across the system benefit from resources that support their physical health, mental health, and overall wellness.

Select data from the 2015-2016 Boynton Health College Student Health Survey will be reviewed and discussed in relationship to systemwide programs, initiatives, and collaborations that address highlighted health topics. The item will also include an overview of trends in demand and response for mental health service, the number one public health issue on all campuses. New initiatives, investments, and collaborations will be discussed.

BACKGROUND INFORMATION

In February 2017, the Academic & Student Affairs Committee discussed student mental health on the Twin Cities campus and received an update on the impact of additional funding for student mental health services.

University of Minnesota Systemwide Report on Student Health and Wellness

All campuses in the University of Minnesota system strive to improve the health of their students, staff, and faculty. The American College Health Association Healthy Campus 2020 model emphasizes an ecological approach to improve student, faculty, and staff health. While specific campus programs may differ in their approaches, successful healthy campus initiatives include:

1. A network of people working toward a common vision
2. Priority health needs of your community
3. A plan with strategies and action steps
4. Community- and individual-focused interventions
5. Tracking and evaluation of progress

An ecological approach focuses on both population-level and individual-level determinants of health and interventions. It considers issues that are community-based and not just individually focused (National Association of Student Personnel Administrators [NASPA], 2004, p. 3). Health is determined by influences at multiple levels (e.g., public policy, community, institutional, interpersonal, and individual) (McLeroy, Bibeau, Steckler & Glanz, 1988, p. 355). Campus ecology provides a multifaceted view of the connections among health, learning, productivity, and campus structure.

College Student Health Survey

Results from the University of Minnesota's College Student Health Survey (CSHS) highlight the health status and health-related behaviors of students enrolled in the participating institutions. These data offer a comprehensive look at the health conditions and health-related behaviors impacting students attending Minnesota's postsecondary schools. Identification of these health-related issues is critical as the health of over 400,000 college students in Minnesota affects not only their academic achievement but also the overall health of our society.

University of Minnesota students from each campus are randomly selected to complete the CSHS on a regular schedule. The most recent survey date and response rates are: UMNCrookston (2015) 45.9%; UMNDuluth (2015) 33.0%; UMNMorris (2016) 46.7%; UMNRochester (2016) 59.9%; and UMNTwin Cities (2015) 33.9%.

The 2015 and 2016 surveys found more students have access to health insurance, fewer use tobacco and high-risk drinking rates continue to drop—although it remains a problem. Mental health continues to be the number one public health issue on campuses—significantly above other issues. The number of women who reported they have been a victim of sexual assault has increased.

University of Minnesota campuses use the survey data to:

- inform and determine priorities for health services, programs, policies and further evaluation
- inform departments and academic units of current health issues
- provide recommendations to administration
- provide researchers with existing data for further research and grant applications
- give credibility to funding requests for initiatives to meet student health needs

Health Insurance and Health Care Utilization

A student's current health influences their ability to realize immediate goals of academic success and graduation, while future health affects their ability to accomplish longer-term goals of finding and sustaining a career. Access to health care has been shown to improve health. Although institutions of higher education differ in scope of services, each institution has a unique opportunity, and bears a certain responsibility, to address issues related to student health and to reduce barriers to healthcare access.

In 2015 and 2016, students attending the University of Minnesota report an overall uninsured rate of 1.1% with a range from 0.9% to 2.1% uninsured. These rates are substantially lower than they were in survey years 2007 through 2013. Access to the Student Health Benefit Plan throughout the University of Minnesota system continues to play an important role in achieving this objective. The goal has been to provide cost-effective coverage as an alternative to more expensive individual plans offered in the state insurance exchange (MNsure).

Recent research indicates that most young adults in the United States, ages 18–24, report good health. The majority of young adults in Minnesota (93.9%) report excellent, very good or good health (CDC, 2016b). At the same time, young adults have lower rates of health insurance. In Minnesota, 89.0% of 18- to 24-year-olds report some kind of health care insurance (CDC, 2016b). More young males (15.9%) than young females (11.5%) lack health insurance coverage (Clarke et al, 2016). Among all age groups, young adults (74.6%) are least likely to identify a usual place for medical care (Clarke et al, 2016).

Average Number of Days of Poor Physical and/or Mental Health Affected Daily Activities-Past 30 Days

Among all UMN students who completed the College Student Health Survey in either 2015 or 2016, the average number of days of poor physical and/or mental health which affected their daily activities was 2.82 days (range: 2.05 days to 4.13 days). The overall averages between 2007 and 2016 across the University system hovered around 2.83 days of poor health. The national average for number of poor physical health days in 2015 was 2.7 for 18-44 year olds and 4.8 for 45-64 year olds (America's Health Rankings, United Health Foundation, 2015).

Impact of Health and Personal Issues on Academic Performance—Past 12 Months

The five most commonly reported issues among students at the University of Minnesota are stress (71.5%), excessive computer/internet use (48.5%), sleep difficulties (42.9%), concern for family member or friend (35.0%) and financial difficulties (35.0%). Mental health issues and upper respiratory Infections also impact nearly ⅓ of UM students in a year (31.6% and 31.1% respectively). Among students who report a particular issue, those with the greatest impact on academic performance are any disability (60.3%), mental health issues (56.6%), sleep difficulties (54.2%), being homeless (47.8%), and stress (47.4%). Students experiencing sexual assault and serious injury are also quite likely to see an impact on academics (45.9% and 43.6% respectively). Each University campus has collaborative programs and initiatives to support students who are addressing these issues, though the breadth and scope of available resources varies.

Tobacco Use

Smoking remains the leading cause of preventable death in the United States. Over 90% of all current smokers started smoking before the age of 18. Very few smokers begin after the age of 22. Preventing smoking among young adults is critical to reducing both the long-term use of tobacco products and their subsequent negative health consequences.

Nearly one-fourth (24.0%) of 18- to 20-year-olds and nearly one-third (31.0%) of 21- to 25-year-olds report cigarette use in the past 30 days (CBHSQ, 2015), and 5.4% of young adults ages 18–25 used smokeless tobacco in the previous month (Johnston et al, 2016). One in five (20.1%) full-time college students smoked cigarettes at least one time in the previous year, about one in nine (11.3%) smoked cigarettes at least one time in the previous 30 days, and about one in 25 (4.2%) smoke cigarettes daily (Johnston et al, 2016). Current cigarette smokers are more likely to use other tobacco products, alcohol or illicit drugs than nonsmokers (CBHSQ, 2016). Among all current smokers, 68.0% want to completely stop smoking, 55.4% made an attempt to quit in the past year and 7.4% successfully quit within the past year (CDC, 2017). Of the 15 million college students in the United States, an estimated 1.7 million will die prematurely due to smoking-related illnesses (Halperin, 2002). The current level of tobacco use among college students clearly poses a major health risk.

The current rate of tobacco use for students at the University of Minnesota is 16.4%, with a range between 8.1% and 23.9%. The current rate of daily tobacco use for students at the University of Minnesota is 2.5% with a range of 0.0% to 5.5%. Of note, UMNMorris shows one of the lowest tobacco use rates (1.4% daily use) and is the only UMN campus that is not smoke and tobacco free.

Alcohol and Other Drug Use

For some young adults, college life includes an introduction to or an increase in the use of alcohol, marijuana, and various illicit drugs. Substance abuse is associated with lower GPA, poor classroom performance, lower grades, aggressive behavior, property damage, and personal injury.

The high-risking drinking rate among University of Minnesota students in survey years 2015 and 2016 is 30.9%, ranging between 19.8% and 35.1%. Across the University system, the high-risk drinking rate was highest in survey year 2007 at 40.3%. The definition of high-risk drinking is consumption of five or more alcohol drinks at one sitting within the past two weeks for both males and females. A drink is defined as a bottle of beer, wine cooler, glass of wine, shot of liquor, or mixed drink.

American college students consume alcohol and other drugs at very high rates. Among full-time college students, four in five (81.4%) have consumed alcohol at least one time, nearly four in five (79.0%) have consumed alcohol in the past year, and about three in five (63.2%) consume alcohol monthly (Johnston et al, 2016). The rate of binge drinking (consuming five or more alcoholic beverages in a row in the previous two weeks) is highest for those ages 21–25, at 43.3%, and is 28.5% among 18- to 20-year-olds (CBHSQ, 2015). Compared to those not enrolled in college full-time, young adults ages 18–22 who are enrolled full-time are more likely to consume alcohol monthly and to binge drink (CBHSQ, 2015).

Marijuana is the illicit drug of choice for full-time college students, with more than half (50.4%) having used the drug at least once in their lifetime, more than one-third (37.9%) having used it in the past year, and one in five (21.1%) having used it in the past month (Johnston et al, 2015). Marijuana use is also strongly associated with lower GPA.

Among UMN students, the rate of current use of any marijuana is 17.6% up from rates reported between 2007 and 2013. Current marijuana use is defined as any marijuana use in the past 30 days.

Programs, services and policies that are considered best practices by National Institute on Alcohol Abuse and Alcoholism (NIAAA) are utilized on campus such as online education for incoming first year students, limits on alcohol advertising, services for students struggling with alcohol use, and other efforts to continue the declining rates of high risk drinking.

Nutrition and Physical Activity

Two-fifths (40.0%) of UMN students fall within the overweight or obese/extremely obese category based on Body Mass Index (BMI). This is based on self-reported height and weight.

BMI is a common and reliable indicator of body fat composition in populations (CDC, 2015) and equals weight in kilograms divided by height in meters squared (BMI = kg/m2).

The average BMI for male UMN students is 25.99, for females 25.26 and for students who report their gender as transgender, genderqueer or another descriptor 25.18 – all within the overweight weight category. Nationally, American College Health Association survey data show that 37.8% of all students report themselves as overweight or obese (40.9% of males and 35.8% of females).

Physical Activity Level

More than one-half of all UMN students report levels of physical activity that place them in the CDC's high classification, meeting the Center's recommendations (59.3% at Crookston, 54.2% at Morris, 60% at Rochester, 59.1% at Twin Cities). More than three-fifths (62.1%) of UMD students report levels of physical activity that also place them in the CDC's high classification.

Nationwide, 82.8% of young adults between the ages of 18 and 24 compared to 74.7% of all adults report participating in at least one physical activity during the last month (CDC, 2013). More than one-half (54.4%) of 18- to 24-year-olds report participating in 150 minutes or more of aerobic physical activity per week; for all adults, the rate is 50.2% (CDC, 2013). As we understand the positive correlation between physical activity and mental and physical health, each campus is committed to investments in programming to support this positive health behavior in our settings.

Food Insecurity

More than one in ten (12.7%) UMN students report experiencing a food shortage and lacking money to get more within the past 12 months. More than one in five (20.9%) report worrying about whether their food would run out before they had money to buy more.

Sexual Health

More than three in four (79.5%) students report that they had zero or one partner within the past 12 months. On average, UMN students who were sexually active in the past 12 months had 1.96 sexual partners over the past 12-month period.

Campus services to meet holistic approaches to health and wellness

In response to the data outlined above, each campus is able to make programmatic decisions to best meet the needs of students on their respective campus. Below are examples of health and wellness efforts in the system.

UMNCrookston

Physical Health – Services that UMC Student Health provides include: acute and emergency health care, emergency contraception, pregnancy testing, referral for HIV/AIDS testing, sexually transmitted infections (STI) testing, diabetes and blood pressure screenings, health counseling, follow-up care, and over-the-counter medications and supplies. UMC Student Health's mission is to promote continuing health care opportunities through prevention, early illness intervention, and continuing care.

Mental Health – Counseling Services at UMN Crookston provide individual confidential counseling services, conflict resolution, walk-in crisis consultation, and referral assistance to community based mental health providers. Services are free of charge for all registered UMC students.

Wellness Center – Completed in June 2016, the 36,070 sq. ft. new University Wellness and Recreation facility features a two-court gymnasium with suspended jogging/walking track, fitness/cardio areas, general locker rooms, a classroom, and a multipurpose room for group exercise. It supports the teaching and learning mission of the University by fostering student success and development.

Disability Services – UMC Disability Services provides assistance with faculty contacts concerning classroom accommodations, advocacy for access needs, individualized building orientation tours, priority registration (option) for qualified students, and accommodations for some sensory disabilities. Services include accommodations to help students succeed in the on-campus classroom, in the online classroom and out of the classroom.

Collaborative Model for Health and Wellness – UMC utilizes a highly collaborative model for health and wellness. Due to the small campus size and the need for staff to wear multiple hats, it is imperative that a team approach is used to provide holistic student services. The specific campus entities involved directly in health and wellness are Student Health, Counseling Services, Disability Resource Center, Wellness Center, Student Activities, Cooperative Campus Ministry and Residential Life. The seven listed areas have a total of nine staff members who work directly with health and wellness initiatives in addition to their other responsibilities and therefore team up on a wide array of educational, preventive and direct service deliverables that focus on all of the dimensions of wellness.

Unique Campus Aspects/Issues – Past surveys have indicated that the Crookston campus has more issues/users of smokeless tobacco. Due to the rurality of the Crookston campus, there are limited community and regional services available to UMC students. The community services that are available may be inaccessible due to limited public transportation and student insurance acceptability with third party vendor/inability to afford co-payments. The budget at Crookston has led to tight staffing levels that don't currently allow for a Case Manager position. There are also non-existent resources available to the online student population for student health and mental health (due to funding structure and staffing levels). Anecdotal research shows that students with more complex disabilities are drawn to smaller campuses where the perception is that they can be

"watched over." This is certainly true on the UMC campus where there are many students with complex disabilities that often include more significant mental health issues. Parents often say that they feel better about their student attending UMC because of its size.

UMNDuluth

Physical Health – The UMD Health Services provides primary health care to meet the needs of college students. Physicians, nurse practitioners and registered nurses are available by appointment. Medical services provided include but are not limited to: assessment and management of common orthopedic injuries, allergy injections, contraception, gynecology exams, immunizations, screening and treatment for sexually transmitted infections, smoking/tobacco cessation, and women's health.

Mental Health – UMD Counseling Services provides individual and group counseling at the UMD Health Service.

Health Education – The Health Education staff at UMD Health Services utilizes health education resource professionals including a chemical health educator and wellness programming specialists. Peer Health Educators (PHE) is a student organization working to promote healthy lifestyle choices, with a focus on healthy relationships, sexual health, bystander intervention, and alcohol and drug risk reduction. Wellness Advocates actively engage their peers in practicing wellness.

Disability Resources – Disability Resources at UMD promotes access on campus and coordinates academic accommodations with students who have disabilities and their instructors. They provide a testing location for students that can include assistive technology, extended time and/or reduced distraction accommodations based on individual needs, and they work with students to coordinate access to other campus resources (housing, dining, etc.) and offer guidance & support to students.

Fitness – Recreational Sports Outdoor Programs (RSOP) utilizes different facilities that promote recreation, fitness, and exploration of the outdoors. RSOP provides a wide range of indoor and outdoor programs that support the wellbeing and fitness of our students. Data collection efforts indicate that over 90% of UMD students participate in some form of recreation each year. RSOP operates out of various facilities within the Sports and Health Center (SpHC) as well as external locations on and off campus. RSOP capitalizes on the unique and spectacular natural environment in the programming offered to students.

Sexual Assault Prevention – UMD offers a wide range of activities that help the campus community engage in sexual misconduct awareness and prevention. Health Education sponsors UMD's bystander intervention program, called "Got Your Back! UMD." Student Life partners with Human Resources and Equal Opportunity to offer sexual misconduct awareness and prevention workshops to UMD employees.

Wellness Collaborative – With an active interest in the wellbeing of the UMD community, the individuals contributing to the UMD Wellness Collaborative represent numerous units from across campus. The group strives to fulfill its mission to transform campus and community culture by bringing together individuals to collaborate on initiatives that support whole person wellbeing.

UMNMorris

Physical Health – UMM Health Service is an on-campus, outpatient medical clinic. Health Service physicians, provided through a contract with Stevens Community Medical Center (SCMC), work with the University's Charge Nurse to meet students' health needs. The team provides preventative health care, medical treatment, lab tests, immunizations, basic prescriptions, and over-the-counter medications. Psychiatry services were offered via a telemedicine pilot program with UMTC's Boynton Health Service in 2017-18. Summer students access clinic appointments at SCMC with vouchers from UMM OneStop.

Mental Health – Student Counseling supports students' self-awareness, skill building, mental health and wellbeing to foster success in meeting their academic goals and in life. Student Counseling's licensed Master's level counselors provide free, confidential personal, crisis, and developmental counseling, educational programming and outreach. They support peer-led groups; serve as a consulting resource for students experiencing harassment or violence, and provide faculty, staff and family consultation.

Health Education – Peer Health Educators offer positive health workshops and wellness awareness programs in residence halls and across campus. This student-led group's health triad leaders focus on mental health and stress, physical and sexual health and nutrition.

Disability Resources – The Disability Resource Center (DRC) supports UMM's commitment to equitable access to learning opportunities for all students. DRC collaborates with students who have disabilities to provide and arrange reasonable academic and residential accommodations and provides support for students with physical, psychological and/or cognitive disabilities.

Violence Prevention and Response – Morris offers coordinated education and prevention efforts designed to reduce the incidences of sexual violence, relationship violence, stalking, and other the personal-power-based violence. New students complete the Haven online sexual violence prevention training program and participate in a Green Dot bystander education program. Student leader training, Green Dot training, educational poster campaigns, and other programs are offered.

Regional Fitness Center – UMM's recreation and fitness center is a unique campus - community partnership with the Morris Area School District, the City of Morris and Stevens County. All Morris students are members through their student fees. The RFC offers group fitness classes, aquatic and gym recreation, a full-service workout room, competition and recreation pools, and personal training.

Wellness Resources – *The Wellness Center* supports students in making healthy choices with a holistic approach and programming on physical health, mental health, sexual health and violence prevention. *Morris Healthy Eating* works to expand the consumption of fresh vegetables and fruits. Students support the local farmers market, tend an organic garden and traditional Native American garden and promote healthy food options. Student Counseling and the Wellness Center added yoga and meditation to New Student Orientation and specialized RFC student yoga classes. Registered therapy dogs offer weekly and special events pet therapy connections. Briggs Library partners with wellness staff to host a meditation room, Let's Talk mental health consultations, Stress Less programs, and the finals week fruit initiative.

Financial Wellness – One Stop counselors assist students with paying for college, debt management, and student employment, and collaborates with campus programs to support students' financial wellbeing.

Public Health and Community Collaborations – Mahube Otwa Public Health provides general health information and offers STI testing on campus. Horizon Public Health offers tobacco focus groups, tobacco cessation resources, and greater access to healthy foods. The Stevens County Food Shelf provides 24-hour access to emergency food resources for students in a partnership with campus offices.

UMNRochester

Physical Health – UMR Student Health Services, which is provided under contract with a local clinic, is free to all students who have paid the UMR Student Services Fee. Students have access for walk-in services one hour a day and may also schedule appointments for convenience. Staff provide testing and treatment for routine conditions and, when necessary, make referrals to a primary care provider for preventative health services, or an evaluation of conditions outside the scope of services provided by Student Health Services. Services include gynecological service, initial and brief counseling and evaluation for referral, general health, laboratory testing, nutrition, smoking, anxiety, birth control counseling, and depression counseling. Prescriptions can be written at the clinic and filled elsewhere using insurance or out of pocket payment.

Mental Health – UMR employed its first in-house counselor for Fall 2017. One, 75%-time licensed professional counselor is available onsite to provide free confidential personal counseling, crisis response, and support of wellness initiatives on campus. Psychiatric care is referred to off-campus providers with a typical wait time of 30-90 days. Prior to this new hire, Olmsted Medical Center was contracted for services.

Recreation – Campus recreation is available through access to the Rochester YMCA through student fees.

Wellness Programs – Wellness related programs include quiet reflection space, Guided Meditation, Living on Purpose Yoga, Rochester Area Family Y, Class Suppers, support groups such as Recovery on Campus (ROC!), Grief Support Circle, the Wellness Ambassadors program, as well as monthly de-stress events, Healthy Living Learning Community (HLLC) and HLLC sponsored events.

Disability Resources – UMR Disability Resources works to make the UMR campus an inclusive and accessible community for all by coordinating accommodations with students, instructors, housing, and university stakeholders. Some accommodations may include but are not limited to: testing services, technology assistance, document conversion, housing accommodations, sign language and captioning services, and physical accessibility.

Other Campus Programs and Partnerships for Health and Wellness - UMR dedicates a 75%-time counseling services director (counselor), and a full-time health and wellness director. UMR offers a Healthy Living Learning Community on a floor of our residence hall and a 1-credit course called Living on Purpose. Nearly all residents in the three living learning communities registered for this course. A Care Team responds to care reports. UMR uses a Community of Wellbeing model of engagement with students which includes but is not limited to mindfulness, physical engagement, financial, and safety. An AmeriCorps VISTA Fellow's initiative focuses on underrepresented students and improving their health and resilience.

Unique Campus Aspects / Issues – One hundred percent of UMR students are health science focused. Over half of UMR's traditional program students (250) live in the one apartment style residence hall which UMR operates.

UM Twin Cities

Physical Health – Boynton Health offers a wide variety of public health and health promotion programs as well as comprehensive health care services. Clinical services include Pharmacy, Primary Care, Women's Health, Urgent Care, Gopher Quick Clinic, Transgender Health, Dental Care, Eye Care, Alcohol and Chemical Health, Travel Medicine, Massage Therapy, Physical Therapy, Nutrition Services, Tobacco Cessation Counseling, HIV Testing and Counseling, Tuberculosis Skin Test (TST) Clinics (AHC students), and Flu Clinics (seasonal).

Mental Health – Boynton Health provides psychiatric and counseling services utilizing psychiatrists, psychologists, clinical social workers, professional counselors, marriage and family therapists, and alcohol and drug counselors. Services include psychiatric and mental health assessment, individual and group therapy, medication management, alcohol and chemical health services, and urgent crisis consultation. Student Counseling Services (SCS) promotes student success by helping students with mental health and life concerns, learning and academic skills challenges, career uncertainty, and faculty/staff - student communication utilizing psychologists and psychology interns. SCS also provides outreach and education to other University departments to assist with recognition and referral for mental health issues. The Twin Cities is the home of the Provost's Council on Student Mental Health, established in 2005 with the charge to raise awareness about issues related to student mental health, effect policy change, improve conditions on our campus for students with mental health conditions, and serve as a model of collaboration for our campus and other universities.

Health Promotion – The Boynton Health, Health Promotion department utilizes a strategic public health approach to the campus population. The primary areas of focus through an overall mental health strategy to help students better manage stress with a high level of focus of underrepresented populations experiencing high levels of perceived and actual stress related issues. Examples of these efforts include further data collection initiatives specific to mental health, student to student stress management evaluations and recommendations, grad student data collections and programs designed for specific programs, Pet Away Worry and Stress (PAWS) sessions held on campus four days per week on East Bank, West Bank and St Paul campuses and special events with targeted populations. New initiatives, across the Office for Student Affairs, are actively addressing homelessness and food insecurities. Concerning data from the 2015 CSHS triggered an effort to address lower rates of condom use and higher STI rates. A campus-wide sexual health promotion strategy to increase HPV vaccination rates, increase condom use and lower overall STI rates is underway. Boynton leads the Alcohol Policy and Abuse Prevention (APAP) strategic plan on campus. Student-to-student services and programs involve over 100 students trained to provide services in Sexual Health Awareness and Disease Education (SHADE), Stress Management (de-stress), Nutrition (SNAC), Chemical Health Recovery and Support (SOBER), free, safe rides home (Gopher Chauffeur), and in-residence health resources (Health Advocates), and Nutritious U Food Pantry.

Behavioral Consultation – The University of Minnesota's Behavioral Consultation Team (BCT) is a team of staff from several departments across the University with administrative, psychological, academic and legal expertise. The team operates within FERPA/HIPAA requirements. Its goal is to provide a coordinated response to situations arising from students who may represent a threat of harm to themselves or others.

Sexual Assault Prevention and Advocacy – The President's Initiative to Prevent Sexual Misconduct, a comprehensive, systemwide public health strategy, was initiated and in the early

phases of implementation. This campus wide effort involves students, staff and faculty and is comprised of teams working on student engagement, public awareness campaign, staff and faculty training and engagement, evaluation and research and accountability. The effort is being led by John Finnegan, Dean of the School of Public Health and Karen Miksch, Associate Professor and Higher Education Program Coordinator in the College of Education and Human Development. The Aurora Center for Advocacy & Education provides a free and confidential space for students, faculty, staff, alumni, family members and friends affiliated with the University of Minnesota Twin Cities, who are victims/survivors/concerned people of sexual assault, relationship violence, or stalking.

Disability Services – The Disability Resource Center collaborates with all members of the University community to improve access for people with disabilities by determining and implementing reasonable academic, workplace and guest accommodations, providing education on access and inclusion, and partnering with University offices to ensure meaningful physical and technological access.

Recreation and Wellness – University Recreation and Wellness (RecWell) provides a variety of different wellness facilities on the campuses of Minneapolis and St. Paul. RecWell serves over 1.5 million patrons per year and hosts hundreds of events for the University of Minnesota and the community. Programs include Fitness & Wellness, Intramural Sports, Sport Clubs, Outdoor Adventures, Aquatics, Court Sports (Handball, Racquetball, and Squash), Les Bolstad Golf Course, and Youth Programs. More than 150 Group Fitness and Personal Training classes and instruction are offered year round. RecWell facilities are open 357 days a year.

Financial Counseling – Financial Wellness Counseling utilizes certified financial wellness counselors who are part of One Stop Student Services to help teach money management, or answer questions about loans. Boynton Health offers free, confidential financial counseling through Lutheran Social Services Financial Counseling. Students can meet with a certified financial counselor to create an action plan to reduce interest rates, make monthly payments, and develop good credit score outcomes through a debt management plan.

Student Health Advisory Boards

Student advisory boards or committees are in place across the system to promote student engagement in health and wellness.

UMN Crookston utilizes an administrative Wellness Committee consisting of staff, faculty, and students to coordinate educational programs relating to wellness for campus.

The Student Health Advisory Committee at UMD is a group of dedicated students who act as a student voice to UMD Health Services and school administration. Members meet weekly for one hour to discuss current issues, brainstorm solutions and are given the opportunity to volunteer additional time on special projects throughout the year. The Student Advisory Board for RSOP providse feedback and guidance to the staff, assist with communication and serve as a the voice of UMD students in terms of programming.

At UMM, a Student Mental Health and Wellbeing Quality Initiative team is engaging students, faculty and staff in developing an evidence-based model to infuse mental health and wellbeing throughout student life. Additionally, a Health Services sub-committee of the Campus Assembly's Student

Affairs Committee is organized as needed to bring student voices and faculty/staff input to campus health and wellness.

The University of Minnesota Rochester Healthy Campus Tactical Group serves the UMR community in seeking ways to create and promote high priority and holistic wellness opportunities, programs and initiatives. This group devises the prioritization of wellness goals and action steps as to best communicate and integrate wellness principles and encourage healthy practices, with the aim of enhancing both the personal and collective well-being of the campus.

The Student Health Advisory Committee (SHAC) at Boynton represents the needs and ideas of UMTC students. Members include undergraduate, graduate and professional students who speak for registered student government groups: Minnesota Student Association, Professional Student Government and Council of Graduate Students. SHAC members make recommendations and share feedback with Boynton to improve the health of the university community.

Student Health Insurance

The University of Minnesota provides eligible students with access to high-quality health plans at minimal cost. The Office of Student Health Benefits (OSHB), under Boynton Health in the Office for Student Affairs, offers affordable healthcare plans designed to meet the unique needs of students and their dependents on each system campus. OSHB administers health, dental and other benefits and enrollment for all eligible University students, graduate assistants, and Academic Health Center residents, fellows and interns.

Campus Health and Wellness Programs

	Health Service	Counseling Center	Peer Health Educators	Recreation & Wellness	Financial Counseling	Disability Resources	Violence Prevention	Student Insurance	Campus Policy	Public Health
UMNCrookston	✓	✓		✓	✓	✓	✓	✓	✓	✓
UMNDuluth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNMorris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNRochester	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNTwin Cities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

University of Minnesota
Student Mental Health – A Systemwide Approach

Introduction

The University of Minnesota system has historically addressed the response to mental health demands within the individual campuses. This has allowed each campus to tailor services in ways that are responsive to their unique programs, student demographics and geography. The down side of an exclusively campus-specific approach is that it can result in resource inequities over time and limit opportunities to leverage available best common solutions across all campuses. As the University moves to a more strategic, systemwide planning model, a collaborative approach to mental health is emerging.

The University of Minnesota Systemwide Mental Health Learning and Collaboration Network

Leaders who play active roles in their campus' response to student mental health established the University of Minnesota Systemwide Mental Health Learning and Collaboration Network in Fall 2017 to facilitate a more coordinated response to student mental health. Student Affairs on the Morris campus initiated the planning for the network and supports its convening with resources allocated through the University compact process. The Network includes mental health stakeholders representing student affairs, health, wellness, counseling/therapy, psychiatry, medicine, disability resources, case management, and insurance programs. A full list of participants is included in Addendum A.

The Network met in November, 2017, and January, February, and April, 2018. Initial meetings focused on: introductions to colleagues across the campuses; descriptions of the unique challenges, successes and resources of each campus; and the exploration of campus collaborations to support student mental health. This report represents an early product of this new association.

Mental Health Diagnoses: Prevalence and Increased Demand for Services

The University of Minnesota has monitored the prevalence of students' mental health diagnoses through the College Student Health Survey (CSHS) administered every three years beginning in 2003. Results consistently demonstrate that mental health challenges are common in University of Minnesota students. Anxiety now leads depression as the most common diagnosis among students on four of the five University campuses (table 1).

Table 1. **Lifetime Prevalence of Mental Disorders in University of Minnesota students**

Indicator	**Crookston** (CSHS 2015)	**Duluth** (CSHS 2015)	**Morris (**CSHS 2016)	**Rochester** (CSHS 2016)	**Twin Cities** (CSHS 2015)
Any mental health diagnosis -lifetime	30.8%	33.9%	40.2%	31.9%	32.7%
Depression diagnosis-lifetime	19.4%	20.6%	27.2%	18.4%	20.8%
Anxiety diagnosis- lifetime	18.7%	21.2%	30.0%	27.1%	21.7%

Overall:

- One in three UMN students report a history of a mental health diagnosis
- One in five UMN students report a history of an anxiety disorder
- One in five UMN students report a lifetime diagnosis of depression

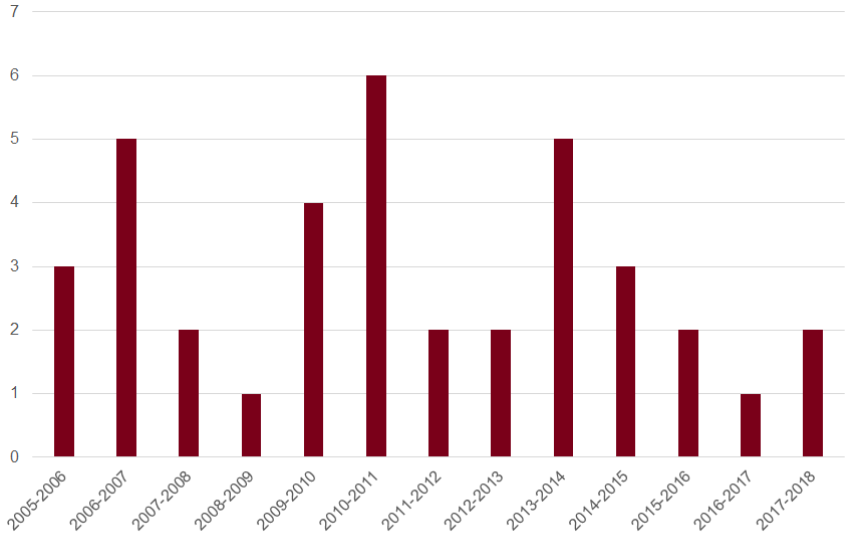
Morris shows increased rates of mental health diagnoses in 2016. This correlates with the comprehensive student health histories UMM collects from entering students – more new students indicate that they have experienced mental health challenges before coming to college.

The CSHS demonstrates an upward trend in the prevalence of mental health diagnoses on all campuses. The presence of any lifetime diagnosis of a mental disorder increased from one in four UMNTwin Cities students in 2007 to the current rate of one in three. Possible contributions to this increase include an increase in symptomology in young adults, greater opportunities to diagnose mental disorders due to decreased stigma, increased interventions and treatments allowing more students with mental illness to matriculate into the University, and additional social, cultural, familial, and technological factors.

Students need not meet criteria for a diagnosable mental illness to suffer from diminished mental health. Approximately one in three (30–35%) UMN students report an inability to manage stress. At UMNRochester, the inability to manage stress is reported in nearly half (49%) of students. UMR also has a higher rate of lifetime diagnosed anxiety disorders (one in four students compared to one in five), which may relate to the campus' unique focus on health career degrees.

The risk for suicide is strongly associated with mental illness. UMNTwin Cities' most recent CSHS revealed that 0.8% of students report that they had attempted suicide in the last 12 months (Lust & Golden, 2015) which equates to several hundred Twin Cities campus students having attempted to take their life. Sadly, several students succeed in a typical year (Figure 1). There have been two student suicides across all five campuses to date in the 2017-2018 year.

Figure 1. Student Suicide by Academic Year, UM Twin Cities



Consistent with the high prevalence of mental disorders and stress, the five UMN campuses have experienced increased demand for mental health services. Counseling and mental health directors also describe a trend for students to present with greater severity and/or more frequent long-standing mental health histories. The increase in students seeking mental health services is also likely related to decreased barriers to accessing care. There appears to be a fundamental change in student expectations for the services they will access during their education. A UMNTwin Cities pre-orientation survey revealed that 36%, 44% and 42% of the incoming classes of 2019, 2020, and 2021 respectively said they are likely or very likely to use counseling services during their education (UM Office of Undergraduate Education, 2015, 2016, 2017; personal communication). A brief summary of the experience of each campus follows.

In spite of declining on-campus enrollment at UMNCrookston, the use of mental health and counseling services has increased. This is attributed in large part to an increased number of students with disabilities who often present with comorbid conditions. In FY16, 228 students (one in four enrolled students) were seen in 874 visits at the Counseling Center. There was an 11% increase in unique students (253; 28.6% of on-campus students) seen for counseling in FY17 compared to the previous year. Fall Semester FY18 concluded with 124 students having been seen in 608 sessions, suggesting that FY18's volume may be similar to FY17.

UMNDuluth Counseling served 872 students in FY17, a 14.4% increase compared to the 762 students served in in FY16. The number of visits decreased by 4.0% from 2,950 to 2,833 with the initiation of a session limit policy. While there were fewer sessions per student, a higher number of students were served and the FY17 visit total was still 1.2% higher than two years previously. During the first half of FY18, 511 students were seen for a total of 1,438 visits. If this trend continues throughout FY18, UMD is projected to experience another 17.2% increase in students served.

UMNMorris Student Counseling utilization has gradually increased from 10% of the student body to over 20% over the last 10 years, with approximately one in five students now being served. In FY17, 350 students (22.5% of enrolled students) were seen for a total of 1,488 visits. For Fall Semester FY18, 224 students were seen in 726 visits, suggesting a likely increase in the number of

students served this year. Compared to FY07, UMM Student Counseling has experienced a 62% increase in the number of students receiving mental health services with an associated 69% increase in the number of counseling sessions.

UMNRochester employed its first in-house, 75%-time counselor in Fall 2017. Previously, services were contracted through Olmsted Medical Center. UMR students had access to a counselor or a practicum counselor for a total of eight hours a month over two academic years. These limited times did not meet the needs of students, putting significant burden and liability on the staff responding to students in distress. The new UMR counselor spent 194 hours in sessions with 42 individual students during Fall 2017.

Mental health services at the Twin Cities campus can be accessed at Student Counseling Services (SCS) and at the Mental Health Clinic (MHC) of Boynton Health; these two locations operate under slightly different models. Boynton's MHC has experienced a consistent increase in the number of students seen each year, including a 4% increase in new patients and a 20% increase in mental health visits for Fall FY18 compared to Fall FY17. SCS has likewise seen a 7% increase in unique students served during Fall Semester FY18; however, the total number of counseling sessions has changed minimally (by 0.4%). Currently at staffing and physical space capacity, SCS' service expansion options are limited.

Table 2 summarizes student utilization of mental health services in counseling centers/mental health clinics on each UMN campus. Campus rates vary from 6.8% to 28.6%. These utilization rates are subject to ceiling effects resulting from limited resources; therefore lower utilization should not be interpreted as indicative of a lower need for services. The two figures from the Twin Cities campus illustrate this point. Boynton has been able to expand due to increased space and staff in combination with a student fees and income generating funding model whereas SCS has been confined by space limitations and reliance on primarily University operations and maintenance (O&M) funding.

Table 2. Student Utilization of Campus Mental Health Resources, FY17

Campus	Crookston	Duluth	Morris	Rochester	Twin Cities Boynton	Twin Cities SCS
Students Seen	253	872	350	NA	4808	1667
Eligible Students	1,797	12,754	1,554	697	37,431*	47,191**
Percent of Eligible Students	28.6%	6.8%	22.5%	NA	12.8%	3.5%

***Fee Paying Students** ****Degree seeking students**

Figures 2 & 3 summarizes mental health service visits over the last three years. Data for Rochester is unavailable as counseling was not provided internally until Fall of FY18. UM Twin Cities data from the Boynton MHC is presented separately due its different structure and funding model.

Figure 2. Counseling Service Visits. UMN Campuses

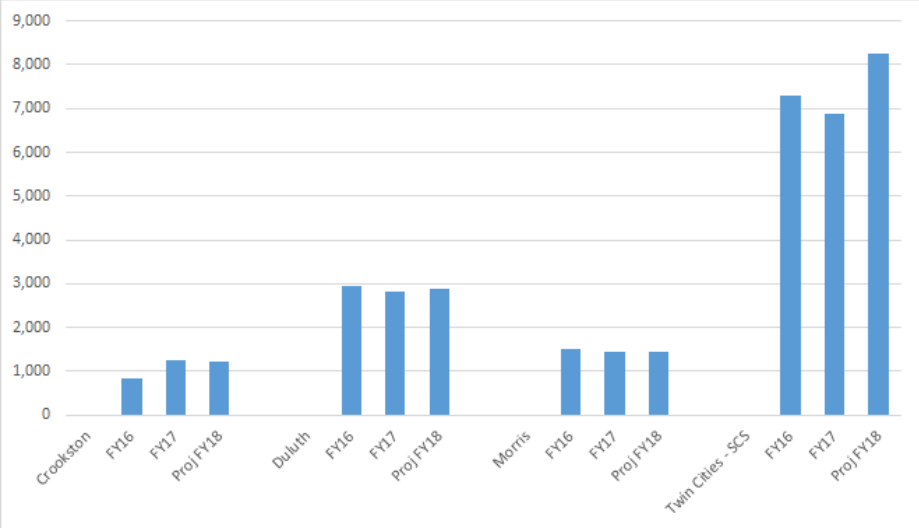
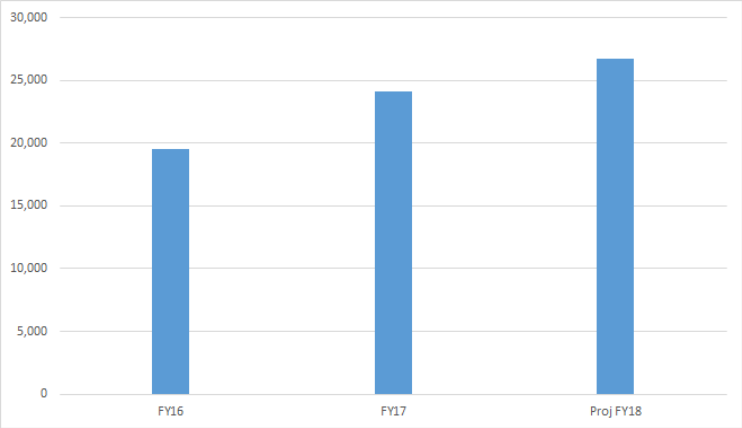


Figure 3. Boynton Mental Health Clinic Visits



Counseling/Therapy Services

Effective response to student mental health issues and demand for services requires adequate on-campus and off-campus services to meet student needs. The International Association of Counseling Services (IACS) recommends one (1) full time equivalent (FTE) university student counseling provider per 1,000-1,500 students (2014). Little research supports this recommendation and it has not been updated for years to take into consideration the increasing prevalence of mental health diagnoses among students or the increased student comfort in accessing services. The rate of incoming freshman indicating a likelihood that they will seek counseling during their education suggests that even a ratio of 1:1,000 is likely inadequate to meet student needs.

Current counseling/therapist staff to student ratios for the UMN campuses are presented in Table 3. In order to accurately represent availability for student contact, staff FTEs reflect the time dedicated to clinical service exclusive of time allocated to administration, social work functions and/or case/care management. Staff FTEs also include paid post-docs, a useful and economic strategy that increases access to counseling/therapy while also providing necessary practice hours to fulfill licensing requirements of future counselors and therapists. On campuses where they are

regularly available, unpaid counseling interns/trainees providing services as part of their training are included in considering total resources and counselor/therapist to student ratios.

Table 3. Counselor/Therapist to Student Ratios for System Campuses

	Staff FTE	Trainee FTE	Total	Enrollment	Ratio
Crookston	1.5	0	1.5	1,797*	1:1198
Duluth	4.5**	0	4.5**	12,754	1:2834
Morris	3.0	0***	3.0	1554	1:518
Rochester	0.75	0	0.75	697	1:929
Twin Cities					
MHC	17.5	0.4	22.3		
SCS	21.9	9.0	26.5		
	39.4	1.3	48.8	37,431	1:767****

*Includes on-campus and online enrollment
**UMD Staff increases to 5.25 with a ratio of 1:2098 in August 2018 with an additional .75 FTE counselor
***0.8 for Spring Semester 2018 - not included as intern options are not consistently available
****Fee-paying students which is a requirement to use the Mental Health Clinic. SCS sees all degree seeking students (47,191) which would bring the ratio to 1:967.

UMD staff will increase to 5.25 FTE when the second of two new positions is filled in August 2018. In Morris, Student Counseling mental health counselors increased from 2.45 to 3.0 FTE over the last three years. UMNTwin Cities has increased staff FTEs considerably which is described in detail in the section on new investments found later in this document.

Session Limits

Most UMN campuses follow a limited session model for mental health services, which is also true for 54.1% of campus counseling services throughout the U.S. (Reetz et al, 2017). The number of sessions offered often reflects the balance of providing opportunities for follow-up with providing opportunities for new students to start therapy. Campus variation is influenced by the mental health resources available both on- and off-campus. UMN campuses' mental health counseling session limits follow.

- UMNCrookston: Initial assessment and up to eight sessions per semester; no cap over the course of education.
- UMNDuluth: 12 counseling sessions per academic year; no cap over the course of education.
- UMNMorris: Eight mental health counseling sessions each semester; no cap over course of education.
- UMNRochester: No session limits.
- UMNTwin Cities MHC: Intake plus 10 sessions in a 12 month period. No limits on psychiatric (medication) visits. No cap over course of education.
- UMNTwin Cities SCS: Intake plus 14 sessions per academic year; 25 session lifetime limit.

All campuses allow for some flexibility, either at the Counseling Director's discretion or following review by colleagues, to extend limits if extenuating circumstances exist. Additional considerations are required for campuses that have limited access to community mental health resources.

Wait Lists

Demand for mental health counseling and clinical resources can easily exceed available resources, particularly when resources are fixed but demand varies across the year. Directors of mental health services must then balance the requests for new students to establish care with the need of established students to be seen at an adequate frequency. When these two needs conflict the solution on many campuses across the country is to place new patients on wait lists (Francis & Horn, 2017). Wait lists serve as a kind of holding pattern until opportunities present to take on new cases. The presence or absence of a waiting list may or may not accurately reflect the actual time between initial contact and the start of counseling/therapy, and can have different implications depending on the time within the school year. SCS on the Twin Cities campus uses waiting lists due to staffing limitations. All campuses offer same day, crises appointments.

UMNCrookston: No wait list. Initial consultations are available within one week of intake.

UMNDuluth: No wait list. Intakes are available within few days during periods of low demand and up to 3 weeks when demand for services is high. Students who are already established with a counselor are scheduled for return visits with 1-2 weeks between appointment times.

UMNMorris: No wait list. In Fall 2017, the longest time between presentation and intake appointment was approximately two weeks. In Spring 2018, student intake appointments were available within the same week with additional appointments available via Master's and Doctoral level counseling interns.

UMNRochester: No wait list. Initiation of multi-session individual counseling is typically 0-3 days, with up to four days during peak demand.

UMNTwin Cities SCS: Offers weekly or bi-weekly sessions to students once they begin ongoing counseling. All students receive an intake appointment (most same day), but to preserve sufficient opportunities for weekly/bi-weekly appointments, fewer open counseling appointments are available as the semester progresses. Students are placed on a wait list when there are no longer open counseling appointments available within a one week window following the intake appointment. This academic year, it was necessary to activate the wait list by early October, 2017. That month, 116 students were added to the wait list; 80.2% were scheduled within eight business days. The average wait time for 23 (19.8%) students who had limited availability or made special requests was 19 business days. During November and December, 90 additional students were added to the SCS wait list. The wait for 24 students (27%) was five or fewer business days; an additional 17 students (19%) waited between 6-15 business days. Approximately half (49 students; 54%) of students on the wait list remained for 15 or more business days with an average wait of 19 business days. The proportion of students experiencing longer wait times in the second half of the semester correlates with the accumulative pressure on any counseling or therapy service within an academic setting as the school year progresses. It is also reflects how prioritization of adequate therapy frequency affects access to services for new students.

UMNTwin Cities MHC: There was no wait list for FY17 or FY18. This contrasts with 254 students (peak = 72 at any one time) on a waitlist in Fall FY16. The average number of calendar days

between initial brief consultation and a scheduled therapy intake at MHC was 12.6 days for Fall FY18. The MHC success in eliminating the wait list can be attributed to hiring additional mental health staff and initiating the brief consultation process already established at SCS. The absence of a wait list indicates that students can be scheduled for intake within two weeks although student schedules and/or preferences may result in longer times before initial intake. Return visits have become challenging for the MHC; during peak times students may only see their therapists every 3 to 4 weeks. This illustrates how additional attention to ensuring that all students have access to initial evaluations can put pressure on therapy frequency.

Group Therapy

The capacity to address mental health issues is increased with the provision of and/or supervision of groups.

UMNCrookston currently does not have the capacity to provide group therapy sessions. Group therapy is available through referral to Northwestern Mental Health Center which offers support groups for persons in recovery from trauma, substance use disorder and eating disorders, to name a few.

UMNDuluth established a Grief Support Group that meets throughout the academic year. In addition, a four-week Stress Resilience Group is offered each semester, as well as an Intuitive Eating group, and a LGBTQIA+ Coming Out Support group. An Alcoholics Anonymous group meets on campus but is not associated with the Counseling Center. Groups are held when there is enough student interest and do not necessarily meet each semester.

At UMNMorris, Student Counseling offers groups for Depression/Anxiety Therapy, Grief Support Group and Stress Relief. Peer led support groups supported through Student Counseling include a LGBTQIA2S+ group, an Alcoholics Anonymous campus meeting and a Eating Disorders Anonymous group.

There are no group therapy options provided currently at UMNRochester. A stress management group is being explored.

At UMNTwin Cities, SCS offers 17 counseling groups per semester including short term skill-building groups, longer term process groups, academic support groups, and specialty groups focusing on such issues as relationship trauma, gender identity and depression/anxiety. The MHC currently offers 11 groups for spring semester 2018, including longer term process groups, specialized groups for clinical issues (PTSD, Anxiety, and Social confidence), a process group for students of color, and several support groups for members of LGBTQIA+ populations. The MHC initiated a medication education workshop for students who may be interested in starting psychiatric medications but have questions or concerns about this option.

Referrals

Students from all campuses who require more frequent, more in depth or more specialized therapy are referred to community mental health providers. This is similar to the provision of medical services at student health services for time-limited maladies common to students while referring more significant medical issues out to specialists.

Referrals are most frequent at the Twin Cities campus which has the advantage of being located in an urban setting with extensive mental health resources. Community referrals for therapy are not common at UMC, UMD, UMM, and UMR. UMNCrookston and UMNMorris see very limited opportunities for off campus referrals due to a shortage of mental health care providers in rural Minnesota, particularly for psychiatric care and more in depth services.

Health insurance copays for mental health office visits and medications pose a significant barrier for UMN students needing to access community mental health and pharmacy services. Depending on the student's insurance and the type of office visit or medication needed, copays can range from $25 to $40/visit and $5 to $50/prescription; the copay for a psychiatric evaluation can be significantly higher. Students with health insurance under their parent's policy often have high deductibles and pay an average co-pay of $175 per visit for mental health services. As the majority of UMN students are not eligible for medical assistance due to their parent's income, the burden for cost of their treatment rests on the student and their family. In lieu of that cost burden, students often opt out of treatment. Students on campuses that rely heavily on off-campus referrals are more likely to experience financial challenges associated with referrals.

UMC collaborates with the Crookston Northwestern Mental Health Center (NWMHC). NWMHC is one of six Minnesota demonstration clinics for the federal government's "Certified Community Behavioral Health Clinics". Students are referred to NWMHC when they require intensive mental health services, such as psychiatric and medication evaluation services, trauma and addiction recovery services. UMNCrookston has experienced waits as long as six weeks for students transferred to NWMHC for care which falls short of the objective to provide services within two weeks of intake.

The Duluth community offers multiple referral options for UMD. These include a community mental health center, two private primary and specialty care health care organizations that offer mental health and psychiatry and a number of private practice clinicians and clinics. Timely access to psychiatry services is a challenge. Accessing care for students for ADHD and learning disability testing is also challenging, as insurance companies provide minimal coverage benefits for these services. When students require a higher level of care such as an Intensive Outpatient Program or Partial Hospitalization program, UMD staff assists them in connecting with those programs. Other common referrals are for substance abuse or eating disorder treatment.

UMNMorris Student Counseling collaborates with Stevens Community Medical Center's (SCMC) behavioral health program and emergency medical services in Morris. SCMC Behavioral Health provides individual and group therapy and also offers medication management by a psychiatric nurse practitioner via telehealth. Individual therapy sessions often have wait times and psychiatric services have a wait times up to six months. The nearest hospital offering in-patient psychiatric care is in Fergus Falls, approximately 55 miles away. Access to psychiatric services is being partially addressed with a new telepsychiatry collaboration between the Morris and Twin Cities campus (discussed below). Intensive outpatient or partial hospitalization programs are not available in west central Minnesota.

UMR has a collaborative relationship with Olmsted Medical Center to provide support for basic medication management and medical needs. Most community referrals are based on individual student insurance plans. There are no campus or contracted psychiatric services. Zumbro Valley Health provides crisis response services for Southeastern Minnesota and has been helpful to students after hours and on weekends for select situations.

UMNTwin Cities has established a large referral network of community therapists. SCS and MHC both use a brief consultation model in which students are initially seen for approximately 15-20 minutes to assess their needs. Currently, approximately 14% of students presenting for therapy at the MHC and 8.6 % presenting for counseling at SCS are referred to multiple resources in the community.

Psychiatry Services

Access to psychiatric services is essential to fully meet students' mental health needs. Although medication treatment of milder conditions can be provided by local primary care providers, the treatment of bipolar disorder, first episode psychosis, eating disorders, post-traumatic stress disorder, ADHD, comorbid psychiatric conditions, and severe and/or treatment resistant depression and anxiety is usually beyond the training, experience and skill and comfort level of many primary care providers. Although these conditions are less frequent than the more common anxiety and depression, they are still present in significant numbers (e.g. lifetime bipolar diagnosis prevalence varies from 0.6% to 1.6% on the five campuses) and require a disproportionate greater investment of staff time and other resources to address. Paradoxically, small campuses that may not have sufficient enrollment to justify having a psychiatrist on staff, also tend to be located in geographic regions in which off-campus psychiatric providers are scarce. Travel times and out of pocket costs related to accessing care pose additional barriers for students who cannot access psychiatrists on campus.

UMC refers students to Northwestern Mental Health Center (NWMHC) for psychiatric services. NWMHC provides tele-psychiatry appointments only, and there is currently a wait list of 4-6 weeks after intake. NWMHC is working diligently to reduce that wait to two weeks.

UMD does not have psychiatry services on campus. Psychiatric medications are managed by primary care physicians when possible. Students are referred to the community when psychiatric consultation is needed. Currently there is an approximately 10-11 week wait for a psychiatric consult.

Prior to November 2017, there were no on-campus resources for psychiatry at UMNMorris and only limited resources in the Morris community / Stevens County. Students would need to wait up to six months for a psychiatric appointment at Stevens Community Medical Center (the local clinic/hospital) which was often provided by tele-health. Students would need to drive to Fergus Falls or to Minneapolis (2.5 hours away) to be seen sooner. Beginning in November 2017, UMM Student Affairs and Boynton Health have collaborated on a new tele-psychiatry pilot program. Appointments are available one afternoon/week for Morris students to connect with Dr. Steve Hermann at the MHC. Dr. Hermann provided psychiatric intake and follow-up appointments for 22 Morris students through April 1. Feedback has been positive.

UMR does not have its own psychiatrist. The time to access an off-campus psychiatrist is 60 to 90 days. Primary care providers at Olmsted Medical Center's Skyway Clinic are accessible within 7-14 days and are able to start medications for less complicated presentations. Referrals to, and collaboration with, local mental health providers have been generally disappointing and the lack of ready access to psychiatry is considered unacceptable by the campus.

At the Twin Cities campus, a combination of psychiatrists, psychiatric nurse practitioners and a physician assistant totaling 6.85 FTE provide psychiatric services in the MHC. A full-time psychiatric nurse provides additional support. These FTEs does not include contracted services at Minneapolis Community and Technical College (MCTC) (0.2 FTE), providing telepsychiatry to UMNMorris (0.1 FTE), and the Director's administrative time. Total psychiatric visits at MHC have increased by 30% over the past 3 years. The projected volume for psychiatric visits in FY18 is 1100 new patient evaluations and approximately 9,000 medication management appointments. Students who request psychiatric evaluation are typically seen within 1-3 weeks of their request. During the busiest time of the semester, the wait can extend to four weeks. Primary care providers at Boynton Health treat students with straightforward cases of depression and anxiety. A select group of primary care providers also treat ADHD. Although some of the mental health primary care visits at Boynton represent care of faculty and staff, the majority (87%) are students. Mental health visits represented 6% of all Boynton Health primary care visits in FY16, FY17, and FY18 to date. The estimated number of students seen in primary care for a primary diagnosis of a mental disorder increased by 7.6% between FY16 and FY17.

Case/Care Management, Student Care/Behavioral Consultation Teams

Case managers coordinate care and provide support and resources to students including accessing academic assistance, navigating student conduct and other University processes, accessing resources via referrals on or off campus, scheduling and keeping appointments, working through times of increased stress or crisis, and transitioning back to campus following hospital discharge (National Behavioral Intervention Team Association, & American College Counseling Association, 2012). Although case management is not limited to students struggling with mental health challenges, mental health issues are often present. UMN campuses vary in the degree that they are able to provide case management services.

UM NCrookston does not have a dedicated care manager. An additional 0.75 FTE counselor/care manager would be a significant benefit to Counseling and Disability Services. In addition, UMC is looking at the models of the other system campuses to refine the campus' Behavior Response Team.

UMD introduced care/case management in 2016 with the hire of a full-time staff member with dual roles (75% case management; 25% counselor) in the Counseling Center/Health Services. During the first year there was an emphasis on informing the campus community of the case manager function through attendance at meetings with various academic units and student life partners. UMD also has a Student Care Team (SCT). Members of the SCT include representatives from Academic Affairs, Counseling, Disability Resources, Diversity and Inclusion, Housing and Residence Life, UMDPD, and the Office of the Vice Chancellor for Student Life and Dean of Students. The case manager is a member of the SCT. The SCT works collaboratively within and outside of the group to identify resources and strategies for students who are in need of care or who are experiencing distress. The SCT also addresses situations that have the potential to be disruptive and/or threatening and recommends strategies, policies and procedures for dealing with a variety of issues including mental health concerns.

UMNMorris does not have a Student Counseling care or case manager. Two Student Affairs staff members share very part-time assignments as Student Life Health Advocates. They provide support and follow up coordination for students who have experienced a mental health crisis or physical health event where care includes hospitalization. The UMM Academic Alert Team, which includes representatives from Student Affairs, Residential Life, Student Counseling, Disability Resource

Center, and Academic Success, works collaboratively to assess student needs and coordinate intervention and support when academic alerts from faculty and staff indicate a student is struggling and may be dealing with a mental health issue.

UMR's Care Report Team assists with student referrals and early interventions. The Care Report Team includes representation from residential life, disability services, health and wellness, counseling services and academic advising and meets every week to case manage students of concern who need additional support. The team primarily responds to formal and informal at-risk student referrals including medical and health related concerns, safety concerns, significant illness, social/relationship concerns, and personal distress. During Fall FY18, UMR made 44 student-related Care Report referrals.

The Office of Student Affairs on the Twin Cities campus hired a full-time care manager in March, 2016. In response to the increasing demand for care management, the Office for Student Affairs hired a second care manager in April 2018. In addition to assisting students in need of additional support around mental health and other personal and academic challenges, one of the core roles of the position was to coordinate the campus Behavioral Consultation Team (BCT). BCT cases are created for student situations when there is a pressing concern for a student's safety. In FY17 there were 183 BCT cases and 166 care cases. The first half of FY18 has seen 181 BCT and 130 care cases. The MHC and SCS provide additional case management. The MHC has a 0.5 FTE medical social worker position with a focus on brief consultations rather than comprehensive case management. A significant role of the medical MHC social worker has been to assist students with referrals into the community. Likewise, SCS has a staff member who can provide case management services, focusing primarily on community mental health referrals.

24/7 crisis services

The ability to respond to acute mental health crises is essential for any university campus, particularly as part of a suicide prevention strategy. The most recent College Student Health Survey asked students if they had utilized crisis services; 2.1% of Crookston students, 2.5% of Duluth students, 2.9% of Rochester students, 5.5% of Morris students, and 2% of TC students report having used a mental health crisis line in the previous two months.

Counseling services on all campuses will see walk-in crises and take crisis calls during business hours. Campus police and community service staff respond 24/7 to mental health crises and help coordinate access to mental health services. A dedicated crisis line is available for students on all campuses. All campuses can take advantage of mobile crisis teams available in their counties.

UMNCrookston relies upon the Northwestern Mental Health Center's 24 hour Crisis Services hotline as well as their intervention and stabilization services when needed.

UMD after-hour crisis services are provided by Birch Tree Center, a local crisis response team. Birch Tree Center provides a crisis line, mobile crisis unit and short term residential crisis support.

UMNMorris is located four blocks from Stevens Community Medical Center's Emergency Room, which is available 24/7. Students also access the UMN crisis phone line and services through the Region 4 Mobile Crisis Team serving a four county region in West Central Minnesota. UMM's Student Life Health Response Team/Health Advocates respond when students are hospitalized offering resources and support.

At UMR, the Crisis Response for Southeast Minnesota offers 24/7 crisis services to students including hotline/text-line and mobile crisis as part of a region wide service. Mobile Crisis will respond and assess student needs and coordinate immediate treatment interventions if needed.

Boynton and SCS at the Twin Cities campus have a contract with Crisis Connection (a division of Canvas Health) to provide a 24/7 crisis line and crisis texting services that are available to all UMN students. In calendar year 2017, 297 calls were placed to the crisis line; 55 calls had a primary or secondary concern of suicide of self or someone else. A mobile crisis team was contacted in seven cases. There were 299 texts during the same time period; 27 (9.0%) of the texts had primary or secondary concerns related to suicide.

Service Access Demographics and Diversity

Providers of mental health services on all system campus are invested in providing services that are accessible to students representing all demographics. Although the demographics of students utilizing mental health services are not available for all campuses and data is incomplete due to some students opting to not provide information, data from the system campuses suggest that utilization based on identified race closely approximates the demographics of the student body in general.

Diversity of staff providing counseling and mental health services contributes to the ability to provide culturally sensitive care to students from diverse backgrounds.

UMC Counseling Services staff is composed of a director/counselor/care manager who identifies as male and LGBTQIA+ and a counselor who identifies as female. The UMC intake coordinator/scheduler identifies as male, African American and West Indian.

UMD Counseling Services' last four hires have included a counselor who identifies as Asian American, two that identify as LGBTQIA+ and one who identifies as African American; the current six FTE include both male and female counselors, two who identify as LGBTQIA+ , one as Asian American, and one as African American.

UMNMorris Student Counseling's current 3.0 FTE staff includes female and male-identified counselors, with a full-time counselor who identifies as Native American and a part-time counselor who identifies as Latina.

UMNRochester has only one counselor, which limits the extent to which diversity can be achieved.

The UMNTwin Cities MHC staff includes seven providers who identify as LGBTQIA+, two who identify as African American, four who identify as Asian/Asian American and one who identifies as Hispanic. Twenty-six (26) MHC providers identify as female, seven as male and one as non-binary. Among the MHC patient assistance staff, one identifies as African American and one as Hmong.

The UMNTwin Cities SCS staff includes six providers who identify as LGBTQIA+, two who identify as African American, five who identify as Asian/Asian American, and four who identify as Hispanic/Latino. Twenty-five (25) identify as female, eight as male. Two of the four patience assistance staff identify as African American.

Additional Resources:

Each UMN campus has developed strategies to address student mental health beyond the provision of traditional clinical services.

Let's Talk

Let's Talk is an outreach program created by Cornell University and adapted by many campuses across the country (Boone et al., 2011). Brief informal, unscheduled, confidential drop-in sessions are provided by counselors at campus locations outside of the counseling service for the purpose of discussing mental health related issues. Locations are often chosen to reach underserved communities. Let's Talk programs can make it easier for students to access and consult with a mental health counselor.

UMD currently offers Let's Talk sessions two days a week in Kirby Student Center in proximity to the Office of Diversity & Inclusion. Annual total visits to Let's Talk have ranged between 67 and 109 from FY15 to FY17.

After learning about UMD's program, UMNMorris researched, crafted and established a Let's Talk pilot program in Fall 2017, offering two mornings a week in the Briggs Library and Multi-Ethnic Resource Center. Eighteen (18) students utilized Let's Talk consultations in Fall 2017. Of those students referred to Student Counseling, 92% followed up with at least one counseling session.

A Let's Talk program was tried on the Twin Cities campus in FY16 but was assessed as being underutilized in consideration of the investment of staff time. A new Let's Talk program focused on diverse student communities was launched in Spring 2018 in two locations, the second floor of Coffman Union (in proximity to the Student Cultural Centers) and in the Office of Multicultural Academic Acheivement (MCAE). Additional locations are being considered. Neither UMR or UMC have the resources to offer a Let's Talk Program.

Learn to Live

Boynton Health, with supplemental funding from the Office of the Executive Vice President and Provost, arranged to make the online therapy program, *Learn to Live*, available to fee-paying students on all UMN campuses in Fall 2017. This interactive mental health cognitive behavioral therapy program provides mental health screening and therapy modules focused on anxiety, depression, social anxiety, and sleep. *Learn to Live* has the advantage of being useful as a stand-alone therapy for some students or as an adjunctive therapy for students in traditional 1:1 sessions. Of the 53,147 UMN fee-paying students eligible to access *Learn to Live*, more than 4,500 (8.0%) completed a screening and/or enrolled in a therapy module. Of these, 1,882 students (3.4% of all eligible students) enrolled in therapy modules. Initial assessments are encouraging – 87% of students indicate satisfaction with the program and 91% report progress towards a personal goal.

University Police/Security

University of Minnesota public safety personnel play an important role in mental health, particularly in responding to mental health crises and assisting students in getting to crisis services when needed.

Although UMNCrookston does not have its own police department, Counseling Services provides training for the Office of Security and Residential Life to respond to students in crisis, including when to call 911 and engage the Crookston Police Department. Counseling Services is working with the Office of Student Affairs, Campus Security, Residential Life and the Crookston Police Department to further develop strategies for dealing with students in crisis.

UMD Police play an important role in managing mental health and crisis situations on the Duluth campus, and are often the initial responders to these situations. All UMDPD officers are trained in crisis intervention. UMDPD is an active participant in the UMD Student Care Team (SCT). Calendar year 2016 showed a dramatic increase in mental health crisis and welfare calls with 36 incidents compared to annual rates of 8 to 19 in FY11 to FY15. This dropped to 16 events in 2017.

UMNMorris Campus Police are key resources on the Morris student mental health team and are often first responders in student mental health crises. Their community policing model, accessibility and approachability, and skill in crisis intervention training enable Campus Police to de-escalate challenging situations and assist students in seeking care. Campus Police are deputized with the Stevens County Sheriff's Office and respond both on campus and off-campus through mutual aid agreements. They are also very active participants in Morris education, prevention, and response teams.

UMR does not have a designated police function. There are Student Security Monitors in the residence hall that start monitoring at 7pm nightly.

The University of Minnesota Police Department (UMPD) on the Twin Cities campus has long participated in mental health efforts. UMPD officers are required to go through Crisis Intervention Training (CIT). UMPD contacts the sirectors of the UMTC MHC and SCS when a student has expressed suicidal ideation to assist with follow-up if the student was a patient/client. A new Mental Health Officer was hired in September, 2017. The Mental Health Officer investigates incidents/crimes where parties are mentally ill, and sits on the Provost’s Council for Student Mental Health, the UMTC Behavioral Consultation Team and the Employee Threat Assessment Team. The position is responsible for continuing to monitor UMPD contacts with students and employees who have mental illnesses and to follow cases that are actively open. The Mental Health Officer additionally coordinates CIT courses for police officers, staff, students and student workers and collaborates with other campus mental health stakeholders in mental health outreach programming. The officer has developed relationships with off-campus stakeholders such as the St Paul Police and Minneapolis Police CIT divisions and is currently working on establishing a relationship with National Alliance of Mental Illness (NAMI) Minnesota. UMPD witnessed a 78.7% increase in mental health related calls from FY08 to FY16. Although the number of calls dropped significantly in FY17, there have already been 90 mental health related calls through March FY18 which already exceeds last year’s by 28.6%.

Mental Health Advocates

The Mental Health Advocate pilot initiative was launched in Fall FY17 on the UMNTwin Cities Campus. Mental Health Advocates are faculty or staff members within departments who have an interest in addressing student mental health and are willing to be a point person for their college when a student is identified as possibly struggling with mental health. The role of the mental health advocate includes 1) dissemination of information about student mental health resources and services, 2) connecting students to appropriate campus mental health resources, 3) maintaining shared information in a confidential manner, 4) reading and reviewing monthly emails that provide updates on campus mental health resources, events or services, and 5) sharing departmental feedback on general mental health concerns. There are currently 48 Mental Health Advocates with at least one from each UMN Twin Cities college. Mental Health Advocates utilize a Red Folder that compiles mental health information and resources including common signs of student distress, how to direct faculty/staff in intervening with students of concern, and key contact information for essential campus resources. The Red Folder is modeled on similar efforts on other campuses. Several departments have requested copies of the Red Folder for distribution to all staff and faculty.

Disability Resources for Mental Health

The University's five campuses have been formally collaborating together on disability issues since November 2014 through the University of Minnesota Disability Resources System Campus Collaborative.

Mental health diagnoses and illnesses often represent psychological disabilities eligible for reasonable educational accommodations. Students seeking accommodations for documented psychological/mental health disabilities now comprise more than half of those seeking disability accommodations at the University. This does not include additional students with ADHD or Autism Spectrum Disorder diagnoses. Upward trends in demand for disability services appear to be greatest for the smaller campuses. Anecdotal research shows that students with more complex disabilities including mental health disabilities are drawn to smaller campuses where the perception is that they won't "slip through the cracks."

At UMNCrookston, 60% of students registered with the Disability Resource Center (DRC) have a mental health condition as their primary or secondary disability. The DRC served 215 unique students in the year ending Fall 2018, more than double of the number of students seen four years earlier. The proportions of the student body served has also increased. In 2014, the DRC served 5% of the student population; this increased to 8%, 10%, and 12% of the student population in 2015, 2016, and 2017 respectively.

At UMD, 37% of 455 students registered with Disability Resources in FY 2017 had a mental health condition as their primary disability. This compares with 20% of 496 students in FY 2013. Thus far, 35% of 531 DR-registered students have a mental health condition as their primary disability in FY18.

At UMM, 52% of the students registered with the Disability Resource Center (DRC) had a mental health condition as their primary disability in FY 2016; this compares to 26% In FY 2013. With just one FTE staff allocation in the DRC, the center is stretched by the greater levels of support needed by students and increased complexity in accommodations. The DRC supports about 140 registered students in an academic year, with 99 students currently registered for services.

At UMR, 69 students were enrolled and received disability accommodations through Disability Resources in FY17. This is a significant increase from when the office first opened in fall of 2016 at which time 39 students were registered for educational and housing accommodations. Of disability registered students, 54% have a diagnosis of a mental health condition and 38% have a diagnosis of a medical condition. Exam accommodations are most common, with 42% of registered students currently utilizing Disability Resource's testing services. Housing accommodations are provided for 41% of students registered with Disability Resource, most commonly accommodation being a single room assignment. There are additional UMN students who are enrolled in system programs housed at UMR, and the office works with some of these students in addition to their home campus; these students are not represented in the above numbers.

At UMNTwin Cities campus, 49% of the 2,937 students registered with the DRC in FY 2017 had a mental health condition as their primary disability. This compares to 46% of 1,978 students in FY2013. It is estimated that 65% of the students currently registered with the DRC have a mental health condition as their primary disability. The DRC has also experienced a dramatic increase in the number of exam accommodations administered. In FY 2013, the DRC administered 4,921 accommodated exams. In FY 2017, 9,681 accommodated exams were administered. This increase in exams has resulted in the DRC seeking additional exam space and alternate means of providing accommodated exams. UMR has also identified a need for additional space or staff to adequately accommodate testing needs.

Compared to other disabilities, students with mental health conditions have generally required more professional contact time with the student and their instructors to engage in the interactive process of determining the reasonableness of accommodations. The huge influx of students being referred to the disability resources for anxiety disorders has, in particular, placed significant demands on faculty and staff resources.

As Table 4 documents ratios of access consultants to students varies across the University's five campuses. Smaller campuses typically have one staff member dedicated to a disability resource center who serves as a generalist in meeting the breadth of students' varied needs. Larger campuses may benefit from more staff members and specialized expertise.

Table 4. Access Consultant Ratios for UMN System Campuses

Campus	Access Consultants/Students
Crookston	1:1797
Duluth	1:3723
Morris	1:1554
Rochester	1:697
Twin Cities	1:2339

An equally critical function of disability resource offices is to attend to inclusive design across campus that meets the needs of today's college student. This function has often been forced to take a back seat in favor of meeting ever-deepening individual student needs. The ability to allocate more time to implementing change at the policy level and to work with instructors to identify ways

in which they might design their classes to be more inclusive could have a significant impact to improving the overall landscape of inclusion and access across the UMN enterprise. If the numbers of students with mental health conditions requiring disability accommodations continues to trend upward, the DR/C's will require an increase in staffing and space or need to reduce the level of services offered and continue to compromise on attention to inclusive design.

International Student and Scholar Services (ISSS)

ISSS at UMNTwin Cities serves the 6,200 international students on non-immigrant visas on campus. ISSS provides counseling and referrals for international students who are experiencing personal, academic, legal, and career issues. Mental health issues include isolation, cultural adjustment, stress, anxiety, depression, and/or negotiating the U.S. academic system.

The ISSS crisis and counseling team has six members who spend an estimated 10 - 50% of their time on mental health issues that varies depending on the time of year. In addition, ISSS has 14 advisers who occasionally work with students with mental health issues. ISSS has a Chinese counselor in recognition that nearly 50% of international students are from China. From April 16, 2017 - April 15, 2018, ISSS counselors had over 140 new cases related to mental health issues, and at least 80 more ongoing cases.

Although ISSS does not provide direct service to students on the other four campuses, their counselors provide consultation about mental health and crisis situations as well as training upon request.

Mental Health Prevention Programming

College Student Health Survey data shows an association between unmanaged stress and negative physical health outcomes, negative mental health outcomes and lower GPA (Lust & Golden, 2015). Targeting unmanaged stress with preventive programming is a necessary component of a comprehensive approach to addressing student mental health. Managing stress is an important life skill for all students that can decrease the incidence of new mental health disorders and related pressure on campus and community clinical services. Additional prevention efforts include screening for untreated mental health conditions and providing support to students who face unique challenges. All UMN system campuses have invested in mental health prevention programming.

UMNCrookston introduces students to *Mindfulness Meditation* during orientation. Student Health produces a wellness flyer entitle *Stall Stories*, which is produced quarterly and displayed in all campus bathrooms. The flyer includes tips for stress reduction, suicide warning signs and prevention resources, information on addressing seasonal affective disorder, and information on community mental health resources. Cooperative Campus Ministry holds weekly *Color Stress Away* events. Student Health, Wellness Center, Counseling, and Student Activities implemented *Happy Hour* in February 2018 and has since occurred once per month. UMC conducts annual mental health trainings with residential life and security staff, faculty and staff. Other prevention programming includes the *Stress Free Finals* massage and essential oils as well as a *Pet Away Stress* with animals event.

At UMD, Counseling Services participates in Resident Assistant (RA) training, meets with faculty/staff and teaches portions of the first year UMD Seminar. Counseling Services partners with other units on mental health related programming including: *Rising Above*, a stress resilience group (in partnership with Disability Resources); *Intuitive Eating* groups (in partnership with Dining

Services); and *CALM*, an experiential stress management/meditation sessions (in partnership with Disability Resources and Health Education). Counseling Service also provides annual programming for Eating Disorder Awareness Week in partnership with Health Education and Dining Services. The Counseling Service partners with the Health Education staff to offer *Health Check*, an annual fall event that utilizes a variety of instruments to assess and provide feedback to students on their physical, emotional and mental well-being. *PAWS* (Pet Away Worry & Stress), a stress reducing animal assisted intervention (AAI) program, is offered monthly. *Got Your Back,* a bystander intervention program, is held each semester to assist students in learning ways to intervene with students experiencing mental health issues, relationship violence, sexual assault, discrimination, hazing or addiction. The Chemical Health Educator offers *BASICS*, a two-meeting intervention focused on alcohol and cannabis use utilizing motivational interviewing to promote a harm reduction approach to substance use. *BASICS* is used as a sanction for students receiving a violation through residence life and student conduct. Student groups do outreach on sexual health, sleep initiatives and physical and mental well-being on a monthly basis throughout the year.

At UMM, campus partners including Student Counseling, the Wellness Center, Residential Life, student organizations, and the Psychology discipline promote stress management and present educational programs, mindfulness workshops, and suicide prevention initiatives during targeted programs like *Mental Health Awareness Week, the Stress Reduction Expo* as well as throughout the year. Ongoing programs include the Multi-Ethnic Resource Center's daily meditation in partnership with Student Counseling and the Wellness Center, yoga classes including those focused specifically on stress relief, weekly visits with Mercer and Hank (a local Therapy Dog Team), and Residential Life programming. Staff offer significant training and resources to Morris student peer leaders and new students. Work is underway to develop a comprehensive, inclusive evidenced based model of mental health and wellbeing promotion to be infused into student life.

UMNRochester offers several presentations and workshops during orientation including the opening Presentation, *Reaching Your Potential: Preventative Mental Health*, Dr. Gregory Couser, MD, MPH. Other titles include *Wellness Protection and Self Care*, *Healthy Relationships*, and *Alcohol Awareness and Prevention*. UMR offers a weekly meditation group, a weekly yoga group and a mindfulness series. *De-Stress* events are held four times per semester. An AAI program, *PAWS-ative Therapy*, is offered six times per semester. Monthly Sophomore and Junior Suppers provide an opportunity to dine together, socialize and participate in a presentation on a wellness topic. Student well-being is additionally supported by the RA training and workshops *Cultivating Wellness for Residents and Yourselves*, and *Maintaining Self Care*. ROC! features a ROCI Support Group and Recovery Talent Show.

UMNTwin Cities Boynton Health Health Promotion team developed a strategic plan in 2016 for mental health promotion which focuses on increasing the percentage of students who engage in regular stress management activities, advocating for environmental changes that facilitate regular student engagement in stress management and facilitating opportunities for students to build skills related to stress management. During FY17, the Health Promotion team conducted more than 30 presentations to University faculty, staff and students on public health approaches to improve student stress. Health Promotion also hosts the annual event *Make Time To PAWS* to promote a wide variety of stress management techniques to students. Approximately 3,000 students attend the event each year.

Representatives of Boynton Health administration, mental health, public health, and research teams helped develop the Graduate Chemistry Survey (GCS) in collaboration with the Community of Chemistry Graduate Students (CCGS) and the director of the Department of Chemistry Graduate Studies. Survey questions were formulated specific to chemistry graduate student physical and

mental health behaviors, perception of stress/anxiety associated with advisor and peer interactions, progress towards degree, sense of success, and demographic information. The first survey was implemented in FY14 and repeated in FY16. Members from the Council of Graduate Students (COGS) and the Professional Student Governance (PSG) collaborated with BH to develop a survey modified from and built upon the GCS that would be applicable to other graduate programs. In Fall 2016 four departments (History; Ecology, Evolution and Behavior; Veterinary Medicine; and Mathematics) participated in the survey process dependent on agreement to a review the survey results with department chairs and deans and to another review open to all faculty, staff and graduate students within the department. The survey results and subsequent presentation initiated ongoing discussion among students, administrators and faculty a how to address identified issues. Departmental feedback has been positive; several departments have requested to be re-surveyed in several years. COGS and PSG representatives recruited four additional graduate departments to participate in another round of surveys in fall 2017.

Boynton's Health Promotion is partnering with the Carlson School of Management to study the factors that influence stress experienced by Carlson undergraduates. The partnership will inform programming and serve as a model for additional partnerships with other UMTC colleges to address mental health of students. As a product of this evaluation, Carlson has decided to hire a counselor specific to their school and housed within their facility.

Boynton Health's student health promotion group *de-stress* promotes regular stress management through peer-to-peer interactions. Volunteer students are trained by clinical psychologists from Boynton and Student Counseling Services, and host approximately 800, hour-long appointments per year. During these appointments, students discuss their stressors with a trained peer and develop a plan to better manage their stress with the goal of adopting healthy stress management habits to improve their mental and physical health, as well as to promote academic success. *de-stress* has implemented targeted recruitment and outreach efforts to: students of color and indigenous students, sexual and gender minority students, students with apparent and non-apparent disabilities, veteran and active military students, students participating in Greek life, international students, graduate students, and male students.

Pet Away Worry and Stress (PAWS) at the Twin Cities campus was initiated in FY14 to provide unscheduled, drop-in Animal Assisted Interactions (AAI) to students. PAWS provides students with social support, stress reduction and enjoyment by leveraging the benefits of relationships with animals. No other college or university provides weekly AAI opportunities. The program has expanded to four, two-hour sessions at different locations per week (Boynton Health, RecWell, St. Paul Student Center, and one of four rotating West Bank locations). The program is supported by more than 100 volunteers who bring their registered therapy animals dogs, rabbits, miniature horses, chickens, guinea pigs, and cats to campus. The average attendance is about 100 per session. PAWS expects to surpass the 10,000 visit mark in FY18. PAWS appearances are also requested for special events on campus. Survey evaluation of the PAWS program reveals that 67% of program attendees report high or above average stress in the past month. When asked whether PAWS helped manage their stress, 92% either agree or strongly agree.

The *4Rs* program provides group training for faculty, staff and students on **R**ecognition of signs of mental health challenges, assessment of one's **R**ole in addressing student mental health, **R**esponding appropriately, and knowledge of mental health **R**esources available to students. Presentations are scheduled through the Office of Student Affairs Care Manager and are free of charge. The *4Rs* training has been delivered in multiple venues including conferences, seminars, and staff meetings. Approximately 5,500 UMTC staff/faculty/students have been trained with the *4R* model or its predecessor, *Helping Students in Distress,* since 2008.

The Twin Cities School of Public Health Rothenberger Institute offers the online course *Success over Stress* for credit. Course evaluation has shown that 85% of students find the course improves their stress prevention and 87% find the course improves their stress management.

Provost's Committee on Student Mental Health

The Provost's Committee on Student Mental Health (PCSMH) was established on the Twin Cities campus in 2005. Provost E. Thomas Sullivan charged the Committee to: 1) raise awareness about issues related to student mental health, 2) effect policy change, 3) improve conditions on campus for students with mental health conditions, and to 4) serve as a model of collaboration for the campus and other universities. Committee membership included representatives from offices and groups considered to be major stakeholders in student mental health including student affairs, clinical services, accommodations, teaching, advising, housing, safety, athletics, public health, equity and diversity, international students, student government, student groups, and the fields of psychology and psychiatry.

The PCSMH established a central online resource for student mental health www.mentalhealth.umn.edu, the Mental Health and Stress Management Syllabus Statement, the *4Rs* training program, and the Mental Health Advocate Initiative. The PCSMH also held two campus-wide mental health forums in 2014 and 2015 and has sponsored and/or participated in collaborative campus mental health programs including new faculty orientations, four *Cirque De-Stress* events (2013-2015), Mental Health Awareness Day (2011-2015) and Welcome Week *Respect U* events. The PCSMH authored a Mental Health white paper in 2006 (PCSMH, 2016) that detailed the status of student mental health on campus and across the nation and offered specific recommendations for continued improvements. A significant function of the Committee's monthly meetings has been the dissemination of mental health resources and information among committee members, their programs, and departments. The PCSMH's activities were specifically cited as a major reason that UMNTC received one of five inaugural Healthy Campus Awards by the national organization, Active Minds (Active Minds, 2015). In 2015, the PCSMH applied for and achieved the Jed/Clinton Foundation Campus Program Membership Seal and has continued work with the Campus Program to survey mental health resources.

The PCSMH was reorganized in 2018 based on input from Committee members as well as recommendations of the Joint Task Force on Student Mental Health (see below). The new Provost's Council on Student Mental Health consists of five Committees (Faculty and Instructors; Communications; Research and Surveys; Direct Service Provision; Prevention, Wellness, and Training). A Coordination Team facilitates communication between committees and with the Provost's office.

Faculty and Instructor Engagement

The mental health of students has historically been considered the exclusive domain of campus counseling services, despite the fact that all members of the campus community ultimately have a stake in the mental health of the student body. Faculty and instructor involvement is crucial to a comprehensive approach to student mental health. Student issues are often first recognized in the classroom, lab or field work, providing an opportunity for early recognition, intervention and referral to appropriate resources. In addition, faculty and instructors are in a positions to effect change in the structure of education delivery and policy that can reduce stress without compromising academic rigor.

UMNCrookston Counseling Center staff attend faculty department meetings once a month. The Spring 2017 Professional Development Day included a presentation by a licensed counselor on "Recognizing Student Mental Health," which reviewed the mental health issues facing today's students and provided strategies for interacting with students with mental health issues and for responding to, and engaging with, students who may be demonstrating suicidal ideation. The post-session evaluation survey demonstrated faculty's continue interest in additional information on the topic. UMC is interested in replicating the *Mental Health Advocates Program* on the Twin Cities campus.

The UMD Student Care Team developed a resource card entitled "Responding to Student Crises and Concerns" in Fall 2016. Two committee members presented the resource card at faculty and department meetings. The Mental Health Case Manager was present at most meetings in order to introduce the position to the campus. These presentations have continued since, usually initiated by faculty/staff who contact the Student Care Team with concerns about students. The campus case manager provides faculty and staff with her direct number and invites them to contact her when they need guidance. This practice allows for someone with clinical expertise to triage the situations appropriately; either coaching the concerned person on how to respond, creating a timely appointment for the student in the Counseling Center's clinical schedule or referring to community resources. Campus partners have expressed strong appreciation for timely assistance and guidance.

Student Counseling Senior Counselors and a member of the Psychology discipline faculty at UMNMorris presented a half-day workshop at the Fall 2017 faculty development day on the topic of college student mental health and strategies to support students struggling with their mental health. The interactive session utilized the *4R* model developed in the Twin Cities (described above). The session was highly attended and received positive reviews from faculty participants.

Select UMR faculty participated in mental health first aid training presented by the Minnesota chapter of the National Alliance for Mental Illness (NAMI) during the summer of 2017. The goal is to further a culture of 'no wrong door' where students can approach any staff or faculty as an initial step to access/refer for mental health support. UMR faculty culture reflects a focus on individual student attention and includes a genuine commitment to supporting student mental health.

Student Counseling Services at UMNTwin Cities provides outreach throughout the year to many offices and programs including Academic Affairs, the Office of Equity, Diversity and Intercultural Programs, first year student success coaches, and others. Mentalhealth.umn.edu includes content specific to the instructor role. The PCSMH's 2018 reorganization includes a Faculty and Instructors Committee.

The UMTC Joint Task Force on Student Mental Health was established in Fall 2016 at the request of the Senate Faculty Consultative Committee (FCC) and the Provost. The Task Force was charged to provide the FFC chair and Provost with insights and observations relevant to the role of faculty and instructors in addressing student mental health, and to develop strategies for engaging University faculty and instructional staff to contribute to efforts to address student mental health. Although the Task Force report (Joint Task Force on Student Mental Health, 2017) focused on the Twin Cities campus, the majority of recommendations are generalizable to all system campuses. The report included five recommendations: 1) instructors understand the key role they play in student mental health; 2) instructors adopt instructional strategies to prevent unnecessary stress without compromising academic rigor, and provide reasonable accommodations for students with mental health disabilities; 3) instructors strengthen proficiency to respond to students in distress and refer them to appropriate resources; 4) units foster an environment that promotes positive mental

health and supports professional development of instructors in student mental health; 5) University leaders continue to show a strong commitment to student mental health by strengthening relevant policies, planning strategically, and allocating sufficient resources. Extensive strategies to accomplish each of these recommendations were detailed in the report which is accessible at http://www.mentalhealth.umn.edu/facstaff/pdfs/JTFSMH%20Report%20Sept%202017.pdf. Other UMTC faculty/instructor initiatives (e.g. training, Mental Health Advocate program, departmental assessments, etc) are described earlier in this report.

Student Groups

Students, our greatest stakeholders in student mental health, have used a variety of approaches to address this issue including peer support, public health initiatives and advocacy through student government.

The UMNCrookston Student Athlete Advisory Committee (SAAC) has made student mental health one of its initiatives and have proposed a peer injured/retired student-athlete support group in collaboration with the Counseling office. SAAC is also collaborating with Counseling Services in establishing a sexual assault prevention presence throughout the year and is sponsoring a series of discussions on the topic of sexual assault awareness and prevention; relevant films will serve as community gatherings and conversation starters. Counseling services is working with Delta Theta Sigma fraternity, which has chosen student mental health and overall wellness as one of their initiatives for 2018-2019.

UMD Wellness Advocates are a Health Services student group that provides monthly activities that promote physical and mental well-being including stress resilience of students. SHAC (Student Health Advisory Committee) piloted a program this year focused on sleep initiatives that included a student survey on sleep patterns, creation of a campus nap zone and a health promotion campaign aimed at improving understanding of how adequate sleep improves all areas of health as well as academic performance. “U Matter” is a mental health awareness student group that focuses on suicide prevention. S.H.E. (Sexual Health Educators) provide classroom presentations on safe sexual practices and healthy relationships with drop in sessions in the residence halls being instituted this year.

The UMNMorris Peer Health Educators, a campus life student organization, has health triad leaders, one of whom is focused on mental health and stress. They participate in mental health awareness raising activities and through the Wellness Center. The Psychology Club holds meetings and events at times focus on student mental health and the club typically sponsors Mental Health Awareness Week activities. Psi Chi, a psychology honor society, works closely with Psychology club and the Psychology discipline. The meditation and mindfulness club holds creates space for students to develop their own meditation practice. Morris has additional active student organizations for meditation and yoga.

UMR has a chapter of the student group To Write Love On Her Arms (TWLOHA). TWLOHA holds a Suicide Prevention Dialogue and Concert, a Mental Health Slam event and a Diversity Dialogue each year. 318 Commons Council is a student governance body that, in collaboration with the RA leadership team, includes a focus on creating programming specific to stress management, self-care and resiliency. Co Lab is embedded in the curriculum and raises awareness on mental health, mental illness, well-being and self-care. Students collaborate with NAMI and other local mental health agencies to address stigma and access to care. ROC! LLC is a living learning community dedicated to supporting students in recovery with a focus on addiction, mental health, self-care and

well-being. The newly formed student group, Sexual Assault and Sexual Harassment Awareness Group, raises awareness of sexual assault and sexual harassment and supports survivors of sexual trauma.

The UMNTwin Cities chapter of Active Minds launched the *Green Bandana Project* in Fall FY17. Student volunteers receive basic training on mental health conversations and campus mental health resources and are equipped with resource cards. They identify themselves as approachable by tying a lime green bandana to their backpack. The project has a website (http://aminds.umn.edu/bandana-project) and Facebook (https://www.facebook.com/umnbandana/) presence. The student group, the Bandana Project, has been established to continue to support this effort. The Underserved Mental Health Association (UMHA), aims to educate culturally underrepresented communities in Minneapolis and on campus about the importance of Mental Health. The Students Supporting Students group provides weekly peer support meetings featuring discussions and education about mental illness, using formats such as story circles and small group conversations. The student group, You Matter, holds events aiming to break the negative stigma around mental illness and provides peer-to-peer support. Spread the Lifeline is a student group that promotes mental health resources such as the National Suicide Prevention Lifeline and Crisis Connection. The student groups De-Stress, provides peer-to-peer stress consultations and is described in greater detail in the section on prevention. UMNTC also has a chapter of TWLOHA (described above).

The UMNTC Community of Chemistry Graduate Students (CCGS) organized in part to address mental health issues by providing opportunities to gather as a community, promote peer support, and relieve stress. The CCGS was also the principle force behind the development of the Chemistry Department Graduate Student survey (detailed above).

COGS, PSG, and the Minnesota Student Association (MSA) have all made mental health a priority and have been in active discussions in multiple venues. MSA produced the *How Are You?* campaign and video in FY17 which encourages students to listen for how students are really doing. Individual College Boards such as the Business Board (Carlson), College of Food, Agricultural and Natural Resource Sciences (CFANS), and the College of Biological Sciences (CBS) have also been active on topics of mental health/mental illness within their respective colleges.

New Investments

All five UMN campuses have responded to the growing demand for mental health services. Newly introduced programming has added to existing resources. More significant developments have been possible due to additional investments by University administration and/or increased student service fees.

Unlike the other UMN campuses, UMNCrookston did not request funds specifically for mental initiatives through compact in the past two years. The decision not to request additional funds was done so strategically in an effort to reduce deficits in other areas which would then free up funds to spend towards mental health and other areas of need. UMC received a $10,000 gift from a generous benefactor for the purpose of increasing the .75 FTE LPC counselor position to full time. Although there is hope that the gift will be renewed, there is no guarantee. Full renewable funding of the position at 1.0 from the University would be a worthwhile investment in maintaining counseling resources at its current level.

UMD sought additional University resources in the last budget compact process and received $135,000 in additional funding to add two additional counselors in FY18. One new counselor has already joined the staff. Another has been successfully recruited with a start date of August 2018.

UMNMorris requested increased mental health resources via the compact process and received support in June 2017 to hire a new mental health provider and shift existing campus mental health resources to 1) coordinate a systemwide collaboration and learning network of mental health and student affairs leaders, 2) lead a Morris telemedicine pilot with Boynton staff (described above) and support other Morris and system mental health pilots, and 3) develop a holistic framework to promote student mental health and well-being at Morris based in national models of innovative practice. Morris has also elevated this work as part of a campus-wide Quality Initiative focused on fostering first year students' success and persistence. Additional student fee support has allowed Morris to add part-time counselors for more timely access to counselors and a greater diversity of care providers.

UMNRochester received $73,400 in increased recurring funds for two years to support the hiring of a licensed counselor who started in August 2018. A designated counselor has allowed for much more responsive services to students compared to the previous contract for services with community providers. Funding will be short of associated costs for the position in FY19 ($74,690 for salary/fringe).

SCS on the Twin Cities campus received additional funding form the President and Provost in the amount of $100,000 annually for two years, with funding for a third year recently renewed; this allowed SCS to hire four 0.5 (2.0 FTE total) Intake Crisis Counselors for FY17, FY18, and FY19. The support has increased SCS' capacity for same-day intakes and immediate crisis counseling. The percent of students offered same-day intakes increased by 14% compared to the year prior to the additional hires; there were 263 additional counseling appointments. Compared to Fall 2017, there was a 7% increase in students who received at least one counseling session in Fall 2018. However, the total number of counseling sessions delivered changed minimally (increase of 0.4%) as SCS reached a resource related ceiling on the number of appointments that could be offered.

Boynton Health received permanent increases in funding from Student Service Fees (SSF) that allowed for new MHC hires in FY16 and FY17. An additional $100,000 was provided by the President and Provost for FY16 and FY17 to increase staff and eliminate the waitlist for therapy. These combined investments allowed for the hiring of six new providers. An additional SSF increase beginning in FY18 provided $310,000 to cover part of the $670,000 cost to hire an additional nurse practitioner, four therapists and a receptionist. The increase was in recognition of a one-year, 25% increase in service usage and had the goal of proactively avoiding a return to a waitlist for therapy. Better than expected third-party reimbursements, in combination with savings related to timing of hires, allowed Boynton to add a sixth provider. Boynton subsequently avoided a waitlist for four consecutive semesters, although has been close to initiating the waitlist during periods of highest demand.

Revenue

Four University of Minnesota campuses and one of the two programs on the fifth campus rely exclusively, or almost exclusively, on O & M, and/or student fees to provide mental health services. Table 5 provides a breakdown of how each campus funds their counseling/mental health services.

Table 5. Funding Sources for Counseling/Mental Health on UMN System Campuses

	O & M	Student Fees	Third party	Special Funding	Reserves
UMC	0%	0%	0%	100%	0%
UMD	85%	15%*	0%	0%	0%
UMM	60%	40%	0%	0%	0%
UMR	100%	0%	0%	0%	0%
UMTC- BH	4%	36%	57%	3%	0%
UMTC-SCS	90%	0%	0%	4%	6%**
UMTC-HP***	3%	97%	0%	0%	0%

*Case manager funding
**Reflects previous revenue from out-of-pocket expenses for previous testing program. Will be depleted after FY19.
***Boynton Health Promotion

UMNTwin Cities MHC at Boynton Health is the only UMN mental health service unit that bills third party health insurance for appointments with mental health providers. The revenue generated supports approximately 60% of the salaries and benefits of mental health staff and has assisted Boynton in expanding mental health clinical staff with limited increases in student fees. Boynton also submits claims to insurance for telemedicine psychiatric services provided to the Morris campus which covers part of the cost of this new program.

None of the UMN campus Counseling Services bill insurance. The increased frequency of presentations meeting criteria for mental disorder diagnoses has contributed to a small percentage (3.9%) of college counseling services to bill insurance (Reetz D., Bershad C., LeViness P., Whitlock M, 2016). The decision by most campuses to not seek third-party revenue is based on several considerations including, 1) students might be more reluctant to seek services, particularly if they are under a parent plan, 2) lack of infrastructure for billing insurance, and 3) the ineligibility for insurance coverage of exclusively developmental issues. In addition, centralized funding allows counseling centers to engage in non-insurance reimbursable activities that support student success such as workshops, consultation to faculty and staff, and training of psychology graduate students.

Conclusion

All five University of Minnesota campuses recognize student mental health as a significant issue. This report highlights the many strengths of the system's approach to student mental health. Programming has been both responsive and increasingly proactive to address trends and future need. Opportunities to address resource deficiencies and programming inequities have also been revealed.

Strengthening connections between mental health service providers and key stakeholders across the system has already demonstrated the potential to leverage the experiences and resources of each campus to the benefit of all campuses. At the same time, each campus has unique challenges that will require campus specific focus.

Table 6. Summary of Mental Health Related Services on UM System Campuses

	UMC	UMD	UMM	UMR	UMTC
Mental Health Survey					
Counselor to Student ratio					
Psychiatric Services					
24/7 Crisis					
Online Therapy					
Let's Talk Consultation					
Student Care Team/ Behavioral Consultation Team					
Care/Case Manager					
Disability Services					
Preventive Programming					
Student Groups					
Faculty/staff Engagement					

White = Not required; Green = Adequate; Yellow = Additional services needed; Red = Absent or significantly below need

Table 6 provides a summary of the strengths of the University's approach to mental health as well as opportunities for improvement. This color coded system is notable for the majority of programming that are strong (identified as green) including the presence of mental health surveys, counseling services, crisis services, available on-line therapy, outreach, preventive programming, and student involvement. Still there are areas in which services are stressed, the most notable being disability services across all campuses. Insufficient psychiatric service accessibility and care management availability also represent significant challenges for several campuses, notably those with limited community resources. It is hoped that this report provides the University of Minnesota Board of Regents with an opportunity to comprehensively review student mental health across the University system and support the many efforts to address this important issue.

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Addendum A: University of Minnesota Systemwide Mental Health Learning and Collaboration Network

University of Minnesota Crookston	
Barbara Keinath, Ph.D	Vice Chancellor for Academic and Student Affairs
Lisa Samuelson, MBA	Interim Assoc. Vice Chancellor for Student Affairs / Director of Student Activities/Sargeant Student Ctr.
Tim Menard, M.A. *	Director of Counseling Services
Christen Schoenborn, M.S., LPC	Mental Health Care Prof 1, Student Counseling
Stacey Grunewald, RN	Nursing Professional, Health Services
University of Minnesota Duluth	
Jean Baribeau-Thoennes, MSW, LICSW *	Associate Program Director, Counseling; Counselor
Michelle Stronach, MSW, LICSW	Mental Health Case Manager
David Worley, MD	Director of Health Services; Medical Director; Clinic Physician
University of Minnesota Morris	
Sandra Olson-Loy, MA	Vice Chancellor for Student Affairs
David Israels-Swenson, MS	Senior Director. Student Activities, Health and Wellness
Bridget Joos, MS, LPC	Senior Counselor, Student Counseling
Jeanne Williamson, MSW, LICSW*	Senior Clinical Counselor, Student Counseling
Brigett Karels, BA	Wellness Promotion Coordinator, Student Counseling | Residential Life
University of Minnesota Rochester	
Lori Carrell, PhD.	Chancellor
Anne Lund	Executive Assistant to the Chancellor
Kris Barry	Director of Health and Wellness
Richard Kotovich, Jr. MA, LPC	Coordinator of Counseling Services
Julie Thornton *	Director of Student Engagement
Shannon Zavada	Director of Disability Resources
University of Minnesota Twin Cities	
Maggie Towle	Interim Vice Provost for Student Affairs and Dean of Students
Megan Sweet	Chief of Staff and Assistant to the Vice Provost and Dean | Office for Student Affairs
Glenn Hirsch, Ph.D, LP *	Assistant Vice Provost, OSA and Director of Student Counseling Services
Carl Anderson, RN, MSN *	Assistant Vice Provost, OSA and Director and Chief Health Officer | Boynton Health
Gary Christenson MD	Chief Medical Officer, Boynton Health
Steve Hermann, MD	Director, Boynton Mental Health Clinic, Boynton Health
Katherine (Perszyk) Siqueiros	Service Manager, Office of Student Health Benefits, Boynton Health
Susann Jackson	Sr. Administrative Director Office of Student Health Benefits, Boynton Health

*** = Primary contact(s) for the campus within the Learning and Collaboration Network.**

University of Minnesota Systemwide Report on Student Health and Wellness

Sandra Olson-Loy, Vice Chancellor for Student Affairs,
University of Minnesota Morris

Dr. Gary Christenson, Chief Medical Officer, Boynton Health,
Office for Student Affairs, University of Minnesota Twin Cities

Board of Regents Mission Fulfillment Committee | May 10, 2018

UNIVERSITY OF MINNESOTA
Driven to Discover®

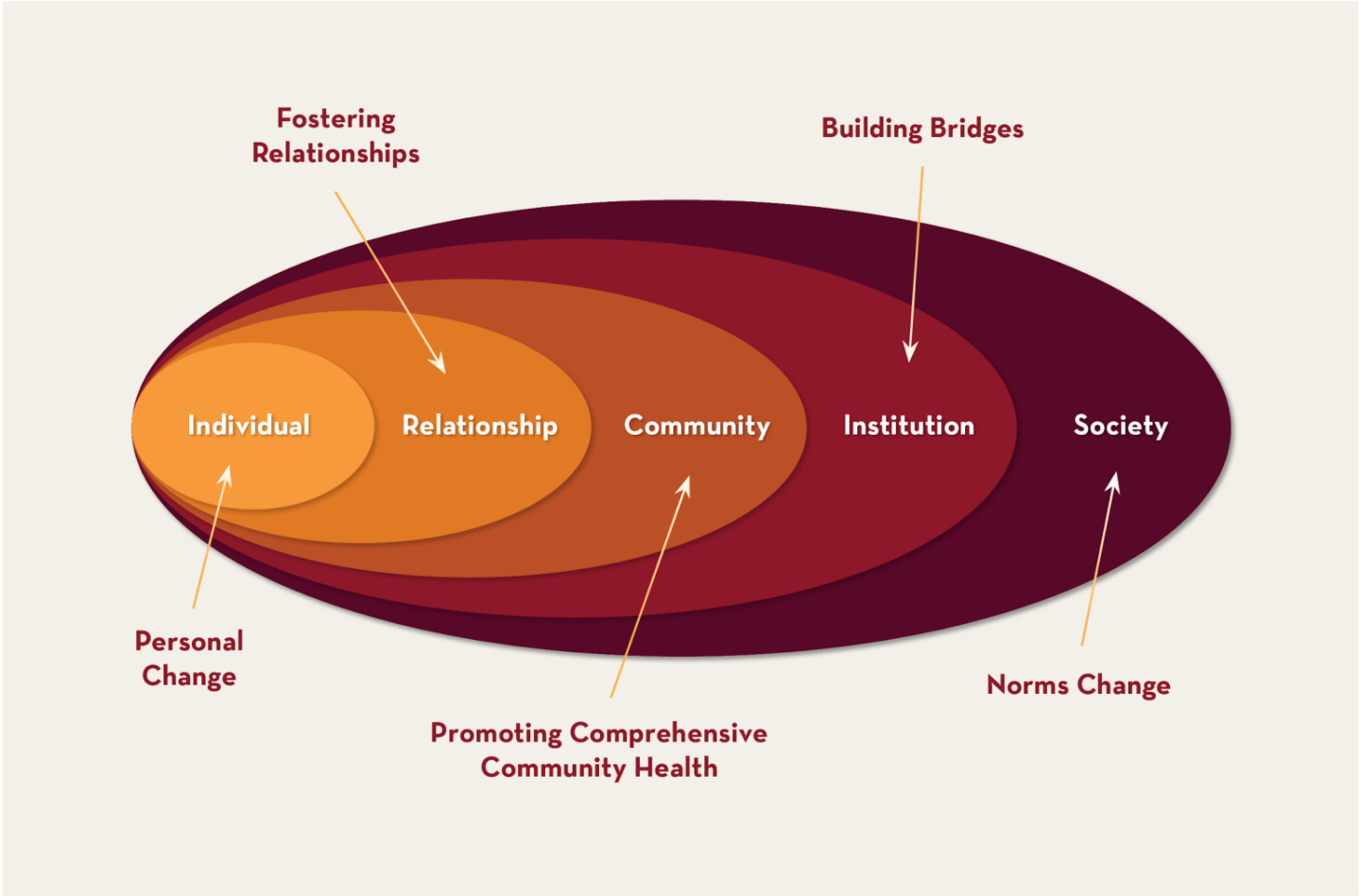
Health and Wellness Programs

Successful healthy campus initiatives include:

- A network of people working toward a common vision
- Priority health needs of the community
- A plan with strategies and action steps
- Community- and individual-focused interventions
- Tracking progress

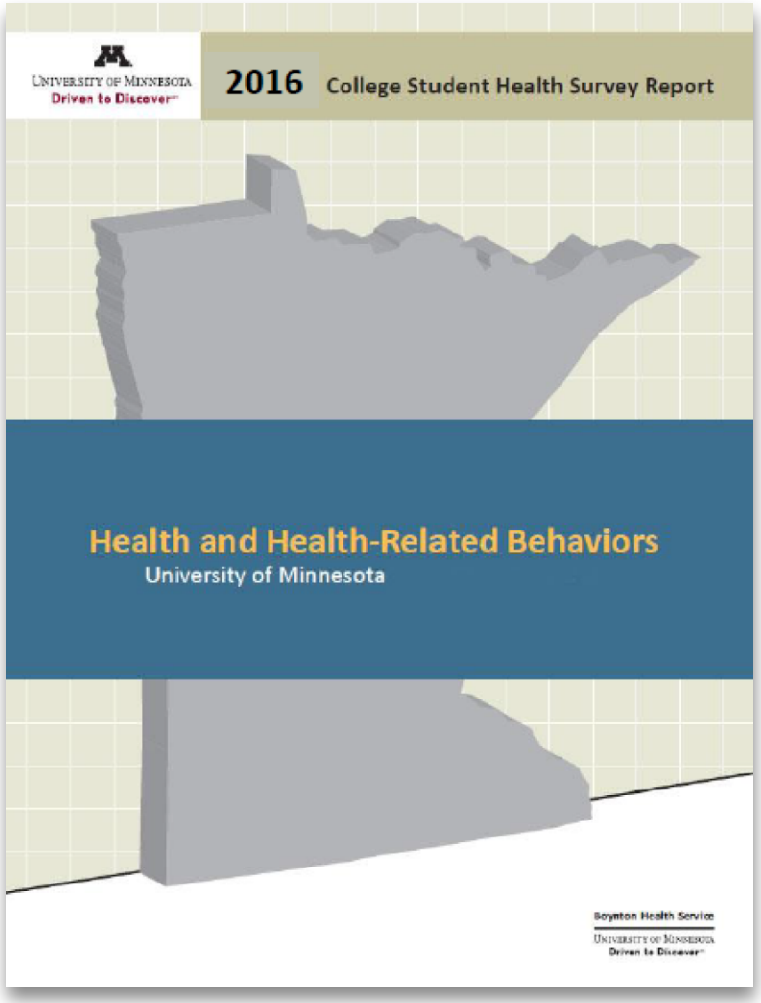
American College Health Association

An Ecological Approach



Campus Health and Wellness Programs

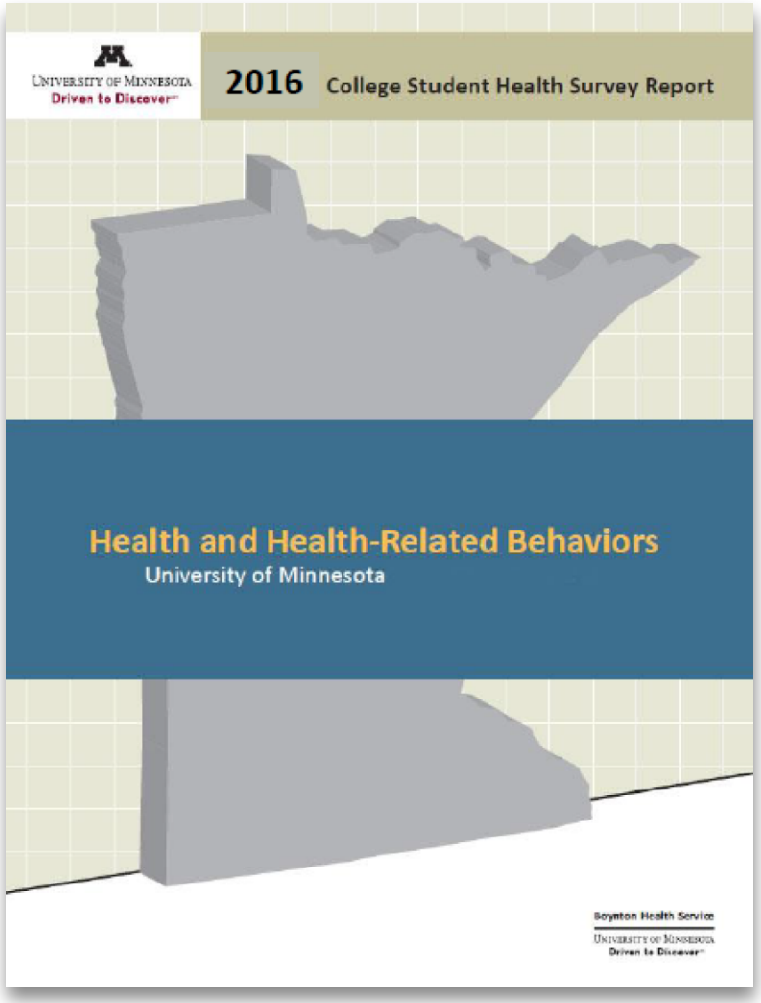
	Health Service	Counseling Center	Peer Health Educators	Recreation & Wellness	Financial Counseling	Disability Resources	Violence Prevention	Student Insurance	Campus Policy	Public Health
UMNCrookston	✓	✓		✓	✓	✓	✓	✓	✓	✓
UMNDuluth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNMorris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNRochester	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UMNTwin Cities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



College Student Health Survey

Campus Health Assessment

Informing priorities, recommendations, areas of focus;
policy development;
further research;
campus and system resource allocations;
student fee considerations;
pursuit of grants; and
assessment.

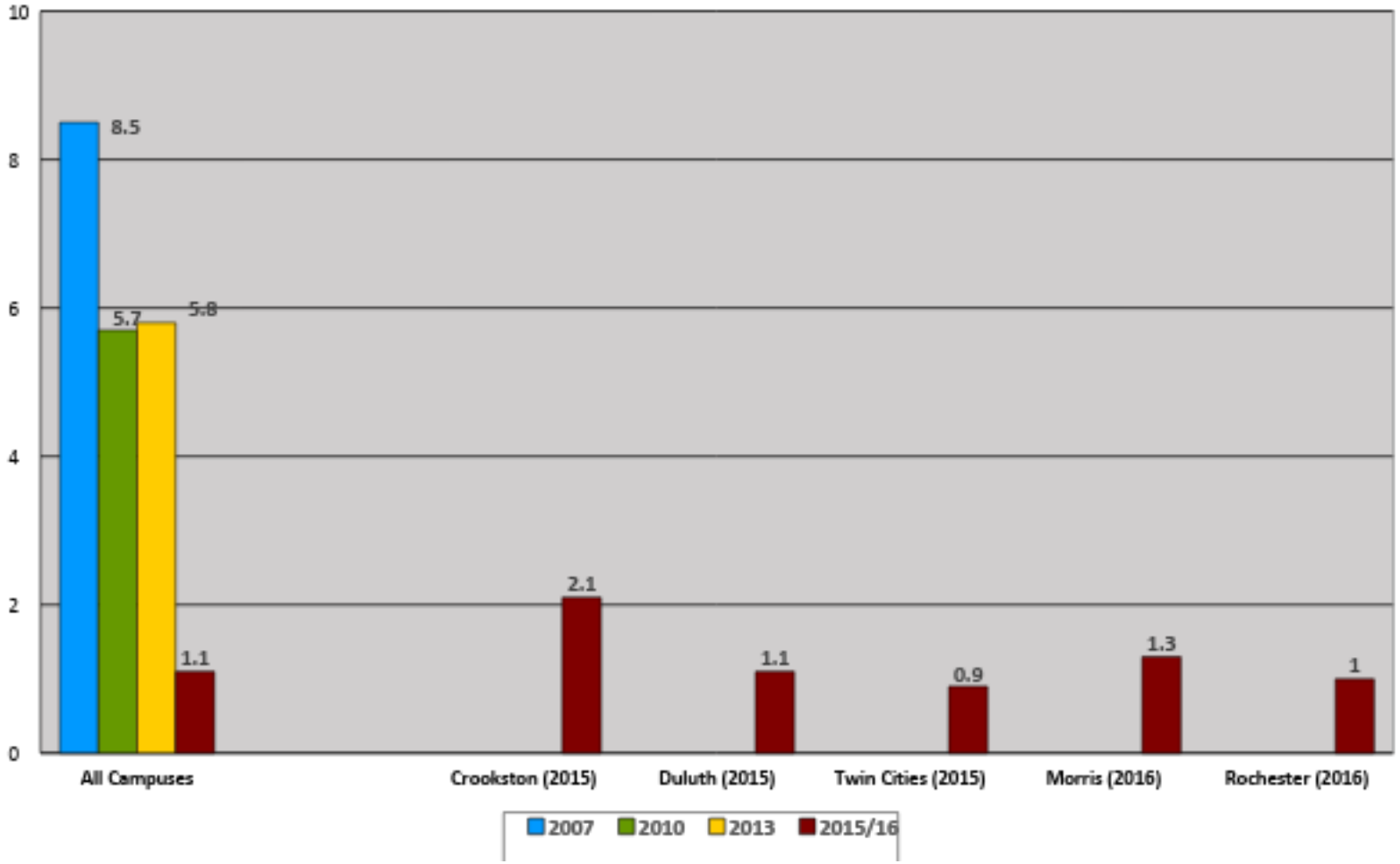


College Student Health Survey

Spring 2015: UMN Crookston, Duluth and Twin Cities students
Spring 2016: UMN Morris and Rochester students

Spring 2018: all UMN campuses – reporting in Fall 2018

Health Insurance Status – % Uninsured



Access to health care improves health

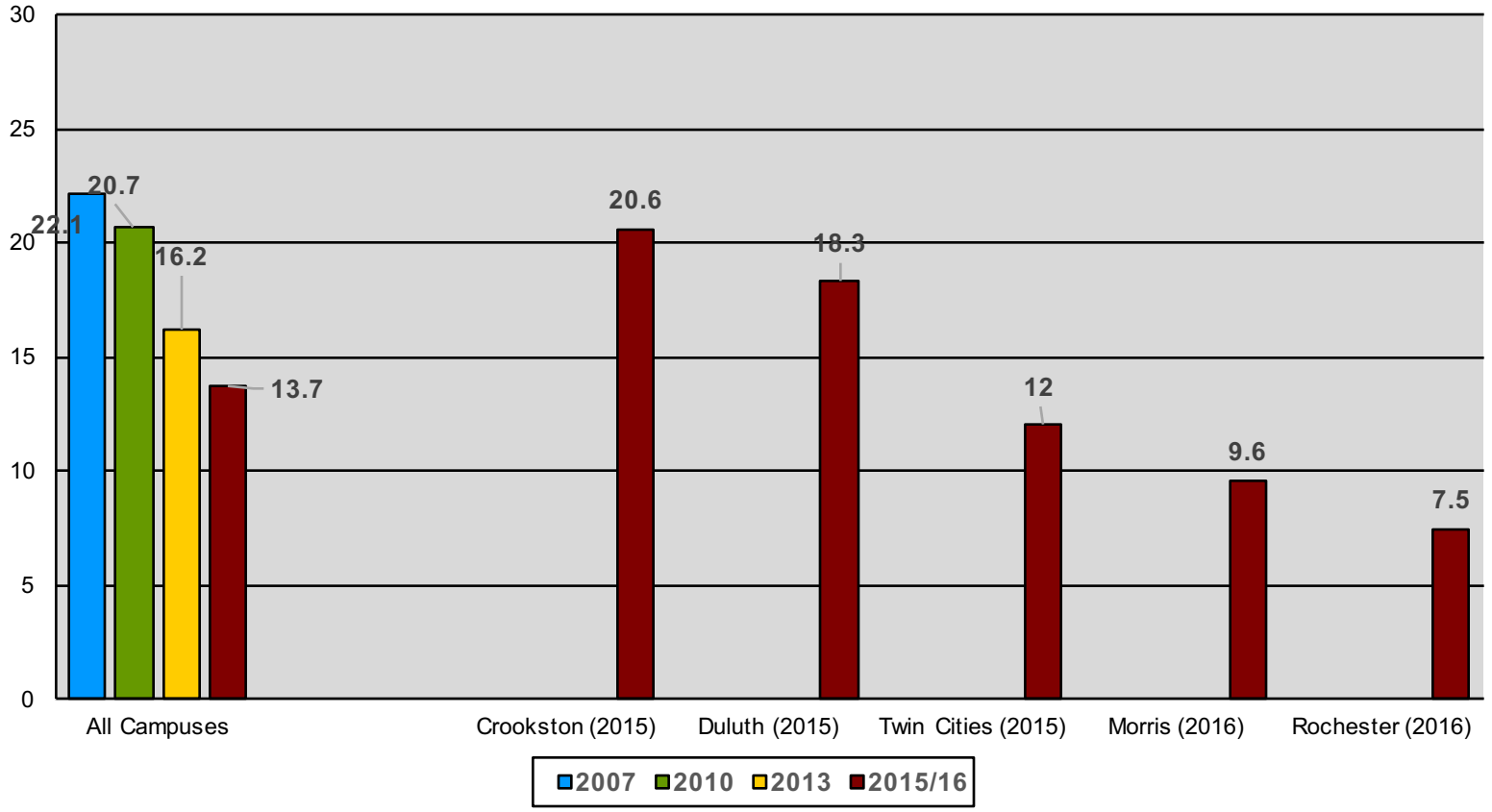
- Health insurance is an important determinant of access to care
- Policy: UMN students required to carry health insurance
- Program: UMN Student Health Benefit Plan
- Affordable Care Act had a positive impact
- Monitor with the elimination of the federal mandate in 2018

Student Health Benefit Plan

Access to Health Care Improves Health and Supports Student Success

- Program: student medical and mental health clinics on each UMN campus
  - Quick, easy access to high quality medical care between classes
  - Preventive and out-patient clinic care of varied scope
- Policy: mandatory student health fees (+ 3rd party billing to health insurance - on some campuses); no deductibles and out-of-pocket expenses
- Rochester: health clinic contracted with local medical provider
- Morris: physicians contracted with local medical provider

Current Tobacco Use

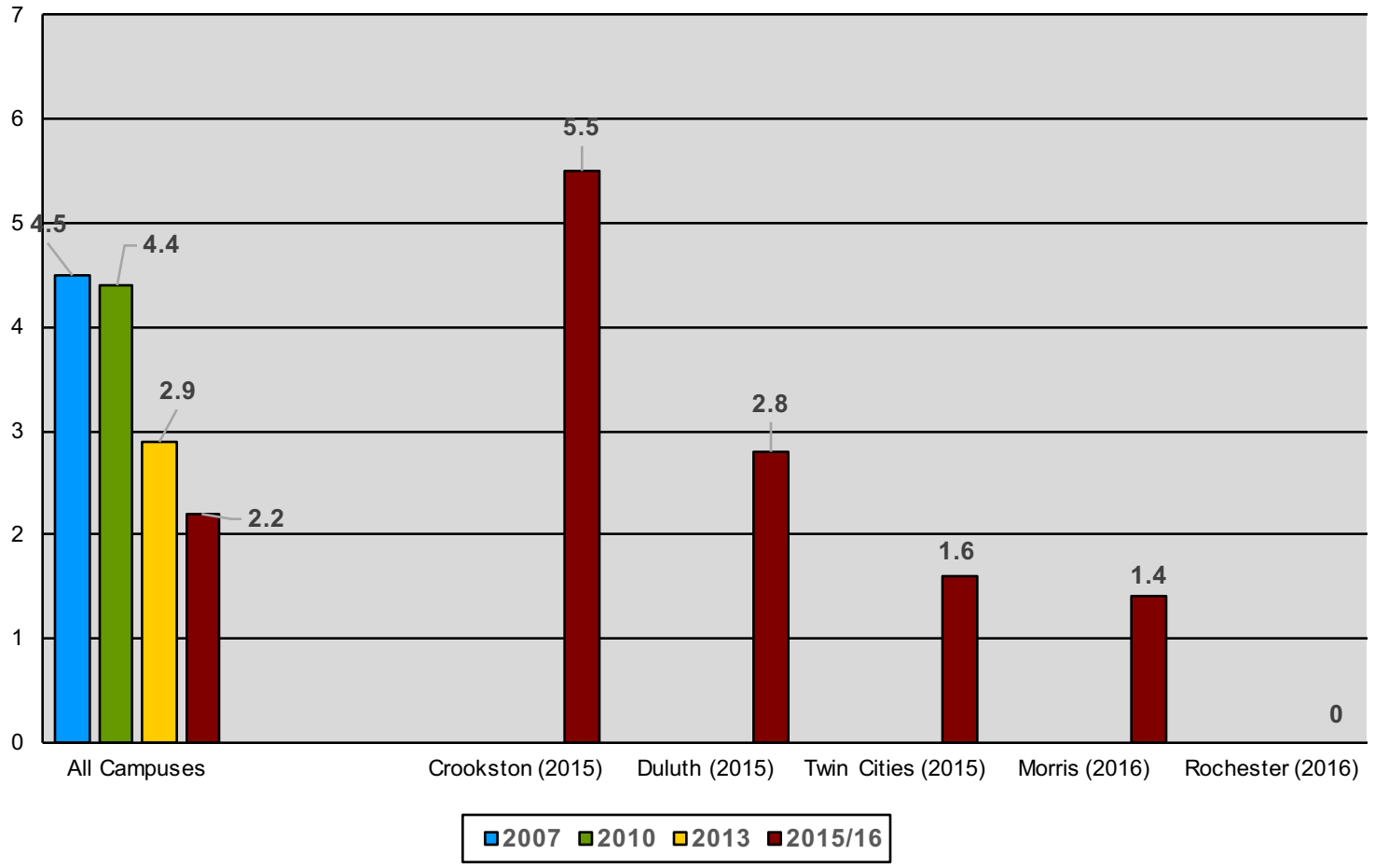


Smoking remains the leading cause of preventable death in the U.S.

- Over 90% of current smokers started smoking before age 18
- Few smokers begin after age 22
- Policy: Smoke free buildings; tobacco free campuses
- Programs: Quit Plan; UMC info tables and resources
- UMN student tobacco use is dropping

Current use = within the last 30 days

Daily Tobacco Use



Daily tobacco use is declining

- Fewer UMN students are daily tobacco users today
- None of UMR's 212 respondents report daily tobacco use (almost entirely health professional-focused students)
- UMM is the only UMN campus that is not fully smoke and tobacco free (the campus is smoke-free in and within 25 ft. of buildings)

Understanding Students Health/Personal Issues and Impact on Academics – Past 12 Months

Health or Personal Issue	Report Having the Issue (%)	Report the Issue Impacted Academics (%) (Among Those Who Report Having the Issue)
Stress	71.5	47.4
Excessive Computer/Internet Use	48.5	39.8
Sleep Difficulties	42.9	54.2
Concern for Family Member or Friend	35.0	29.6
Financial Difficulties	35.0	26.4
Mental Health Issue (Depression, Anxiety, etc.)	31.6	56.6
Upper Respiratory Infection (Cold/Flu, Sinus, Strep, etc.)	31.1	35.3
Relationship Issue with other than Roommate/Housemate	23.5	37.6
Alcohol Use	22.0	11.0
Relationship Issue with Roommate/Housemate	21.5	27.7
Chronic Health Condition	11.0	17.8
Any Disability (Learning, ADD/ADHD, Physical, etc.)	9.8	60.3
Marijuana Use	8.5	13.0
Food Insecurity	7.2	26.8
Eating Disorder	4.6	26.7
Serious Injury	3.2	43.6
Sexual Assault	2.1	45.9
Pregnancy	1.8	41.3
Sexually Transmitted Infection	1.3	7.4
Homeless	0.6	47.8

Pet Away Worry and Stress (PAWS)
Pet Therapy – all UMN campuses

Sleep Habits, Sleep Apps and Nap Zones – UMD

Sleepy? Use the DNZ: Designated Nap Zone!

UMD Health Services

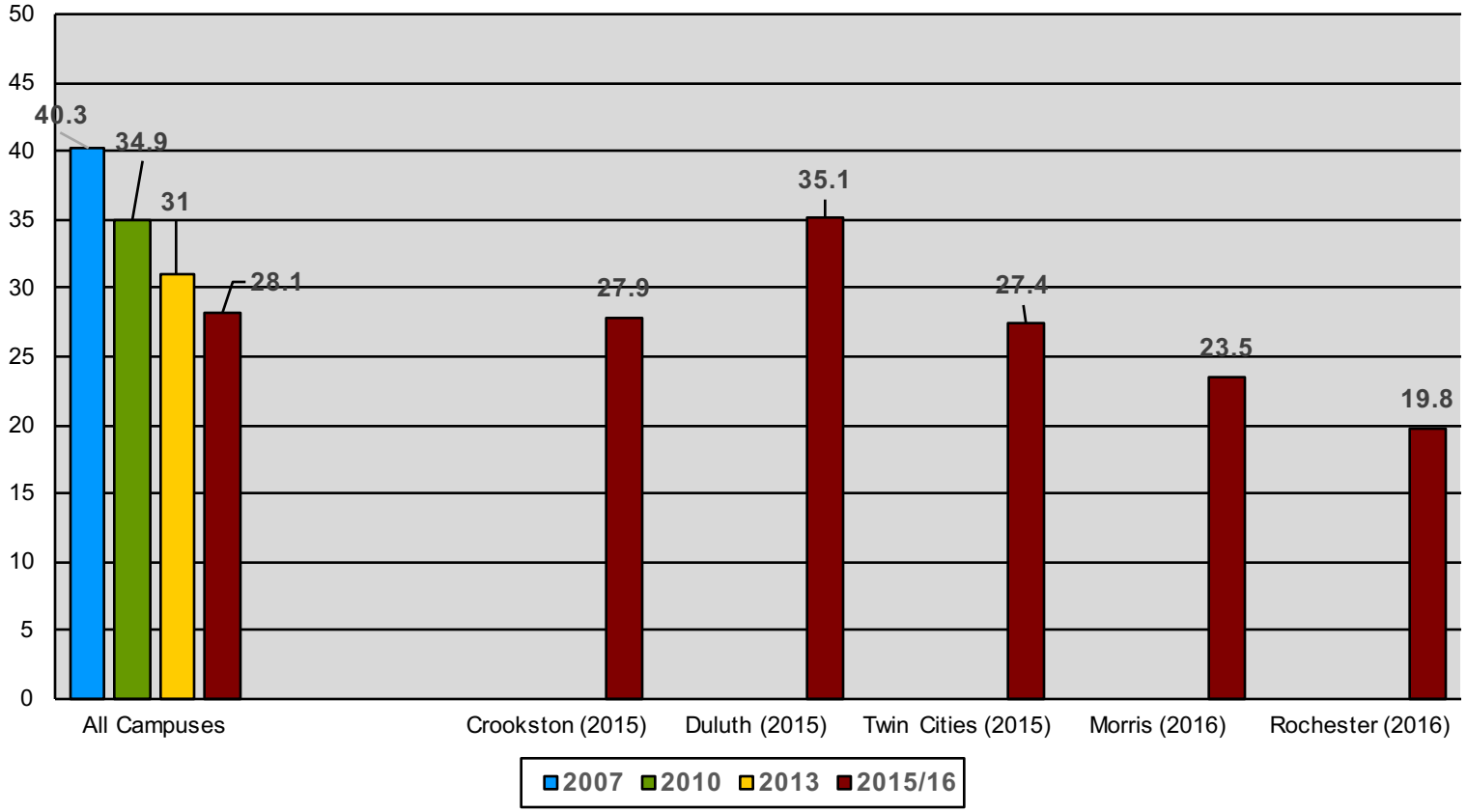
Medical • Counseling • Education

February 12, 2018

Designated Nap Zone on campus!

Designated Nap Zone on campus! The Underground in the Kirby Student Center will be a designated nap zone on Tuesdays and Wednesdays, 2-3pm, for spring semester.

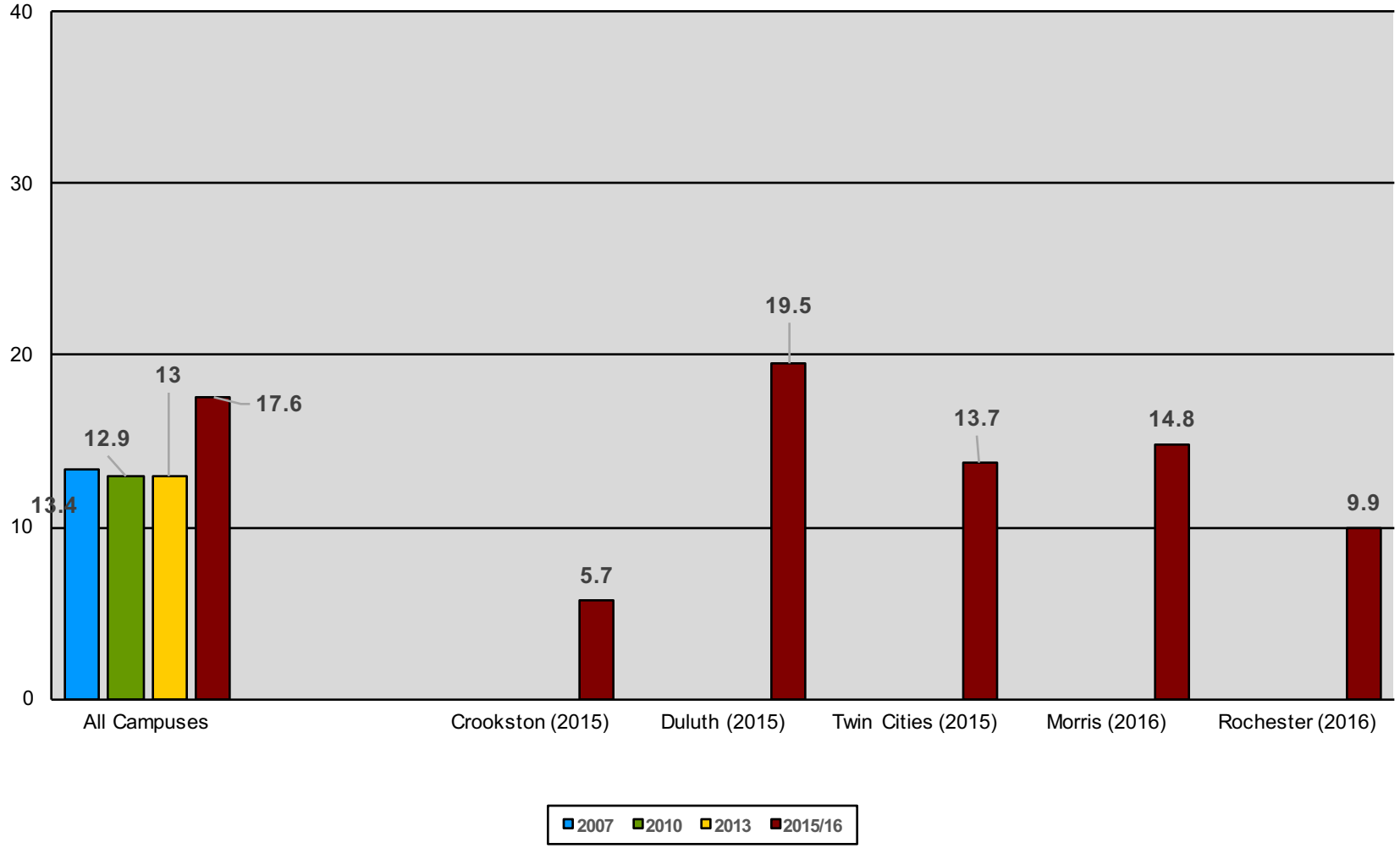
High-Risk Drinking – Within Past Two Weeks



High-risk drinking is defined as five or more alcohol drinks at one sitting.

One drink is defined as a bottle of beer, glass of wine, shot of liquor, or mixed drink.

Current Marijuana Use – Within Last 30 Days



Program: T3C – UMD

T3C Tri Campus and Community Coalition on Student Drinking

- The College of St. Scholastica, University of Minnesota Duluth and Lake Superior College, have joined with the Duluth community to form a coalition on student drinking
- Student alcohol and drug education; work with law enforcement to ensure consequences for alcohol and drug abuses; fostering better college–community neighborhood relations

Duluth, MN: College of St. Scholastica/University of Minnesota Duluth/Lake Superior College

Alcohol Policy and Abuse Prevention (APAP) – UMTC

- Work Group 50+ campus and community representatives – meet once/semester
  - School of Public Health
  - Gopher Athletics
  - Boynton Health
  - Student Unions & Activities
  - Housing & Residential Life
  - The Aurora Center for Advocacy & Education
  - Office for Fraternity and Sorority Life
  - University of Minnesota Police Department
  - Office for Student Affairs
  - Student Legal Service
- Focus on campus environment strategies shown to be effective at reducing high-risk drinking and its negative consequences

Experienced Actual or Attempted Sexual Assault – Past 12 Months

Preventing Sexual Violence

- President's Initiative to Prevent Sexual Misconduct – comprehensive, public health strategy
- Policy: Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence
- Programs: Mandatory training for students, faculty and staff - all campuses

Sexual assault is defined as actual or attempted intercourse or touching without consent or against your will.

UNIVERSITY OF MINNESOTA
ROCHESTER

Title IX
and
Sexual Respect

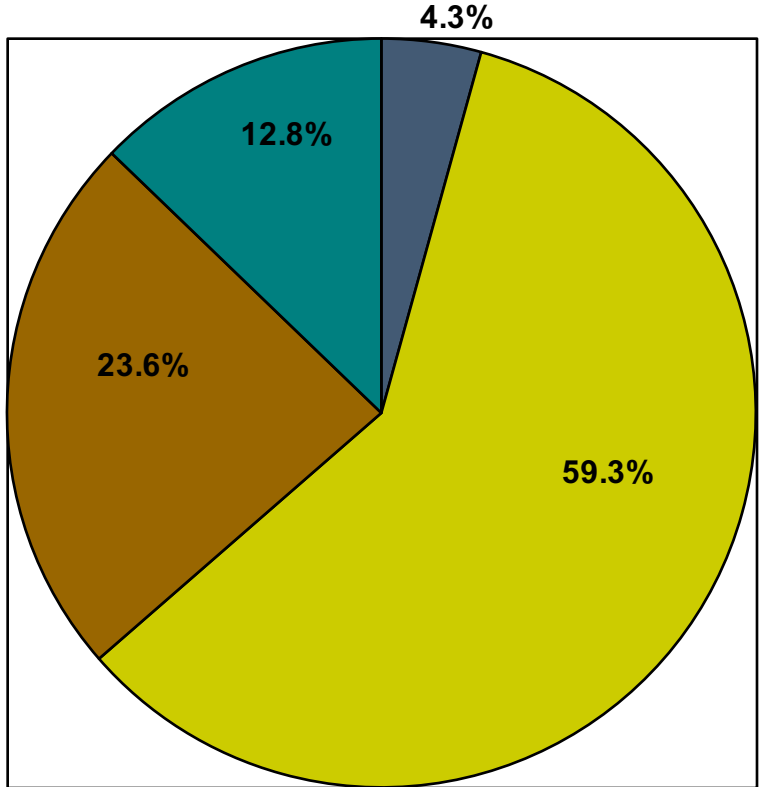
at University of Minnesota Rochester

ACT RESPONSIVELY
ACT RESPECTFULLY
ACT INTENTIONALLY
ACT PURPOSELY
ACT SAFELY
ACT FAIRLY

Physical Health: BMI* Category Systemwide

BMI Range	Weight Category
Less Than 18.5	Underweight
18.5–24.9	Normal Weight
25.0–29.9	Overweight
30.0–39.9	Obese
40.0 and Greater	Extremely Obese

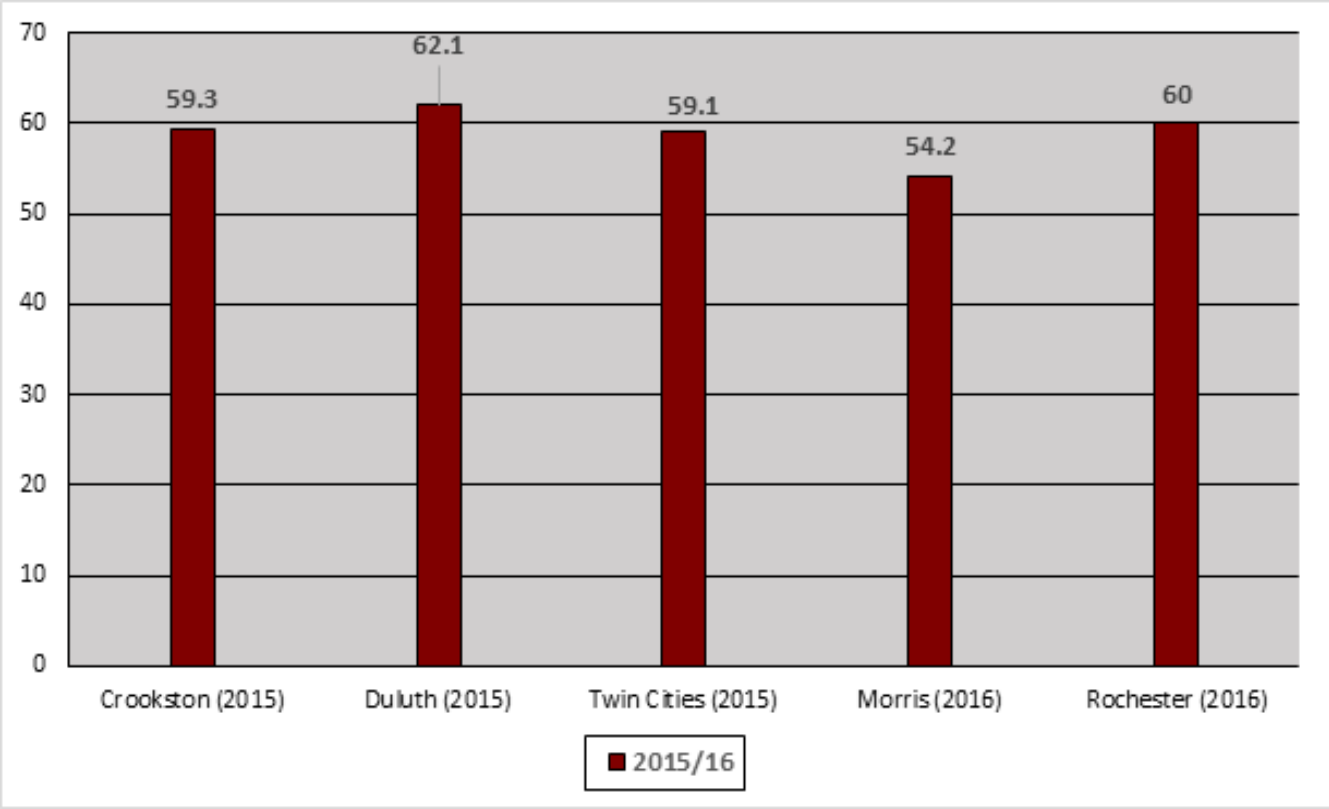
* BMI = Body Mass Index



(Survey years 2015 and 2016)

Physical Activity Level – Past 7 Days

Engage in moderate (150 minutes) or vigorous (75 minutes) intensity physical activity every week and muscle-strengthening activities two or more days a week



Physical activity boosts physical health, mental health and cognitive function

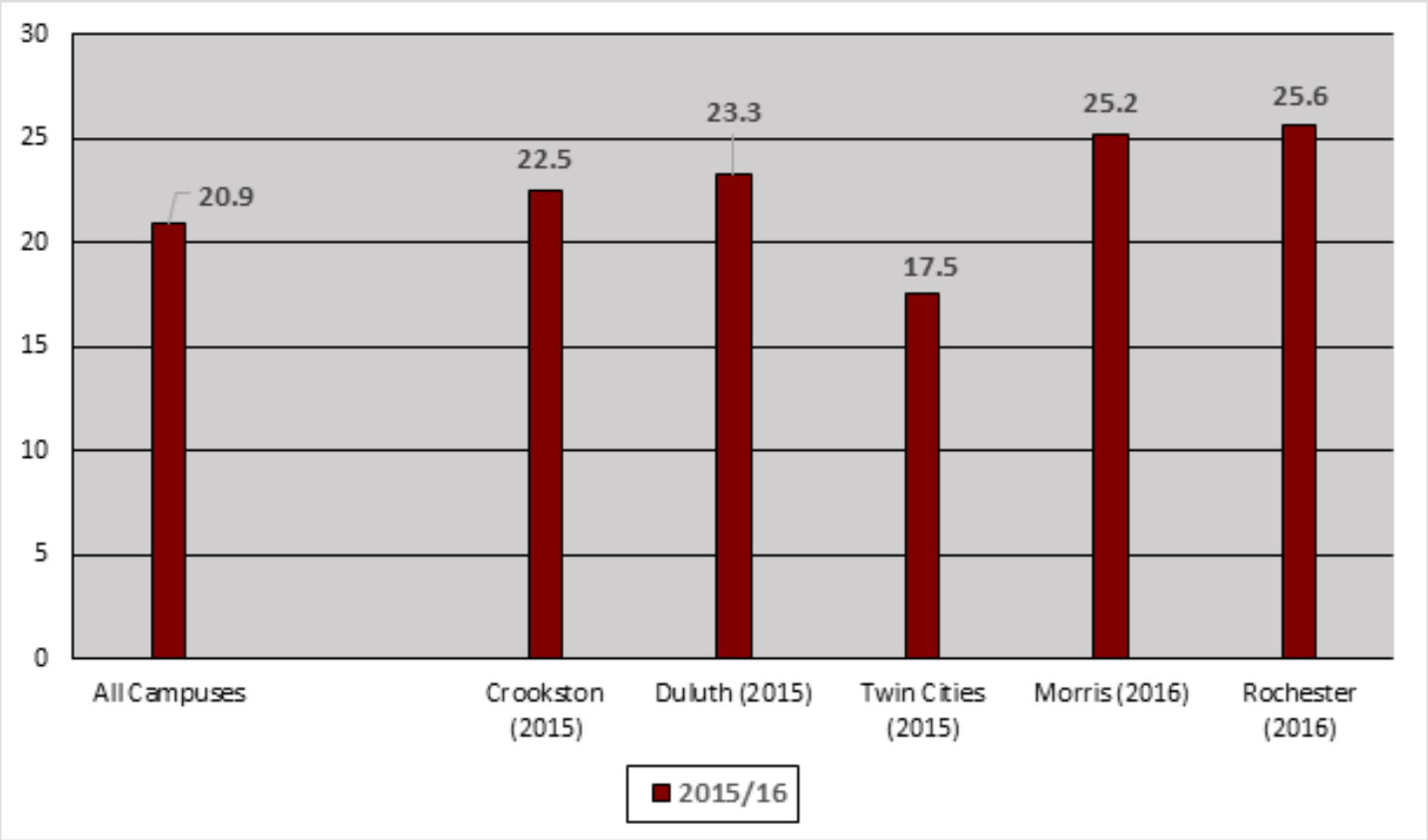
- Policy: Student fee supported fitness facilities and programs
- Programs: Recreation and Fitness Centers; Athletics, Intramurals and Club Sports; Outdoor Recreation Programs

Physical Fitness Activity – UMTC

UM-Twin Cities	Total RecWell Visits*	Intramural Student Participants	Sport Club Members	Group Fitness Pass Holders	Climbing Pass Holders	Youth Program Summer Camp	Learn to Swim Participants	Rounds of Golf
2015-2016	1,340,474	6,416	1,371	4,206	1,311	2,916	2,400	24,139 (2016)
2016-2017	1,273,652	6,390	1,139	4,002	1,266	2,994	2,650	27,159 (2017)

Food Insecurity

Survey question: Within the past 12 months, I worried food would run out before I got money to buy more.



Student Food Insecurity

- A new area of understanding and focus for universities
- Programs: Food pantries – UMD and UMTC ; UMR in Fall 2018
  Partnerships with local food banks – UMC and UMM
- A new survey finding

MORRIS HEALTHY EATING

- Morris Student Affairs, Sodexo campus dining, West Central Research and Outreach Center, and community partners
- Blue Cross and Blue Shield of Minnesota – original funding partner
- More access to fresh fruits and vegetables
- Farmers Markets
- Campus Gardens - Live to Garden

Wellness Center – UMC

A Center for Wellness in Crookston

- Open for two academic years
- Accessible to all students - student services fee
- Cardio and strength equipment, group fitness
- Dramatic increase in wellness programs: Get Fit Challenge, Walk-tober Fest, Rec Fest, and Mid-Term De-stress
- Intramurals: Team sports and single events – curling, sand volleyball and more

Greater system collaborations to support UMN student health and wellness

- College Student Health Survey
- Student Health Benefit Plan
- Influenza vaccinations
- Systemwide Mental Health Collaboration and Learning Network
- Learn to Live online mental health assessments and learning modules
- President's Initiative to Prevent Sexual Misconduct
- Electronic Health Records (Twin Cities and Morris)

A student perspective

Julia Woodward

- UMNRochester
- Class of 2018
- B.S. Health Sciences

Student Mental Health

A Systemwide Approach

The University of Minnesota Systemwide Mental Health Learning and Collaboration Network

University of Minnesota Systemwide Mental Health Learning and Collaboration Network

- Established FY 2017-2018
- Proactive and data-informed approach, preventive and interventive
- Share information and resources; identify best common solutions
- Recognize the unique student body, programs, geography, and resources of each campus
- Broad and deep membership – vice chancellors and vice provosts; directors and coordinators of health, wellness, counseling, mental health, medical services, and disability resources; counselors, therapists, case managers, and psychiatrists

Mental Health Diagnoses are Prevalent in Students Attending all System Campuses

Indicator: lifetime diagnosis	Crookston (CSHS 2015)	Duluth (CSHS 2015)	Morris (CSHS 2016)	Rochester (CSHS 2016)	Twin Cities (CSHS 2015)
Mental health diagnosis	30.8%	33.9%	40.2%	31.9%	32.7%
Depression diagnosis	19.4%	20.6%	27.2%	18.4%	20.8%
Anxiety diagnosis	18.7%	21.2%	30.0%	27.1%	21.7%

Students Anticipate Using Mental Health Services

- There appears to be a shift in student expectations of the University
- **42%** of incoming UMNTwin Cities freshman report that they are **likely** or **very likely** to use counseling services

Source: 2017 “Tell Us About Yourself” Pre-Orientation Survey, UMTC

Student Utilization of Campus Mental Health Resources: FY17

	Crookston	Duluth	Morris	Rochester	Twin Cities MHC	Twin Cities SCS
Students seen	253	872	350	NA	4808	1667
Eligible Students	900*	11,018	1,771	NA**	40,970***	47,364#
Percent of Eligible Students	28.1%	7.9%	19.8%	NA	11.7%	3.5%

* On-campus students ** No on-campus counseling office in FY17
***Fee-Paying Students #Degree-seeking students

Wait Lists for Therapy

- No wait lists on the Crookston, Duluth, Morris, or Rochester campuses
- No wait list for four consecutive semesters for the Twin Cities Mental Health Clinic
- No wait list for assessments at the Twin Cities Student Counseling Service
  - Wait list activated for multi-session follow-up during high demand with varying wait times for ongoing counseling

Counselor/Therapist to Student Ratios: FY18

	Staff FTE	Trainee FTE	Total	Enrollment	Ratio
Crookston	1.5	0	1.5	1,737*	1:1158
Duluth	4.5**	0	4.5**	11,168	1:2481
Morris	3.0	0***	3.8	1,627	1:428
Rochester	0.75	0	0.75	697	1:929
Twin Cities	21.9 (BH) 17.5 (SCS)	0.4 (BH) 9.0 (SCS)	22.3 26.5 48.8	42,195	1:864****

*Includes on-campus and online enrollment **Staff increases to 5.25 (1:2127) with additional .75 FTE in August
***Not included as not a consistent expectation
****SCS sees all degree-seeking students (47,657) which would bring ratio to 1:976

Psychiatry

Campus	FTE
Crookston	0
Duluth	0
Morris	0.2*
Rochester	0
Twin Cities	6.85

FTE includes Psychiatrists, Nurse Practitioners and Physicians Assistants

*Contracted telepsychiatry with UMNTwin Cities

Mental Health Care/Case Managers

Campus	FTE
Crookston	0
Duluth	0.75
Morris	0
Rochester	0
Twin Cities	2.0

Disability Resources: FY18

Campus	Access Consultant/Student Ratio
Crookston	1:1737
Duluth	1:3723
Morris	1:1627
Rochester	1:697
Twin Cities	1:3576

24/7 Crisis Services

- UMN crisis line and text service
- Campus specific:
  - Crookston: Northwestern Mental Health Center 24-hour Crisis Service Hotline
  - Duluth: Birch Tree Center crisis line, mobile crisis unit and short-term residential crisis support
  - Morris: Stevens Community Medical Center ER, Region 4 Mobile Crisis Team
  - Rochester: Crisis Response for Southeast Minnesota, Mobile Crisis
  - Twin Cities: UMPD (New Mental Health Officer)

Let's Talk

- Brief unscheduled drop-in sessions to discuss mental health-related issues
- Available on Duluth, Morris and Twin Cities campuses

Online Therapy

- Online cognitive behavioral therapy program, learntolive
- Initiated systemwide in Fall 2018 for all fee-paying students
- Self-assessment
- Self-guided interactive modules for depression, anxiety, social anxiety, and sleep
- 4,514 mental health assessments and/or therapy enrollments from September 2017 to March 2018

Prevention Strategies

- Crookston: Mental health trainings; *Mindfulness Meditation*; *Stall Stories* flier; *Color Away Stress; Happy Hour; Stress Free Finals Massage; Pet Away Stress*
- Duluth: RA Training; *UMD seminar*; *Rising Above* group; *Intuitive Eating* groups; *CALM* sessions; *Health Check*; *PAWS; Got Your Back; BASICS*
- Morris: *Mental Health Awareness Week; Stress Reduction Expo; Suicide Prevention and Awareness;* meditation and yoga classes; *Morning Wellness* sessions; *Mindfulness Program*
- Rochester: *Reaching Your Potential: Preventative Mental Health; Wellness Protection and Prevention;* meditation, yoga and mindfulness sessions; *PAWS-ative Therapy; DeStress Events; Cultivating Wellness for Residents and Yourselves; Living on Purpose* one-credit course; *ROC! Support Group*
- Twin Cities: Mental Health Strategic Plan; *Make Time to PAWS; PAWS;* Graduate and Undergraduate program mental health surveys; *de-stress*; *4Rs* trainings; *Green Bandana Project;* Mental Health Advocates; *How are you?* campaign; Library *Stress Buster* sessions; *Success Over Stress;* yoga and tai chi classes

Student Groups

- Crookston: Student Athlete Advisory Committee mental health and sexual assault prevention initiatives; Delta Theta Sigma Mental Health Initiative
- Duluth: Wellness Advocates; Student Health Advisory Committee sleep and nap zone initiative; U Matter mental health awareness and suicide prevention
- Morris: Peer Health Educators activities; Psychology Club and Psi Chi activities; Meditation and Mindfulness club
- Rochester: To Write Love on Her Arms (TWLOHA) events; 318 Commons Council mental stress management and resilience activities; HLLC (Healthy Living Learning Community); ROC! LLC a living learning community supporting students in recovery
- Twin Cities: Active Minds; Green Bandana Project; Underserved Mental Health Association; TWLOHA; Students Supporting Students; You Matter; Spread the Lifeline; de-stress; Community of Chemistry Graduate Students; Minnesota Student Association; Council of Graduate Students; Professional Student Government; individual college boards with focus on mental health

Faculty/Staff Engagement

- Crookston: Monthly faculty meetings; *Recognizing Student Mental Health* presentation
- Duluth: *Responding to Student Crises and Concerns;* case manager promotion/interactions
- Morris: Faculty Professional Development Day workshop on the *4R model*
- Rochester: *Mental Health First Aid Training*; 'No wrong door' philosophy
- Twin Cities: *4Rs training; FCC and Provost Task Force on Student Mental Health;* focused departmental surveys of graduate and undergraduate students; instructor-specific content on www.mentalhealth.umn.edu; Faculty and Instructor Committee of the Provost's Council for Student Mental Health (PCSMH)

Crookston: Increased Position*

Christen Schoenborn
M.S., LPC, Counselor

1.0

0.75

* Made possible by a gift from a generous benefactor

Duluth: New Hires

Sara Carlson
MSW, LICSW

Nomcebo Nkosi
MEd, LPC

Coming August 2018

Morris: New Hires and Programming

Jeanne Williamson
MSW, LICSW
Senior Clinical Counselor

Bridgett Karels
Wellness Promotions Coordinator

Steve Hermann, MD
Telepsychiatry

Rochester: New Hire

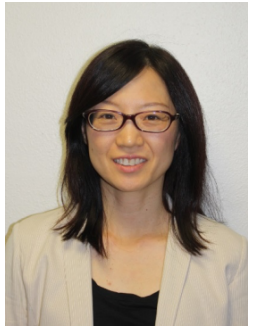
Richard Kotovich, Jr. MA, LPC
Coordinator of Counseling Services

UMNTwin Cities Mental Health Clinic: New Hires

Yvon Lonning
LPC/LPCC

Janelle Jones
CNP, APRN

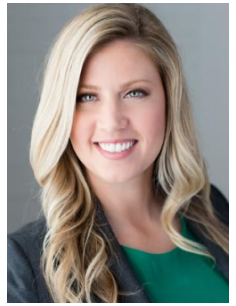
Dominic Poulin
LPCC



Reiko Hirai
PhD, LP

Mary Utz
LGSW

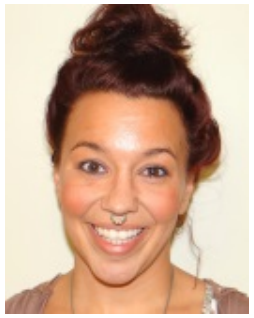
Chuing Wang
LMFT



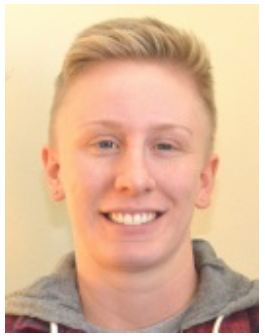
Lauren Azbill
LMFT

UMN Twin Cities Student Counseling Services: New Hires

Nina Hernandez-Beithon
MSW, LGSW



Courtney Padjen
MA



Gina Liddell-Westefeld
MA

Danny Elenz
MA

Kate Sanft
MS

Summary

	Crookston	Duluth	Morris	Rochester	Twin Cities
Survey					
Counseling					
Psychiatry					
Crisis Services					
Online Therapy					
Let's Talk					

White = Not required; Green = Adequate; Yellow = Additional services needed; Red = Absent or significantly below need

Summary (continued)

	Crookston	Duluth	Morris	Rochester	Twin Cities
Student Care Team/Behavioral Consultation Team					
Care/Case Manager					
Disability Services					
Prevention Programming					
Student Groups					
Faculty/Staff Engagement					

White = Not required; Green = Adequate; Yellow = Additional services needed; Red = Absent or significantly below need

Thank you

- Questions and Discussion

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Annual Promotion and Tenure Recommendations

☐ **Review**	☒ **Review + Action**	☐ **Action**	☐ **Discussion**

☒ *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

After careful review and due consideration, the senior academic officers of the University of Minnesota recommend to the Board those faculty being considered for promotion and/or tenure, effective with the beginning dates of their terms of appointment in 2018-2019.

The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the docket who are members of the faculty on the Morris, Rochester, and Twin Cities campuses.

The Chancellor of the University of Minnesota Duluth, in accordance with the agreement between the Regents of the University of Minnesota and the University Education Association, recommends for promotion and/or tenure those individuals listed in the docket who are members of the Duluth faculty.

The docket materials provide statistics concerning the composition of the faculty group being recommended for promotion and/or tenure by gender, faculty of color, and rank. The docket also includes comparisons to previous years and an overview of the current process. This item will include statistical highlights of the cohort and the teaching, research, service, and public engagement of faculty who are recommended for tenure and/or promotion. A few faculty members under consideration for tenure and/or promotion will highlight their past and future work.

BACKGROUND INFORMATION

Board of Regents Policy: *Faculty Tenure* calls for the administration to bring forward its recommendations for faculty promotion on an annual basis for action by the Board.

PRESIDENT'S RECOMMENDATION

The President recommends approval of these annual promotion and/or tenure recommendations.

Promotion and Tenure Recommendations Effective 2018-2019
Presented to the Mission Fulfillment Committee of the Board of Regents
May 10, 2018

COLLEGE/CAMPUS	DEPARTMENT/UNIT	FROM		TO	
Biological Sciences, College of					
Mark Bee	Ecology, Evolution, and Behavior	Associate Professor	T	Professor	T
Jeffrey Gralnick	Plant and Microbial Biology	Associate Professor	T	Professor	T
Jonathan Schilling	Plant and Microbial Biology	Associate Professor	T	Professor	T
Jeongsik Yong	Biochemistry, Molecular Biology, and Biophysics	Assistant Professor	TT	Associate Professor	T
Dentistry, School of					
Priscilla Flynn	Primary Dental Care	Assistant Professor	TT	Associate Professor	T
Thorsten Gruenheid	Developmental and Surgical Sciences	Assistant Professor	TT	Associate Professor	T
Michael Madden	Restorative Sciences	Clinical Associate Professor	C	Clinical Professor	C
Karl Self	Primary Dental Care	Associate Professor	TT	Associate Professor	T
Design, College of					
James Boyd-Brent	Design, Housing, and Apparel	Associate Professor	C	Professor	C
Lucy Dunne	Design, Housing, and Apparel	Associate Professor	T	Professor	T
Education and Human Development, College of					
Daheia Barr-Anderson	School of Kinesiology	Assistant Professor	TT	Associate Professor	T
Julie Brown	Curriculum and Instruction	Assistant Professor	TT	Associate Professor	T
Jed Elison	Institute of Child Development	Assistant Professor	TT	Associate Professor	T
Yuhei Inoue	School of Kinesiology	Assistant Professor	TT	Associate Professor	T
LeAnne Johnson	Educational Psychology	Assistant Professor	TT	Associate Professor	T
Panayiota Kendeou	Educational Psychology	Associate Professor	T	Professor	T
Food, Agricultural, and Natural Resource Sciences, College of					
Samuel Baidoo	Animal Science	Associate Professor	T	Professor	T
Changbin Chen	Horticultural Science	Assistant Professor	TT	Associate Professor	T
Jeffrey Coulter	Agronomy and Plant Genetics	Associate Professor	T	Professor	T
James Forester	Fisheries, Wildlife, and Conservation Biology	Assistant Professor	TT	Associate Professor	T
Candice Hirsch	Agronomy and Plant Genetics	Assistant Professor	TT	Associate Professor	T
Robert Koch	Entomology	Assistant Professor	TT	Associate Professor	T
Krishona Martinson	Animal Science	Associate Professor	T	Professor	T
Rebecca Montgomery	Forest Resources	Associate Professor	T	Professor	T
Matthew Russell	Forest Resources	Assistant Professor	TT	Associate Professor	T
Kyungsoo Yoo	Soil, Water, and Climate	Associate Professor	T	Professor	T
Hubert H. Humphrey School of Public Affairs					
Yingling Fan	Hubert H. Humphrey School of Public Affairs	Associate Professor	T	Professor	T
Law School					
Stephen Meili	Law School	Associate Professor	TT	Associate Professor	T
Perry Moriearty	Law School	Associate Professor	TT	Associate Professor	T

Liberal Arts, College of

Lee-Ann Breuch	Writing Studies	Associate Professor	T	Professor	T
Singdhansu Chatterjee	School of Statistics	Associate Professor	T	Professor	T
Juliette Cherbuliez	French and Italian	Associate Professor	T	Professor	T
Brendan Fairbanks	American Indian Studies	Assistant Professor	TT	Associate Professor	T
Michael Gallope	Cultural Studies and Comparative Literature	Assistant Professor	TT	Associate Professor	T
Kathryn Grace	Geography, Environment and Society	Assistant Professor	TT	Associate Professor	T
Claire Halpert	Institute of Linguistics	Assistant Professor	TT	Associate Professor	T
Sarah Holtman	Philosophy	Associate Professor	T	Professor	T
Rebecca Krug	English	Associate Professor	T	Professor	T
Matthew Mehaffey	School of Music	Associate Professor	T	Professor	T
Peter Mercer-Taylor	School of Music	Associate Professor	T	Professor	T
Leslie Morris	German, Scandinavian and Dutch	Associate Professor	T	Professor	T
Christopher Nappa	Classical and Near Eastern Studies	Associate Professor	T	Professor	T
Robert Nichols	Political Science	Assistant Professor	TT	Associate Professor	T
Jimmy Patino	Chicano and Latino Studies	Assistant Professor	TT	Associate Professor	T
Jenny Schmid	Art	Associate Professor	T	Professor	T
Michael Silverman	School of Music	Associate Professor	T	Professor	T
Mark Russell Smith	School of Music	Assistant Professor	TT	Associate Professor	T
Amit Yahav	English	Assistant Professor	TT	Associate Professor	T
Yang Zhang	Speech-Language-Hearing Sciences	Associate Professor	T	Professor	T

Management, Carlson School of

Mary Benner	Strategic Management and Entrepreneurship	Associate Professor	T	Professor	T
Gordon Burtch	Information and Decision Sciences	Assistant Professor	TT	Associate Professor	T
Wei (Vivian) Fang	Accounting	Assistant Professor	TT	Associate Professor	T
Gautam Ray	Information and Decision Sciences	Associate Professor	T	Professor	T
Joseph Redden	Marketing	Associate Professor	T	Professor	T
Maria Ana Vitorino	Marketing	Assistant Professor	TT	Associate Professor	T
Tracy Yue Wang	Finance	Associate Professor	T	Professor	T
Mary Zellmer-Bruhn	Work and Organizations	Associate Professor	T	Professor	T

Medical School

Stuart Amateau	Medicine	Assistant Professor	C	Associate Professor	C
Mukta Arora	Medicine	Associate Professor	C	Professor	C
Joanne Billings	Medicine	Assistant Professor	C	Associate Professor	C
Claudio Brunstein	Medicine	Associate Professor	C	Professor	C
Diana Burgess	Medicine	Associate Professor	C	Professor	C
Zuzan Cayci	Radiology	Assistant Professor	C	Associate Professor	C
Matthew Chafee	Neuroscience	Associate Professor	T	Professor	T
Yvonne Datta	Medicine	Associate Professor	C	Professor	C
Julia Davydova	Surgery	Assistant Professor	TT	Associate Professor	T
Claudia Fox	Pediatrics	Assistant Professor	C	Associate Professor	C
Thomas Griffith	Urology	Associate Professor	T	Professor	T
Sameer Gupta	Pediatrics	Assistant Professor	C	Associate Professor	C
Shilpa Gupta	Medicine	Assistant Professor	C	Associate Professor	C
Timothy Hallstrom	Pediatrics	Assistant Professor	C	Associate Professor	C

Andrew Hansen	Rehabilitation Medicine	Associate Professor	C	Professor	C
Danielle Hart	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Pierre-Gilles Henry	Radiology	Assistant Professor	TT	Associate Professor	T
Keli Hippen	Pediatrics	Assistant Professor	C	Associate Professor	C
Jacob Hutchins	Anesthesiology	Assistant Professor	C	Associate Professor	C
Ajay Israni	Medicine	Associate Professor	C	Professor	C
Bharathi Jagadeesan	Radiology	Assistant Professor	C	Associate Professor	C
Shannon Kehle-Forbes	Medicine	Assistant Professor	C	Associate Professor	C
Mojca Konia	Anesthesiology	Associate Professor	C	Professor	C
Robert Kratzke	Medicine	Associate Professor	T	Professor	T
Jane Lewis	Urology	Assistant Professor	C	Associate Professor	C
Kenneth Liao	Surgery	Associate Professor	C	Professor	C
Dawn Lowe	Rehabilitation Medicine	Associate Professor	T	Professor	T
Marc Martel	Emergency Medicine	Associate Professor	C	Professor	C
Collin McClelland	Ophthalmology	Assistant Professor	C	Associate Professor	C
Brad Miller	Pediatrics	Associate Professor	C	Professor	C
Sandra Montezuma	Ophthalmology	Assistant Professor	C	Associate Professor	C
David Nascene	Radiology	Assistant Professor	C	Associate Professor	C
Timothy O'Connell	Integrative Biology and Physiology	Assistant Professor	TT	Associate Professor	T
Michael Pitt	Pediatrics	Assistant Professor	C	Associate Professor	C
Sara Ramel	Pediatrics	Assistant Professor	C	Associate Professor	C
Michael Rosenberg	Radiology	Assistant Professor	C	Associate Professor	C
Sarah Schwarzenberg	Pediatrics	Associate Professor	T	Professor	T
Shahnaz Sultan	Medicine	Assistant Professor	C	Associate Professor	C
Thenappen Thenappen	Medicine	Assistant Professor	C	Associate Professor	C
Mark Thomas	Neuroscience	Associate Professor	T	Professor	T
Anna Tischler	Microbiology and Immunology	Assistant Professor	TT	Associate Professor	T
David Walk	Neurology	Associate Professor	C	Professor	C
Christopher Weight	Urology	Assistant Professor	C	Associate Professor	C
James Wetmore	Medicine	Associate Professor	C	Professor	C
Jeffrey Wozniak	Psychiatry	Associate Professor	T	Professor	T
Mark Yeazel	Family Medicine and Community Health	Associate Professor	C	Professor	C
Sophia Yohe	Laboratory Medicine and Pathology	Assistant Professor	C	Associate Professor	C

Nursing, School of

Robin Austin	School of Nursing	Clinical Assistant Professor	C	Clinical Associate Professor	C
Mary Benbenek	School of Nursing	Clinical Associate Professor	C	Clinical Professor	C
Barbara Champlin	School of Nursing	Clinical Assistant Professor	C	Clinical Associate Professor	C
Siobhan McMahon	School of Nursing	Assistant Professor	TT	Associate Professor	T
Barbara Peterson	School of Nursing	Clinical Assistant Professor	C	Clinical Associate Professor	C
Carolyn Porta	School of Nursing	Associate Professor	T	Professor	T
Teddie Potter	School of Nursing	Clinical Associate Professor	C	Clinical Professor	C
Cheryl Robertson	School of Nursing	Associate Professor	T	Professor	T
Eileen Weber	School of Nursing	Clinical Assistant Professor	C	Clinical Associate Professor	C
Fang Yu	School of Nursing	Associate Professor	T	Professor	T

Pharmacy, College of

Courtney Aldrich	Medicinal Chemistry	Associate Professor	T	Professor	T
David Stenehjem	Pharmacy Practice and Pharmaceutical Science	Assistant Professor	TT	Associate Professor	T

Public Health, School of

Mary Butler	Division of Health Policy and Management	Assistant Professor	C	Associate Professor	C
Melissa Laska	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Peter Raynor	Division of Environmental Health Sciences	Associate Professor	T	Professor	T
Nathan Shippee	Division of Health Policy and Management	Assistant Professor	TT	Associate Professor	T
Kathleen White	Division of Health Policy and Management	Assistant Professor	C	Associate Professor	C
Julian Wolfson	Division of Biostatistics	Assistant Professor	TT	Associate Professor	T

Science and Engineering, College of

Anar Akhmedov	School of Mathematics	Associate Professor	T	Professor	T
Aditya Bhan	Chemical Engineering and Materials Science	Associate Professor	T	Professor	T
Victor Boantza	School of Physics and Astronomy	Assistant Professor	TT	Associate Professor	T
Abhishek Chandra	Computer Science and Engineering	Associate Professor	T	Professor	T
Xiang Cheng	Chemical Engineering and Materials Science	Assistant Professor	TT	Associate Professor	T
Sairaj Dhople	Electrical and Computer Engineering	Assistant Professor	TT	Associate Professor	T
Ryan Elliott	Aerospace Engineering and Mechanics	Associate Professor	T	Professor	T
David Flannigan	Chemical Engineering and Materials Science	Assistant Professor	TT	Associate Professor	T
Stephen Guy	Computer Science and Engineering	Assistant Professor	TT	Associate Professor	T
Jiarong Hong	Mechanical Engineering	Assistant Professor	TT	Associate Professor	T
Rahmet Ulya Karpuzcu	Electrical and Computer Engineering	Assistant Professor	TT	Associate Professor	T
Dan Knights	Computer Science and Engineering	Assistant Professor	TT	Associate Professor	T
Jeremiah Mans	School of Physics and Astronomy	Associate Professor	T	Professor	T
Yoichiro Mori	School of Mathematics	Associate Professor	T	Professor	T
Tay Netoff	Biomedical Engineering	Associate Professor	T	Professor	T
Brenda Ogle	Biomedical Engineering	Associate Professor	T	Professor	T
William Pomerantz	Chemistry	Assistant Professor	TT	Associate Professor	T
Paolo Provenzano	Biomedical Engineering	Assistant Professor	TT	Associate Professor	T
Clement Pryke	School of Physics and Astronomy	Associate Professor	T	Professor	T
Jonathan Sachs	Biomedical Engineering	Associate Professor	T	Professor	T
John Sartori	Electrical and Computer Engineering	Assistant Professor	TT	Associate Professor	T
Thomas Schwartzentruber	Aerospace Engineering and Mechanics	Associate Professor	T	Professor	T
Zizhou Wang	Industrial and Systems Engineering	Assistant Professor	TT	Associate Professor	T
David Wood	Biomedical Engineering	Assistant Professor	TT	Associate Professor	T

Veterinary Medicine, College of

Meggan Craft	Veterinary Population Medicine	Assistant Professor	TT	Associate Professor	T
Molly McCue	Veterinary Population Medicine	Associate Professor	T	Professor	T
Julia Ponder	Veterinary Population Medicine	Assistant Professor	C	Associate Professor	C
Michelle Ritt	Veterinary Clinical Sciences	Associate Professor	C	Professor	C
Pamela Skinner	Veterinary and Biomedical Sciences	Associate Professor	T	Professor	T
Mark Suckow	Veterinary Population Medicine	Professor	C	Professor	T

University of Minnesota Duluth

College of Liberal Arts					
Jennifer Brady	World Languages and Cultures	Assistant Professor	TT	Associate Professor	T
Jill Doerfler	American Indian Studies	Associate Professor	T	Professor	T
Chongwon Park	English, Linguistics, and Writing Studies	Associate Professor	T	Professor	T
J. Burke Scarbrough	English, Linguistics, and Writing Studies	Assistant Professor	TT	Associate Professor	T
John Schwetman	English, Linguistics, and Writing Studies	Assistant Professor	TT	Associate Professor	T
Labovitz School of Business and Economics					
Ariuna Taivan	Economics	Assistant Professor	TT	Associate Professor	T
School of Fine Arts					
Scott Boyle	Theatre	Assistant Professor	TT	Associate Professor	T
David Edmund	Music	Assistant Professor	TT	Associate Professor	T
Swenson College of Science and Engineering					
Jing Bai	Electrical Engineering	Associate Professor	T	Professor	T
Carlos Carranza-Torres	Civil Engineering	Associate Professor	T	Professor	T
Michael Greminger	Mechanical and Industrial Engineering	Assistant Professor	TT	Associate Professor	T
Briana Gross	Biology	Assistant Professor	TT	Associate Professor	T
Sergei Katsev	Physics and Astronomy	Associate Professor	T	Professor	T
Arshia Khan	Computer Science	Associate Professor	TT	Associate Professor	T
Xuan Li	Math and Statistics	Assistant Professor	TT	Associate Professor	T
Haiyang (Henry) Wang	Computer Science	Assistant Professor	TT	Associate Professor	T
Zhihua Xu	Chemical Engineering	Assistant Professor	TT	Associate Professor	T
Ping Zhao	Mechanical and Industrial Engineering	Assistant Professor	TT	Associate Professor	T
Debao Zhou	Mechanical and Industrial Engineering	Associate Professor	T	Professor	T

University of Minnesota Morris

Christopher Atkinson	Division of Science and Mathematics/Mathemati	Assistant Professor	TT	Associate Professor	T
Stephen Crabtree	Division of Science and Mathematics/Geology	Assistant Professor	TT	Associate Professor	T
Michelle Page	Division of Education/Secondary Education	Associate Professor	T	Professor	T
Bibhudutta Panda	Division of Social Sciences/Economics	Assistant Professor	TT	Associate Professor	T

University of Minnesota Rochester

Bijaya Aryal	Center for Learning Innovation	Assistant Professor	TT	Associate Professor	T
Marcia Nichols	Center for Learning Innovation	Assistant Professor	TT	Associate Professor	T
Xavier Prat-Resina	Center for Learning Innovation	Assistant Professor	TT	Associate Professor	T

Employment Status Symbols

C- Contract/term faculty
TT - Probationary; tenure-track
T - Indefinite tenure

Executive Summary

The Promotion and Tenure Process

According to the Board of Regents Policy: *Faculty Tenure*, there are two types of faculty appointments – regular faculty or term (contract) faculty. Regular faculty are individuals who have received tenure, an indefinite appointment, or who are eligible to receive tenure and are on a probationary appointment. Term or contract faculty are appointed annually and are not eligible for tenure. Both regular and term faculty are appointed with a faculty rank: instructor, assistant professor, associate professor, and professor.

Each year, the Executive Vice President and Provost recommends actions to the Board of Regents for both groups of faculty. For regular faculty, the recommendations include: 1) assistant professors in a probationary period who have been evaluated for promotion to the rank of associate professor with the conferral of indefinite tenure; 2) associate professors in a probationary period who have been evaluated for the conferral of indefinite tenure (tenure in rank); and 3) associate professors with indefinite tenure who have been evaluated for promotion to the rank of professor with tenure. For term or contract faculty, the recommendations include: 1) assistant professors who have been evaluated for promotion to the rank of associate professor without tenure; and 2) associate professors who have been evaluated for promotion to the rank of professor without tenure. The majority of the contract faculty have appointments in the Academic Health Center, primarily in the Medical School, although other colleges have contract faculty appointments as well.

Regular Faculty

The Board of Regents Policy: *Faculty Tenure* describes the University criteria for research or other creative work, teaching, and service to obtain tenure in Section 7.11 of that document. Similarly, Section 9.2 of the tenure policy describes the University criteria to reach the rank of professor.

In addition, each unit has written a document that describes the criteria for promotion and tenure for regular faculty in that department called the 7.12 statement (referring to Section 7.12 of the Board of Regents Policy: *Faculty Tenure*). These documents describe the research, teaching, and service standards of the unit for promotion to the ranks of associate or full professor and for conferral of indefinite tenure.

Those untenured faculty with probationary appointments (either assistant or associate professors) receive formal written annual reviews that are mandated by the Board of Regents Policy: *Faculty Tenure* (Section 7.2). These reviews are conducted by the initial department or unit, signed by the probationary faculty member, and subsequently forwarded for review by the candidate's collegiate dean, and the Executive Vice President and Provost (delegated to the Vice Provost for Faculty and Academic Affairs). On the other system campuses, these reviews are forwarded to the vice chancellor and to the chancellor. During the sixth probationary year, these untenured faculty members must be evaluated for a final decision – promotion to associate professor and conferral of indefinite tenure (assistant professors) or conferral of indefinite tenure (associate professors). A probationary faculty member can also be denied tenure and/or promotion and be given an additional terminal year.

A decision for promotion and/or tenure can be made at any time during the probationary period (i.e. early promotion and/or tenure) and a faculty member can be terminated at any time during the probationary period if she or he is not making appropriate progress toward tenure and/or

promotion. In addition, faculty may extend their probationary periods for the birth or adoption of a child or for the provision of care for a sick, injured, or disabled family member, or for their own significant illnesses or injuries (Board of Regents Policy: *Faculty Tenure*, Section 5.5). Finally, some faculty members come to the University of Minnesota with prior service at another university and have a shortened probationary period (no less than three years).

Associate professors with tenure also receive annual reviews (as do all tenured faculty including full professors) and can be considered for promotion to professor at any time after they have achieved this rank. The 7.12 statement for the unit describes the additional criteria that are required for promotion to full professor. These require the attainment of a national and/or international reputation and substantial advancement in their research or other creative work, teaching, and service.

Contract or Term Faculty

For those faculty not on tenure tracks, each unit has developed a set of promotion standards that have research, teaching, and service criteria as well as clinical practice criteria for those in the Academic Health Center. These criteria are somewhat different from those for regular faculty. That is, the types of research may be more applied, or may include types of scholarship that address effective models of teaching or continuing education. That is, the scholarship is significant and important but has a different scope.

These faculty also receive annual reviews of performance and receive feedback about their progress toward promotion to the next rank.

Regular Faculty: Review Process in the Decision Year for Tenure and/or Promotion

The basis for a promotion and/or tenure decision is the evaluation of a dossier that contains information about the faculty member's scholarship or creative activity, teaching, and service. Each candidate's record is evaluated by a group of external scholars who have positions of national or international prominence in the discipline of the candidate. For some colleges, internal reviewers from the University may provide additional evaluation. Reviewers are asked to assess the research or creative activity of the candidate; they may be asked to evaluate teaching as well. The faculty of each department or unit take a formal vote on promotion to the next rank and on conferral of indefinite tenure and provide a written report of the faculty discussion and the vote to the faculty member's college. In addition, the chair or head of each unit writes a separate report of the case. Regardless of the outcome of the vote, the entire case is forwarded to the college level. Most colleges have their own Promotion and Tenure Committee with representatives across the departments within the college. (Some smaller colleges send their materials to an All-University Promotion and Tenure Committee. Their recommendations go directly to the Executive Vice President and Provost). The second-level promotion and tenure committee (either collegiate or All-University) also evaluates the dossier and forwards their recommendations and formal vote in a report to the dean of the college; this report is advisory to the dean. The dean (and typically the associate deans of the college) evaluates the dossier as well. The dean provides a formal letter to the Executive Vice President and Provost with recommendations about promotion and/or tenure. For the Crookston, Morris and Rochester campuses, the reviews are conducted along division or department lines, followed by a college-wide or all-university committee review, and review by both the Vice Chancellor and the Chancellor.

The central level of review for the Twin Cities, Crookston, Morris, and Rochester campuses is coordinated by the Vice Provost for Faculty and Academic Affairs who reviews each dossier (except those from the University of Minnesota Duluth). Cases that have negative decisions or mixed votes are reviewed by one or more additional central administrators. Results of all cases are reviewed by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs; actual cases that have variance in voting (i.e. a mix of positive and negative votes along the review process or negative recommendations) are reviewed directly by the Executive Vice President and Provost.

For assistant professors on probationary appointments, the possible outcomes of the decision are: promotion to associate professor with conferral of indefinite tenure or non-reappointment (which has a one-year terminal appointment). For associate professors with tenure, the possible outcomes are promotion to full professor with tenure or continuation in rank. For associate professors on probationary appointments, the outcomes are conferral of indefinite tenure, promotion to professor with tenure, or non-reappointment (which has a one-year terminal appointment).

Contract Faculty: Review Process

The review process is the same for contract faculty: dossiers are assembled documenting research, teaching, and service activities as well as clinical practice for those who are in the Academic Health Center; external and internal reviewers provide evaluation of research, teaching, service, and clinical practice, if applicable. Departments or units vote on promotion in rank. The report of these votes, along with a review by the unit head, is sent to the college level for review by a collegiate committee and the dean.

Assistant professors with term appointments may be promoted to the rank of associate professor; associate professors with term appointments may be promoted to the rank of professor.

Tenure Success Rate

The recommendation that a faculty member receive indefinite tenure is one of the most important ones made by the Executive Vice President and Provost since this represents the commitment of the University to this faculty member for the remainder of his/her career. The metric for tenure success that is used at the University of Minnesota is based on a comparison of the entering cohort of untenured assistant professors in a given year and the percentage of the cohort who has attained tenure seven years after beginning an appointment at the University. Over the course of the intervening probationary appointment, a number of untenured faculty receive reviews that suggest that their progress is unsatisfactory and they choose to leave the University. Some may receive notices of non-reappointment during the probationary period. Others may leave the University for another position for a variety of reasons. The number of untenured assistant professors who are recommended for tenure in their decision year is a fraction of the cohort that began.

Each year, the tenure success rate is calculated as a three-year rolling average. This year, the cohorts of probationary faculty began their appointments in 2008, 2009, and 2010. There were 260 faculty who began their appointments in this three-year group. After seven years, 54% had received tenure and were still employed at the University and 3% had received tenure and left the University. The three-year average tenure success rate is 57%.

Results of 2017-2018 Promotion and Tenure Review

In 2017-2018, a total of 180 cases were evaluated across the University of Minnesota system. There were 153 cases from the Twin Cities campus, 19 cases from the Duluth campus, 4 cases from the Morris campus, and 4 cases from the Rochester campus. There were 132 cases for regular faculty and 48 cases for contract faculty.

Table 1 contains all recommendations by gender and category of rank for both regular and contract faculty. For regular faculty, there are 65 assistant professors on probationary appointments who were reviewed: 64 of them are recommended for tenure and promotion to the rank of associate professor and 1 is recommended for non-reappointment.

All of the 4 associate professors on a probationary appointment are recommended for conferral of indefinite tenure in rank.

Of the 62 associate professors with tenure, 61 are recommended for promotion to professor and 1 is recommended for continuation in rank.

For contract faculty, 30 assistant professors are recommended for promotion to associate professor, and 18 associate professors are recommended for promotion to professor.

Of the 180 total cases, 106 are men (59%) and 74 are women (41%). For the regular faculty, 63% are men and 37% are women. For the contract faculty, 48% are men and 52% are women. In addition, 47 decisions or 26% involved faculty of color. These data are displayed in Tables 1 and 2, separated by gender and ethnicity.

TOTAL P&T CASES
2017-2018

TABLE 1

FACULTY TENURE AND/OR PROMOTION RECOMMENDATIONS

Regular Faculty (Tenure-Track and Tenured Cases)	**Male**	**Female**	**Total**
Assistant professor probationary to associate professor with tenure	44	20	64
Associate professor probationary to associate professor with tenure	2	2	4
Associate professor with tenure to professor with tenure	35	26	61
Professor without tenure to professor with tenure	1	0	1
Continuation in rank – associate professor with tenure	0	1	1
Non-reappointment – assistant professor probationary	1	0	1
Total Tenure-Track/Tenured Cases	**83**	**49**	**132**
Contract Faculty (Non-Tenure Track)	**Male**	**Female**	**Total**
Assistant professor without tenure to associate professor without tenure	12	18	30
Associate professor without tenure to professor without tenure	11	7	18
Total Non-Tenure Track Cases	**23**	**25**	**48**
GRAND TOTAL	**106**	**74**	**180**

TABLE 2

Gender and Race/Ethnicity for all faculty

	Male	**Female**	**Total**
American Indian	2	1	3
Asian or Pacific Islander	26	11	37
Black	3	1	4
Hispanic	2	1	3
Unknown/not specified	4	1	5
White	69	59	128
Total	**106**	**74**	**180**

Promotion & Tenure for Faculty

Continuous Appointments for Academic Professionals

2017-2018

Karen Hanson
Executive Vice President and Provost

Rebecca Ropers-Huilman
Vice Provost for Faculty and Academic Affairs

May 10, 2018

Faculty Tenure Policy

- Defines regular faculty
  - Tenured with indefinite appointments
  - Tenure-track who are eligible for tenure
- Defines contract faculty
  - Annual appointments or multi-year appointments

Basic Principles: Tenure

- University-wide criteria for tenure
  - Research or other creative activity
  - Teaching effectiveness
    (classroom, laboratory, studio, advising)
  - Service
    (outreach, public engagement, service to profession)
- Cumulative record should form the foundation for a national or international reputation or both
- Promise of achieving promotion to professor
- Provides for indefinite appointment for faculty after a probationary period

Basic Principles: Tenure

- Each unit has a set of standards and criteria for research or creative activity, teaching, and service in addition to those of the University
- Annual reviews are mandated each year of the probationary period
- Faculty may resign or receive terminal appointments during the probationary period

Basic Principles: Promotion

- Ranks
  - assistant professor
  - associate professor
  - professor
- Regular faculty have both rank and tenure or the possibility of achieving tenure
- Contract faculty have rank only

Basic Principles: Promotion for Regular Faculty

- Tenure and promotion to associate professor occur together
- Promotion to professor for tenured associate professors
  - Added substantially to an already distinguished record of research or other creative work, teaching, and service
  - Must have a national or international reputation or both

Basic Principles: Promotion for Contract Faculty

- Each unit has criteria for promotion in rank for contract faculty
- These include teaching, research and service
  - May include clinical activities for those in the Academic Health Center
  - May include extension activities for those in College of Food, Agricultural, and Natural Resource Sciences
- Criteria are different than those for regular faculty

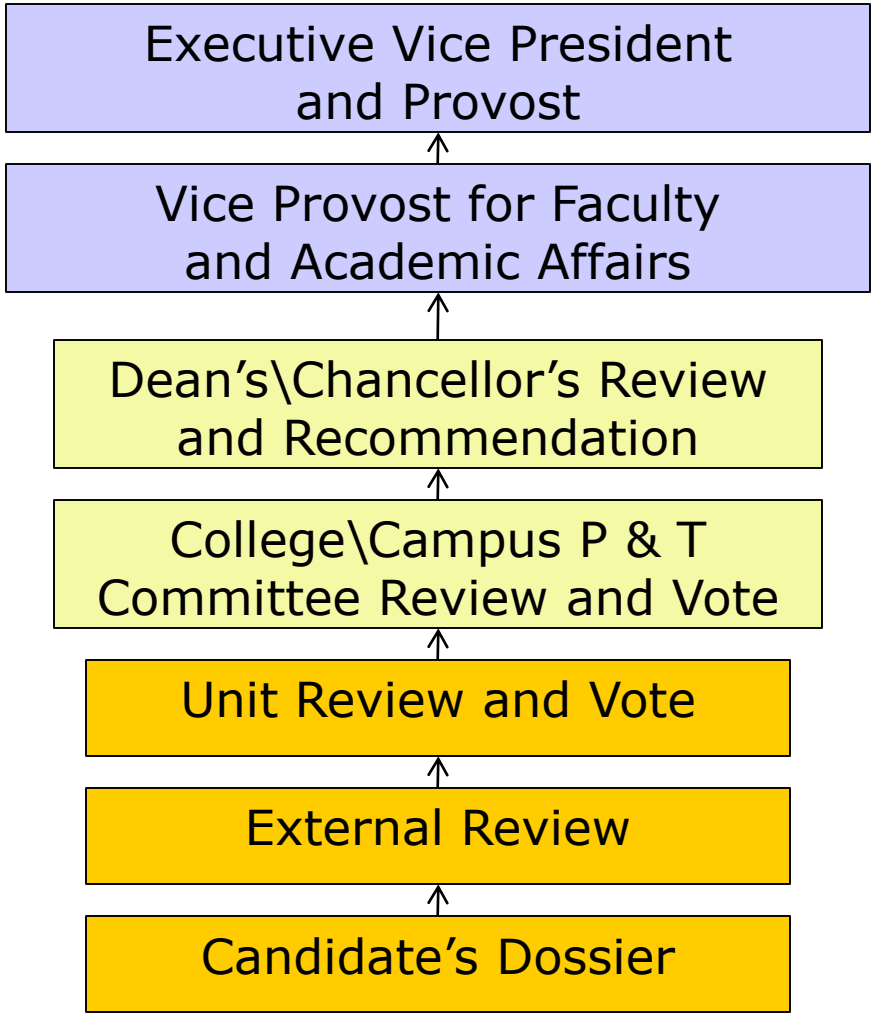
Review Process

- Unit seeks reviews of each candidate for tenure and/or promotion from external evaluators at other institutions
  - Experts in the area of the candidate write detailed letters
  - Experts have national and/or international stature

Review Process

- Candidate has a dossier
  - Curriculum vitae
  - Statements about research or other creative activity, teaching and service
  - Teaching data from student ratings and peer reviews of teaching
  - Internal letters in some cases
  - Samples of scholarship or other creative activity

Promotion and Tenure Process



Promotion and Tenure System Wide

Two Cohorts of Faculty Candidates

Tenured/Tenure-Track Candidates (Regular faculty - tenure and/or promotion in rank)	132
Non-Tenure Track Candidates (Contract faculty - promotion in rank)	48
Total Candidates	180

Promotion System Wide: Contract Faculty

Recommendation	Number Faculty
Assistant to Associate Professor	30
Associate to Professor	18
Total	48

Promotion and Tenure System Wide: Regular Faculty

Recommendation	Number Faculty
Assistant Professor to Associate Professor with tenure	64
Assistant Professor – non reappointment	1
Associate Professor to Associate Professor with tenure	4
Associate Professor – continuation in rank	1
Associate Professor with tenure to Professor with tenure	61
Professor without tenure to Professor with tenure	1
Total Candidates	132

Promotion and Tenure System Wide:
Regular Faculty by Campus

Campus	Asst-Assoc	Assoc-Assoc	Assoc-Prof	Total
Crookston	0	0	0	**0**
Duluth	12	1	6	**19**
Morris	3	0	1	**4**
Rochester	3	0	0	**3**
Twin Cities	46	3	54	**103**
Total	**64**	**4**	**61**	**129**

Tenure Success

- This year, only 1 of 65 faculty who were evaluated for tenure and promotion to associate professor is recommended for tenure denial
- Despite this, it is an incorrect assumption that almost all faculty achieve tenure at the University of Minnesota
- We have a rigorous, annual review process
  - Faculty leave during the probationary period based on feedback received
  - Some are not reappointed

Rate of Tenure Success

- Look at an entering cohort of assistant professors in a given year (e.g. 2008-2009 academic year)
- Follow them over a full cycle of 7 years (6 probationary years + 1 year post-tenure)
- Take a snapshot at a point in time

Tenure Success Rate

- Look at four possible outcomes for those who were hired:

  - received tenure and are still at the University
  - received tenure and left the University
  - left the University without tenure
  - are still at the University on the tenure clock

Tenure Success Rate

- Includes the percent of tenure-track faculty who received tenure and stayed at the U of M *plus* the percent of tenure-track faculty who received tenure and left the U of M

Tenure Success Rate

- Examine the tenure success rate over a three-year period
- Look at the rolling three-year average each year
- Overall tenure success rate of 57% for this year's cohort

Continuous Appointments

- Fewer than 3% of academic professionals are on continuous appointments (93 individuals)
- Approximately 80% of these are in the University Libraries
- The remainder hold positions such as attorney, teaching or clinical specialist, cartographer, or curator

Continuous Appointment Recommendations

- There are three academic professionals being recommended for continuous appointment this year:
  - Two assistant librarians in the University Libraries (includes promotion to associate librarian)
  - One teaching specialist in the Law School

Recommendations

1. That the regular faculty candidates on the list be approved for tenure and/or promotion as indicated;

2. That the contract faculty candidates listed be approved for promotion to the rank indicated;

3. That the academic professional candidates listed receive continuous appointments and promotions as indicated.

University of Minnesota

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Annual Continuous Appointment Recommendations

☐ **Review** ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

☒ *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

The purpose of this item is to seek approval of continuous appointment status for three academic professional staff members. Continuous appointment and promotion is effective with the beginning of the 2018-2019 appointment period.

BACKGROUND INFORMATION

Each spring, the administration presents its recommendations on continuous appointments to the Board of Regents for staff in the academic professional employee category. Board approval of this personnel action is required by Board of Regents Policy: *Board Operations and Agenda Guidelines* and University administrative policies.

PRESIDENT'S RECOMMENDATION

The President recommends approval of these annual continuous appointment recommendations.

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Mission Fulfillment - May 10, 2018

Continuous Appointment: The following individuals in the academic professional series has been recommended for continuous appointment, to be effective with the beginning of the 2018-2019 appointment period.

Law School	**From**	**To**
Christopher Soper	Teaching Specialist	Teaching Specialist with continuous appointment

University of Minnesota Libraries - Twin Cities

	From	**To**
Caitlin Bakker	Assistant Librarian	Associate Librarian with continuous appointment
Yao Chen	Assistant Librarian	Associate Librarian with continuous appointment

Executive Summary

The Continuous Appointment Process

Each year, the Executive Vice President and Provost recommends to the Board of Regents a group of academic professionals for continuous appointments. The conferral of continuous appointment status for an academic professional is parallel to the conferral of indefinite tenure for a faculty member and follows a similar process. There are currently 93 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

Approximately 80% of the academic professionals with continuous appointments or probationary status work in the University Libraries. The remainder hold positions such as attorney, teaching or clinical specialist, cartographer, or curator.

Review Process

Just as for faculty, academic professionals with probationary status receive an annual review for each of the six probationary years that provides them with feedback about their progress toward receiving a continuous appointment. This review includes the unit level, the collegiate or divisional level, and the central level (the Vice Provost for Faculty and Academic Affairs).

During the decision year for receiving a continuous appointment, the home unit of the individual solicits letters from external reviewers who are experts in their fields at other institutions. The unit may also include internal letters from other individuals at the University with whom the candidate interacts. For example, for a university librarian, letters may be solicited from academic department chairs whose departments are served by that librarian. This review has three stages as well: the unit in which the individual is employed, an All-University Review Committee, and the central level in the Provost's Office (the Vice Provost for Faculty and Academic Affairs). The results of the complete process are reviewed together by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs.

2017-2018 Candidates for Continuous Appointment

This year, the Executive Vice President and Provost recommends to the Board of Regents two individuals in the Librarian series and one in the Teaching Specialist series of the academic professional employee category for continuous appointments. All are from the Twin Cities campus, including the Law School and University Libraries.

For the employee category of academic professionals, the gender breakdown is 54% women (2,691) and 46% men (2,309). In addition, 14% (685 individuals) are persons of color. The individuals recommended for continuous appointments this year have the following characteristics: one Asian female, one white female, and one white male.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: 21st Century Outreach Mission, Part III: A Vision for the University's Outreach Mission

☐ **Review**	☐ **Review + Action**	☐ **Action**	☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Allen Levine, Vice President for Research
Matt Kramer, Vice President for University and Government Relations

PURPOSE & KEY POINTS

The purpose of this item is to continue the discussion of the University's 21st century outreach mission. The item will build on past conversations that have examined the University's statewide outreach and engagement efforts.

The item will include a discussion of the definition of outreach and a systemwide plan of action that:

1. Identifies the University's outreach goals for the near- and longer-term future;
2. Proposes principles that can guide future investments of resources in outreach work; and
3. Articulates actions steps to optimize the University's delivery of high quality outreach that maximizes the University's impact across the state.

BACKGROUND INFORMATION

This item will bring together elements of the following previous discussions:

- February 2018: *Systemwide Strategic Plan: Academic Investment Strategy Principles and Direction*, Mission Fulfillment Committee
- February 2018: *Systemwide Strategic Plan: Outreach & Public Service*, Board of Regents
- December 2017: *2017 University Plan, Performance, and Accountability Report – Review,* Board of Regents
- December 2017: *21st Century Outreach Mission, Part II: Statewide Public Engagement*, Mission Fulfillment Committee
- October 2017: *21st Century Outreach Mission, Part I: Extension and Research Outreach Centers,* Mission Fulfillment Committee

University of Minnesota Board of Regents
Mission Fulfillment Committee
May 10, 2018

21st Century Outreach Mission: Part III – A Vision for the University's Outreach Mission in the 21st Century

I. University Outreach Defined

Conceptualizing University outreach in two categories-- either mission delivery or support-- is useful in order to advance conversations related to outreach prioritization and investment.

Outreach and Public Service defined by the University Mission:
The first category of outreach includes activities tied specifically to the University's mission statement, carried out on multiple campuses and throughout the state. Our mission is threefold: Research and Discovery, Teaching and Learning, and Outreach and Public Service. Within that mission, the aim of outreach and public service is described as follows:

> To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

The University's mission thus includes having a significant, positive impact on the state and beyond. Outreach and public service efforts fulfill one part of the University's mission directly, but they also, by integrating University's partnerships with external entities into the institution's research and teaching agendas, address the other elements of the three-fold mission. The October 2018 presentation (*21st Century Outreach Mission, Part I: Extension and Research Outreach Centers*) and the December 2018 presentation (*21st Century Outreach Mission, Part II: Statewide Public Engagement*), at the Mission Fulfillment Committee, discussed outreach and public service in this context, as elements of the university mission. They highlighted the outreach agendas of units whose *primary* focus is to conduct outreach and public service (University Extension and the Research Outreach Centers) and the outreach and engagement activities and initiatives among units (e.g., academic departments, colleges) and individuals (faculty, students) whose primary work focuses on research and teaching.

Our vision for the University's Outreach mission in the 21st-century calls for elevating the importance and strengthening the impact of the University's outreach efforts, including elevating the role of outreach and public service across the institution and helping more of the University's faculty, students and academic units connect their work with the needs of our communities and the broader society. This vision responds to new expectations for research, changing student demographics, and a growing demand for the University to play an ever-larger role in addressing societal challenges and statewide needs.

The interplay of the three elements of the mission is what differentiates the University of Minnesota outreach and engagement from that of other institutions in the state. The small sample of publicly engaged research, teaching, and outreach included in the Appendix A was taken from the University's

2017 Plan, Performance, and Accountability Report and shows the myriad ways that the three elements of the University mission intersect to address state and societal issues. This first category of outreach and public service is often referred to as the University's "public engagement" agenda. The term "public engagement" is used to align with shifts in national higher education landscape. Specifically, to enhance the University's contributions to society, the 21st Century outreach paradigm for outreach and public service includes not only promoting university "outreach" and service (which has traditionally involved bringing University expertise "to" communities or working "in" communities), but also "engagement" (which focuses on working "with" communities, in reciprocal partnerships).

Outreach as Effective Messaging:
A second category of outreach involves recognition that every contact that constituents have with the University can be understood as a form of outreach. This aspect of outreach involves a communication or marketing framework that recognizes the many venues through which individuals form relationships with the University, learn about its work, or begin to access the wealth of resources available to them. Activities in this category support the University mission.

The February 2018 presentation to the Board of Regents addressed outreach in this sense and was titled, *Outreach and Public Service Strategic Work Plan and Systemwide Communication Framework*. That presentation included a stakeholder-centric approach that identified four strategic constituencies: (1) alumni, parents, elected officials, interested third parties; (2) media; (3) youth; and (4) affinity groups (organizations or groups of individuals particularly concerned with, e.g., water, agriculture, healthcare, sports, etc.). Audiences in these four categories are reached through mechanisms such as:

- Direct communications to local and national media
- Youth programs, including summer camps and child care
- Campus experiences and venues for entertainment or enrichment, such as campus museums or Division I, II, and III Athletics.
- Fundraising and donor relations
- Alumni and other community relations
- Admissions marketing

University's Land-Grant Legacy:
The three elements of the University mission are embedded deeply in the University's history, in its founding as a land-grant institution. The land-grant legacy, in combination with the University's distinction as Minnesota's sole research university, shapes the institution's opportunities and responsibilities. America's land-grant story began in 1862, with the U.S. Congress's passage of the Morrill Act, which represented a radical idea: public education is fundamental to the nation's economic development. The spirit of the land-grant origin of the University of Minnesota has evolved into an expectation that this University has the capacity – and responsibility – to improve lives and drive the state, the nation, and the world forward through advanced education, knowledge discovery, and collaborative problem-solving. Appendix B includes a list of select examples from the dozens of legislative acts that have shaped the legacy of America's land-grant universities.

As a result of these legislative acts, and in concert with the long history of higher education, state, and civic leadership, the legacy of land-grant universities has evolved to encompass the following:

- Advancement of knowledge through research and teaching.
- Ensuring that knowledge is broadly accessible.

- Educating people of the region, from all walks of life, for the workforce, for citizenship, and for improvement in the conditions of life—so as to contribute to the collective prosperity of the state and the nation.

As a statewide system of five campuses, each with distinct strengths and specialties, the University recognizes its unparalleled opportunities to advance collaborations addressing the most urgent problems of the state and world; to foster innovation and economic growth; to engage students in community-based learning, workplace, and service experiences; and to enhance quality of life. This is emphasized in the systemwide strategic planning framework, *Building Our Collective Future*, as well as in the TC campus strategic plan, *Driving Tomorrow*.

II. Prioritizing Outreach Activity and Guiding Resource Allocation and Investment

The two categories of outreach defined above are useful tools for guiding decisions about University outreach.

The second category described above is a necessary business and political components of all universities. The activities within this category are necessary for the successful administration of a complex organization. Activities within this category include outreach and communication to legislators and government offices to secure institutional funding or contracts; connections with our alumni; and outreach to external audiences to enhance their engagement with the University through participation in athletics events, musical performances, and other University-sponsored activities.

The first category of outreach described above is relevant to the impact to the state and beyond that is facilitated by the University's academic units and academic support units. The activities grouped into this category include community-focused research conducted within and across academic disciplines and research centers, publicly-engaged teaching in which students come to address community needs through internships and service-learning, as well as the direct service efforts that Extension, health and dental clinics, research and outreach centers, and other entities provide to communities across the state.

<u>Principles for Outreach Investment</u>:
As underscored during the Board of Regents February 2018 presentation (*System-Wide Strategic Plan: Academic Investment Strategy Principles and Direction,* Mission Fulfillment Committee), system-wide strategic planning should of course shape the University's academic investments.

A foundational framework for academic investment planning has long guided annual budget discussions, capital planning, review of academic program proposals, and the development of campus strategic plans. The framework provides a coherent set of guiding principles, forgrounding quality; centrality to mission; comparative advantage; enhancement of academic synergies; attention to issues of resources and demand; efficiency and effectiveness; and development and leveraging of resources. In 2017, the Twin Cities, Rochester, and Morris campuses also established strategic action plans for public engagement that articulate key steps for advancing this dimension of their outreach agendas; Crookston and Duluth intend to develop similar plans in the near future.

Translating the foundational planning framework specifically for outreach and public service, we propose for discussion the following draft set of principles for investment:

1. Community need: University outreach and public service should target critical societal issues in Minnesota communities and beyond.

2. Potential for impact: University outreach and public service should focus on activities that can lead to improved lives, the elimination or mitigation of problems, and the enhancement of the common good.

3. Capacity for service: University outreach and public service efforts should be channeled in directions where resources are adequate to have impact or where there is real potential to leverage internal and external resources and expand the resource base.

4. University expertise: University outreach and public service activities should center on issues and circumstances when faculty, staff, and students are qualified to make a positive difference or have capacity for ameliorative interventions.

5. Unique ability: University outreach and public service should address issues where we can bring to bear exceptional strength in a particular area of field, compared to other programs in Minnesota or at peer institutions.

6. Identifiable impact: University outreach and public service work should be measureable.

7. Academic synergy: University outreach and public service should target opportunities to intersect with the Research/Discovery and Teaching/Learning elements of the University mission and facilitate synergies across and among academic and programmatic units.

Measurement and Assessment of Impact

As noted in the December 2017 presentation (*21st Century Outreach Mission, Part II: Statewide Public Engagement*, Mission Fulfillment Committee), University units that conduct outreach and publicly engaged work measure and assess their work. There is evidence that publicly engaged research, teaching and outreach efforts are meeting external stakeholders' needs across the state and beyond, and are have a beneficial impact on our communities .

Data and narratives are documented on unit and University websites and through print publications and reports. The depth, scope, and breadth of activities is illustrated by the following few examples:

- Keeping rural roads drift-free (statewide, 4,000 sites);
- Creation of 1000+ jobs for low income residents (North Minneapolis);
- Improvement of the health of turkeys (Willmar);
- Improvement in conditions of pregnant, incarcerated women and their babies through new state legislation (Twin Cities metro);
- Expanded renewable energy options for low-income residents (Backus);
- Improvement of sales for struggling retailers (Twin Cities);
- Integration of immigrants into the Minnesota workforce (St. Cloud, Rochester, Worthington, and statewide)
- Etc.

Strengthening units' capacity to account systematically for the scale and community impact of their outreach efforts and streamlining unit data into a University-wide system continues to be a priority for the University. The institutional challenge is to gather systematically and align data from thousands of individual, discrete outreach activities undertaken each year in multiple units, so that the University can make valid and meaningful statements about the overall impact of the University's work on particular stakeholders, communities, or issues.

Two system-wide Public Engagement Metric Task Forces have sought to identify ways to strengthen assessment of the University's publicly engaged research, teaching, and outreach activities. A key recommendation of the first task force was to avoid the pitfall that other institutions have encountered. Specifically, the task force recommended avoiding the temptation to develop institution-wide data collection systems focused exclusively on capturing outreach and engagement data. Complaints of survey fatigue, data overload, and mismatched data sets that cannot be aggregated at an institution-wide level tend to plague such an approach. Instead, the task force recommended that efforts be made to embed public engagement-related items into the University's existing institutional metrics systems.

Following this recommendation, the University implemented several public engagement metrics into existing systems. This effort enabled the capture of key institutional data that previously were not available, including from the University's Sponsored Projects Proposal Routing form, the WORKS faculty activity reporting system, the SERU survey's expanded civic and community engagement module, and from courses that include a community-engaged learning component. The University's Public Engagement Council, which serves under the Executive Vice President and Provost as a systemwide consultative body for public engagement policy, has played an important and influential role in securing institution-wide implementation of these various public engagement metrics.

The work of the Systemwide Strategic Plan for University Outreach and Public Service will further advance the University's work in this area, aiming at maximum impact and the promotion and pursuit of our mission. Strategic initiatives underway that are led by the Office of University Relations include: facilitating the accessibility of knowledge and resources created at the University to the citizens of the state and beyond; increasing use of targeted content for specific stakeholders, based on user-designated interest; and encouraging emphasis on "why this matters" to reinforce statewide connections.

III. Governance Questions

The December 2018 presentation (21st Century Outreach Mission, Part II: Statewide Public Engagement, Mission Fulfillment Committee) identified three issues concerning the next phase of 21st-century public engagement and invited Regents to consider the following questions:

- How does the University demonstrate the University's value and impact on Society?
- How does the University expand the role of public engagement in advancing student success?
- How does the University best address or respond to changing criteria for research funding?

Appendix A: Sample of publicly engaged research, teaching, and outreach

- Extension's Center for Community Vitality delivers over 165 applied research reports to Minnesota communities that help local leaders make critical decisions about investments.
- University of Minnesota Extension, the Minnesota Aquatic Invasive Species Research Center, and the Minnesota Department of Natural Resources partner to certify 125 Minnesota citizens in identifying and fighting aquatic invasive species in their communities.
- The City of Brooklyn Park works with Master of Urban and Regional Planning students from the Humphrey School for Public Affairs to document changes in the community and propose solutions to issues such as economic development, housing, and school mobility.
- The Immigrant Stories project, coordinated by the Immigration History Research Center, has collects stories representing more than 50 different communities from recent Minnesota immigrants and refugees.
- Three University-community research teams were awarded pilot grants in health disparities research to encourage community initiated research and foster sustainable long-term collaborations between community-based organizations and academic researchers on projects focused on reducing and eliminating health disparities.
- The student-led initiative, Engineers Without Borders partners with three communities in Bolivia, Guatemala, and Uganda to design and implement water access solutions such as harvesting rainwater and ensuring potable water reaches communities.
- Extension's Regional Sustainable Development Partnerships connect 364 partners with 127 community-driven sustainability projects across Minnesota working on issues ranging from water quality to local foods to economic development.
- Extension's natural resources team recruits, trains, and supports over 1,300 Minnesotans who volunteer for statewide citizen science projects including the Minnesota Bee Atlas, where volunteer observers help create a statewide list of native bees found in Minnesota, and the Minnesota Master Naturalist program, which promotes stewardship of Minnesota's natural environment.
- The Robert J. Jones Urban Research and Outreach Engagement Center (UROC) partners with North Minneapolis community and other urban communities to advance learning, improve quality of life, and discover breakthrough solutions to urban-based critical problems.
- Rochester campus students participate in the Community Collaboratory (CoLab) with projects designed to improve the quality of life in Southeastern Minnesota, including partnerships with the YMCA, where students are helping develop programs to fight childhood obesity; the Boys and Girls Club, where students help children learn about college and career options; and the Hawthorne Education Center, where they work to fund a laptop program.
- The Duluth campus's Center for Regional and Tribal Child Welfare Studies leverages a federal grant from the U.S. Department of Health and Human Services to create a better delivery system for the Indian Child Welfare Act, a federal law that seeks to keep American Indian children with American Indian families.
- Duluth campus students employed at Glensheen grow and harvest produce for people around the country as part of a collaborative involving Glensheen, Second Harvest Northern Lakes Food Bank, and Extension.
- The Institute on the Environment partners with the Natural Capital Project and the University of Vermont to build a mobile app that helps farmers and gardeners share and explore best practices for bee pollination.

- Extension's Center for Agriculture, Food, and Natural Resources delivers eight Nitrogen Smart training programs to 274 farmers to minimize nitrogen losses. As a result, twelve percent of attendees stopped using fall urea, a fertilizer that can affect nitrogen loss, which led to an estimated 12,512 acres of land that reduced nitrogen loss by 150,240 lbs.
- Extension Master Gardeners address statewide critical concerns through the "Water Wisely" curriculum that addresses water waste in lawns and gardens and the "Pollinators and Native Plants" teaching package that educates the public on the issue of habitat preservation and protection for pollinators, which pollinate more than 70 percent of Minnesota's fruit and vegetables.
- The Community-University Health Care Center (CUHCC) is one of the largest urban health clinical training sites for nearly 300 health professional students and residents and provides primary medical, behavioral health, and dental care services to the Phillips and surrounding communities of south Minneapolis, including patients from over twelve different racial and ethnic groups spanning five continents.
- Leaders and staff from community organizations participate in the Community Research Institute 2.0, an eight-week workshop from the Program in Health Disparities Research and the Office for Business & Community Economic Development designed to enhance the capacity of community organizational leaders and staff to develop and conduct grant-fundable research projects.
- The Morris campus's Office of Community Engagement hosts monthly community meals at Legacy Living, Morris Senior Center, and Faith Lutheran Church to foster conversation between students and elders.
- Ramp-Up to Readiness partners with middle and high schools to establish programs designed to help prepare students for postsecondary success.
- Path to Reading Excellence in School Sites (PRESS)—a framework for data-driven decision-making and interventions in elementary reading—provides professional learning workshops to over 3,000 educators at districts across Minnesota, Wisconsin, and Iowa.
- The White Earth Tribal and Community College and the Crookston campus offer an undergraduate program in early childhood education and elementary education in a customized learning environment.
- Extension's Family Development and 4-H Youth Development Centers partner to teach low income youth, and their families, residing in West and South St. Paul about nutrition and physical activity choices to improve their health and prevent obesity. The Youth Teaching Youth program utilizes a cross-age teaching model where high school students deliver lessons on healthy living topics to younger youth.
- The Center for Urban and Regional Affairs' Hennepin-University Partnership recruited 400 University student volunteers to help Hennepin County process an estimated 120,000 absentee ballots during the week prior to the 2016 presidential election day.
- Now in its 13th year, the Carlson School of Management's MN Cup is a startup competition and hub to connect Minnesota's entrepreneurial ecosystem. In 2017, 520 teams and 1,280 people participated in the competition.
- Duluth's Center for Economic Development (CED) provides 1,400 small business and entrepreneurs with one-on-one consulting on issues such as finances, marketing, business start-up and loan packaging. In addition, the CED partners 195 students with 35 businesses to work on business projects through the Student to Business Initiative program.
- Government and Community Relations connects University units and faculty with the Cedar Riverside Opportunity Center for educational, workforce, and career pathway services that lead to well-paying jobs in the Cedar Riverside neighborhood.

Appendix B: Legislative acts that shaped America's land grant universities

Homestead Act (1862)	Established the U.S. Department of Agriculture
Morrill Act (1862)	Provided for land on which each state could establish and maintain at least one college to teach (without excluding other scientific and classical studies and including military tactics) courses related to agriculture and mechanical arts in order to promote the liberal and practical education of the industrial classes.
Hatch Act (1887)	Established under direction of land grant colleges experiment stations to conduct original research or verify experiments bearing directly on the agricultural industry of the United States.
Second Morrill Act (1890)	Provided for direct annual appropriations to each state to further support land grant colleges.
Adams Act (1906)	Provided additional federal funding for conducting original research and experiments.
Smith-Lever Act (1914)	Established the Extension Service as cooperative between land grant colleges and USDA to deliver research-based education to aid in disseminating to the public useful and practical information about subjects relating to agriculture and home economics and to encourage its application.
Smith-Hughes Vocational Education Act (1917)	Made federal grants to stimulate vocational education in agriculture, home economics, and industrial arts.
Purnell Act (1925)	Made available additional federal funding for research
Bankhead-Jones Act (1935)	State Experiment Stations and USDA could receive additional funding for research into basic problems of agriculture and research relating to conservation, development, and recreational use of land and water.
Research and Marketing Act (1946)	Additional funding for State Experiment Stations and USDA for marketing and utilization research and for regional research involving two or more states involved in finding a solution to a regional problem.
McIntire-Stennis Forestry Research Act (1962_	Made funding available to SAESs, land grant colleges, and forestry schools for forestry research
Research Facilities Act (1965)	Funds for the construction, acquisition, and remodeling of buildings, laboratories, and other capital facilities.
Public Law 89-106 (1965)	Established Special Grants Program to address specific problems of constituent concern or multistate problems.
National Sea Grant Program (1966)	Established funds for federal partnership with 33 universities in coastal and Great Lakes states to better understand, conserve and utilize the Nation's coastal resources.
Passage of the Resource Extension Act (1978)	Authorized funding for extension programs in forestry and other renewable national resources.

Adapted from Chronology of Major Legislation Affecting the Land Grant Colleges, The National Academies Press, The National Academic of Sciences, Engineering, Medicine, accessed at https://www.nap.edu/read/4980/chapter/2

Board of Regents
May 10th, 2018

21st Century Outreach Mission: Part III – A Vision for the University's Outreach Mission in the 21st Century

Karen Hanson

Executive Vice President and Provost

Allen Levine

Vice President for Research

Matt Kramer

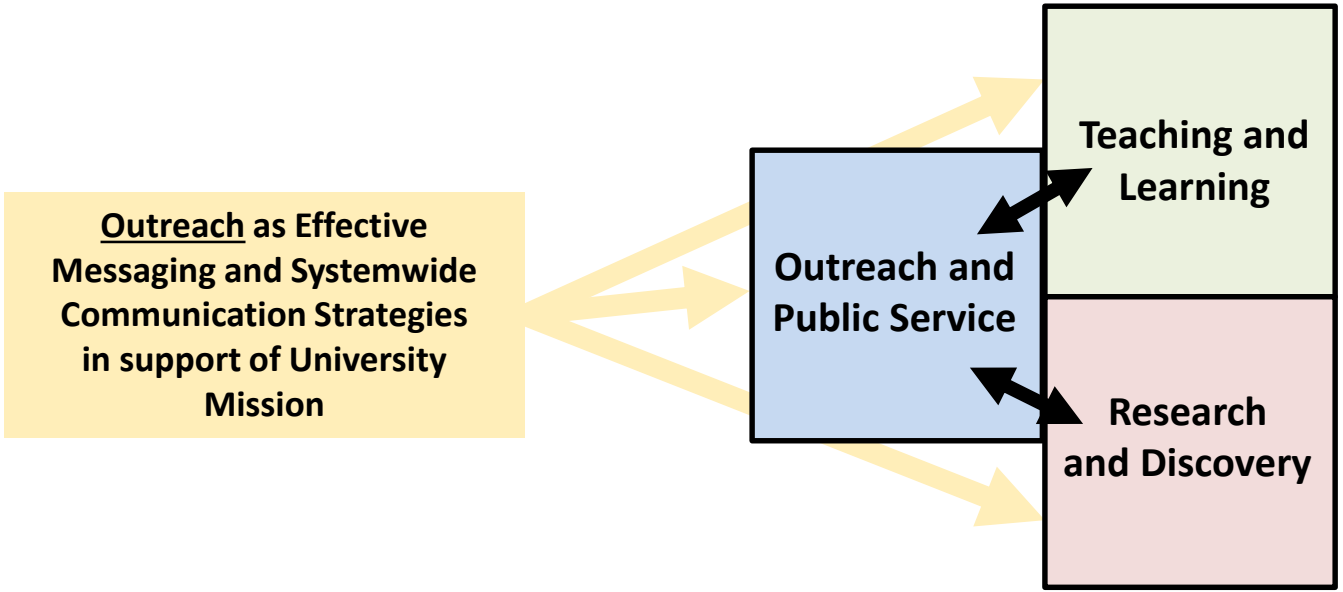
Vice President for University and Government Relations

University of Minnesota Mission

Outreach and Public Service

To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

University of Minnesota Mission



Proposed Principles for Outreach Investment

1. Community Need
2. Potential for Impact
3. Capacity for Service
4. University Expertise
5. Unique Ability
6. Identifiable Impact
7. Academic Synergy

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*

[X] **Review**	[ ] **Review + Action**	[ ] **Action**	[ ] **Discussion**

[ ] *This is a report required by Board policy.*

PRESENTERS: Tina Marisam, EOAA Director and Title IX Coordinator

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss proposed amendments to Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*. The proposed amendments will bring the University into compliance with the Minnesota Human Rights Act.

The following are proposed amendments to Section II (a):

- Addition of "familial status" to the list of protected classes.
- Addition of "membership or activity in a local commission created for the purpose of dealing with discrimination" to the list of protected classes.

BACKGROUND INFORMATION

The following relevant sections of the Minnesota Human Rights Act have been included in these docket materials:

- Minnesota Statutes 2017, section 363A.08
- Minnesota Statutes 2017, section 363A.03

Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* was adopted on September 7, 1995, and last amended on July 8, 2009.

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS POLICY

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION

SECTION I. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University of Minnesota (University) to equity, diversity, equal opportunity, and affirmative action:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence through equity and diversity.
(b) A diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society.
(c) Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society.
(d) As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, the University seeks to foster an environment that is diverse, humane, and hospitable.
(e) In partnership with community groups, the University is committed to serving the state, the nation, and the world through its outreach and public service.

SECTION II. IMPLEMENTATION.

The University shall:

(a) provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression;
(b) advocate and practice affirmative action consistent with law, including the use of recruiting and search processes to enhance participation of racial minorities, women, persons with disabilities, and protected veterans;
(c) establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment;
(d) provide equal educational access to members of underrepresented groups and develop affirmative action admissions programs, where appropriate, to achieve the University's educational mission; and
(e) promote and support equity and diversity through its academic programs, its employment policies and practices, its delivery of services, and purchase of goods, materials, and services for its programs and facilities from businesses of the diverse communities it serves.

SECTION III. MONITORING.

The president or delegate shall set performance goals consistent with this policy and law; remedy any discriminatory practice that deviates from this policy; and assess and reward the performance of individuals and units using the University's critical measures for the equity and diversity performance goals as part of the University's planning and budget process.

Supersedes: Policy Statement on Women Academic Employees dated July 13, 1990; Equal Educational Access and Opportunity dated November 8, 1991; Equal Opportunity: Facilities dated July 9, 1993; Equal Opportunity in Employment dated July 9, 1993; Diversity dated July 9, 1993; and Equal Opportunity dated July 9, 1993.

363A.08 UNFAIR DISCRIMINATORY PRACTICES RELATING TO EMPLOYMENT OR UNFAIR EMPLOYMENT PRACTICE.

Subdivision 1. **Labor organization.** Except when based on a bona fide occupational qualification, it is an unfair employment practice for a labor organization, because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age:

(1) to deny full and equal membership rights to a person seeking membership or to a member;

(2) to expel a member from membership;

(3) to discriminate against a person seeking membership or a member with respect to hiring, apprenticeship, tenure, compensation, terms, upgrading, conditions, facilities, or privileges of employment; or

(4) to fail to classify properly, or refer for employment or otherwise to discriminate against a person or member.

Subd. 2. **Employer.** Except when based on a bona fide occupational qualification, it is an unfair employment practice for an employer, because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a local commission, disability, sexual orientation, or age to:

(1) refuse to hire or to maintain a system of employment which unreasonably excludes a person seeking employment; or

(2) discharge an employee; or

(3) discriminate against a person with respect to hiring, tenure, compensation, terms, upgrading, conditions, facilities, or privileges of employment.

[See Note.]

Subd. 3. **Employment agency.** Except when based on a bona fide occupational qualification, it is an unfair employment practice for an employment agency, because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age to:

(1) refuse or fail to accept, register, classify properly, or refer for employment or otherwise to discriminate against a person; or

(2) comply with a request from an employer for referral of applicants for employment if the request indicates directly or indirectly that the employer fails to comply with the provisions of this chapter.

Subd. 4. **Employer, employment agency, or labor organization.** (a) Except when based on a bona fide occupational qualification, it is an unfair employment practice for an employer, employment agency, or labor organization, before a person is employed by an employer or admitted to membership in a labor organization, to:

(1) require or request the person to furnish information that pertains to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age; or, subject to section 363A.20, to require or request a person to undergo physical

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examination; unless for the sole and exclusive purpose of national security, information pertaining to national origin is required by the United States, this state or a political subdivision or agency of the United States or this state, or for the sole and exclusive purpose of compliance with the Public Contracts Act or any rule, regulation, or laws of the United States or of this state requiring the information or examination. A law enforcement agency may, after notifying an applicant for a peace officer or part-time peace officer position that the law enforcement agency is commencing the background investigation on the applicant, request the applicant's date of birth, gender, and race on a separate form for the sole and exclusive purpose of conducting a criminal history check, a driver's license check, and fingerprint criminal history inquiry. The form shall include a statement indicating why the data is being collected and what its limited use will be. No document which has date of birth, gender, or race information will be included in the information given to or available to any person who is involved in selecting the person or persons employed other than the background investigator. No person may act both as background investigator and be involved in the selection of an employee except that the background investigator's report about background may be used in that selection as long as no direct or indirect references are made to the applicant's race, age, or gender; or

(2) seek and obtain for purposes of making a job decision, information from any source that pertains to the person's race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age, unless for the sole and exclusive purpose of compliance with the Public Contracts Act or any rule, regulation, or laws of the United States or of this state requiring the information; or

(3) cause to be printed or published a notice or advertisement that relates to employment or membership and discloses a preference, limitation, specification, or discrimination based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age.

(b) Any individual who is required to provide information that is prohibited by this subdivision is an aggrieved party under sections 363A.06, subdivision 4, and 363A.28, subdivisions 1 to 9.

Subd. 5. **Fringe benefits.** Except when based on a bona fide occupational qualification, it is an unfair employment practice for an employer, an employment agency, or a labor organization, with respect to all employment related purposes, including receipt of benefits under fringe benefit programs, not to treat women affected by pregnancy, childbirth, or disabilities related to pregnancy or childbirth, the same as other persons who are not so affected but who are similar in their ability or inability to work, including a duty to make reasonable accommodations as provided by subdivision 6.

Subd. 6. **Reasonable accommodation.** (a) Except when based on a bona fide occupational qualification, it is an unfair employment practice for an employer with a number of part-time or full-time employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year equal to or greater than 25 effective July 1, 1992, and equal to or greater than 15 effective July 1, 1994, an employment agency, or a labor organization, not to make reasonable accommodation to the known disability of a qualified disabled person or job applicant unless the employer, agency, or organization can demonstrate that the accommodation would impose an undue hardship on the business, agency, or organization. "Reasonable accommodation" means steps which must be taken to accommodate the known physical or mental limitations of a qualified disabled person. "Reasonable accommodation" may include but is not limited to, nor does it necessarily require: (1) making facilities readily accessible to and usable by disabled persons; and (2) job restructuring, modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, and the provision of aides on a temporary or periodic basis.

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(b) In determining whether an accommodation would impose an undue hardship on the operation of a business or organization, factors to be considered include:

(1) the overall size of the business or organization with respect to number of employees or members and the number and type of facilities;

(2) the type of the operation, including the composition and structure of the work force, and the number of employees at the location where the employment would occur;

(3) the nature and cost of the needed accommodation;

(4) the reasonable ability to finance the accommodation at each site of business; and

(5) documented good faith efforts to explore less restrictive or less expensive alternatives, including consultation with the disabled person or with knowledgeable disabled persons or organizations.

A prospective employer need not pay for an accommodation for a job applicant if it is available from an alternative source without cost to the employer or applicant.

Subd. 7. **Interference with age and pension rights.** For purposes of this section, discrimination on account of age shall include acts which interfere with an employee's opportunity to acquire pension credits or pension benefits when the interference cannot be shown to have been based on just cause unrelated to the employee's status with regard to pension credits or pension benefits.

[See Note.]

History: *1955 c 516 s 5; 1961 c 428 s 5; 1965 c 585 s 2; 1965 c 586 s 1; 1967 c 897 s 12-16; 1969 c 9 s 80; 1969 c 975 s 3-5; 1973 c 296 s 1; 1973 c 729 s 3,16; 1974 c 354 s 1; 1975 c 206 s 2-5; 1977 c 351 s 5-7; 1977 c 408 s 3; 1980 c 531 s 4; 1980 c 540 s 1,2; 1981 c 330 s 1; 1982 c 517 s 8; 1983 c 216 art 1 s 59; 1983 c 276 s 7-10; 1984 c 533 s 2,3; 1985 c 248 s 70; 1986 c 444; 1987 c 23 s 3; 1987 c 129 s 3; 1987 c 141 s 2; 1987 c 245 s 1; 1988 c 660 s 4; 1989 c 280 s 9-14,21; 1990 c 567 s 3-6; 1992 c 527 s 12-16; 1993 c 22 s 8-15; 1993 c 277 s 5-7; 1994 c 630 art 12 s 1; 1995 c 212 art 2 s 10; 1997 c 171 s 1; 2001 c 186 s 1; 2001 c 194 s 2; 2014 c 239 art 4 s 6-9*

NOTE: Any statutory exemptions to this section are covered under sections 363A.20 and 363A.26.

NOTE: Causes of action under subdivision 2 which require interpretation of a federal labor agreement were found preempted by the federal National Labor Relations Act in Boldt v. Northern States Power Co., 195 F.Supp.3d 1057 (D. Minn. 2016).

NOTE: Subdivision 7 was found preempted by the federal Employment Retirement Income Security Act (ERISA) for ERISA pension plans in McLain v. Andersen Corp., 567 F.3d 956 (8th Cir. 2009).

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363A.03 DEFINITIONS.

Subdivision 1. **Terms.** For the purposes of this chapter, the words defined in this section have the meanings ascribed to them.

Subd. 2. **Age.** The prohibition against unfair employment or education practices based on age prohibits using a person's age as a basis for a decision if the person is over the age of majority except for section 363A.13 which shall be deemed to protect any individual over the age of 25 years.

Subd. 3. **Board.** "Board" means the state Board of Human Rights.

Subd. 4. **Business.** The term "business" includes any partnership, association, corporation, legal representative, trustee, trustee in bankruptcy, or receiver, but excludes the state and its departments, agencies, and political subdivisions.

Subd. 5. **Charging party.** "Charging party" means a person filing a charge with the commissioner or the commissioner's designated agent pursuant to section 363A.28, subdivision 1.

Subd. 6. **Closed case file.** "Closed case file" means a file containing human rights investigative data in which an order or other decision resolving the alleged or suspected discrimination has been made or issued by the commissioner, a hearing officer, or a court, and the time for any reconsideration of or appeal from the order or decision has expired.

Subd. 7. **Commissioner.** "Commissioner" means the commissioner of human rights.

Subd. 8. **Complainant.** "Complainant" means the commissioner of human rights after issuing a complaint pursuant to sections 363A.06, subdivision 3, paragraph (8), and 363A.28, subdivisions 1 to 9.

Subd. 9. **Confidential, private, and public data on individuals and protected nonpublic data not on individuals.** "Confidential," "private," "public data on individuals," "protected nonpublic data not on individuals," and any other terms concerning the availability of human rights investigative data have the meanings given them by section 13.02 of the Minnesota Government Data Practices Act.

Subd. 10. **Demand responsive system.** "Demand responsive system" means a system of providing public transportation that is not a fixed route system.

Subd. 11. **Department.** "Department" means the Department of Human Rights.

Subd. 12. **Disability.** "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who (1) has a physical, sensory, or mental impairment which materially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

Subd. 13. **Discriminate.** The term "discriminate" includes segregate or separate and, for purposes of discrimination based on sex, it includes sexual harassment.

Subd. 14. **Educational institution.** "Educational institution" means a public or private institution and includes an academy, college, elementary or secondary school, extension course, kindergarten, nursery, school system and a business, nursing, professional, secretarial, technical, vocational school, and includes an agent of an educational institution.

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Subd. 15. **Employee.** "Employee" means an individual who is employed by an employer and who resides or works in this state. Employee includes a commission salesperson, as defined in section 181.145, who resides or works in this state.

Subd. 16. **Employer.** "Employer" means a person who has one or more employees.

Subd. 17. **Employment agency.** "Employment agency" means a person or persons who, or an agency which regularly undertakes, with or without compensation, to procure employees or opportunities for employment.

Subd. 18. **Familial status.** "Familial status" means the condition of one or more minors being domiciled with (1) their parent or parents or the minor's legal guardian or (2) the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

Subd. 19. **Fixed route system.** "Fixed route system" means a system of providing public transportation on which a vehicle is operated along a prescribed route according to a fixed schedule.

Subd. 20. **Historic or antiquated rail passenger car.** "Historic or antiquated rail passenger car" means a rail passenger car:

(1) that is at least 30 years old at the time of its use for transporting individuals;

(2) the manufacturer of which is no longer in the business of manufacturing rail passenger cars; or

(3) that has consequential association with events or persons significant to the past or embodies, or is being restored to embody, the distinctive characteristics of a type of rail passenger car used in the past or to represent a time period that has passed.

Subd. 21. **Human rights investigative data.** "Human rights investigative data" means written documents issued or gathered by the department for the purpose of investigating and prosecuting alleged or suspected discrimination.

Subd. 22. **Labor organization.** "Labor organization" means any organization that exists wholly or partly for one or more of the following purposes:

(1) collective bargaining;

(2) dealing with employers concerning grievances, terms or conditions of employment; or

(3) mutual aid or protection of employees.

Subd. 23. **Local commission.** "Local commission" means an agency of a city, county, or group of counties created pursuant to law, resolution of a county board, city charter, or municipal ordinance for the purpose of dealing with discrimination on the basis of race, color, creed, religion, national origin, sex, age, disability, marital status, status with regard to public assistance, sexual orientation, or familial status.

Subd. 24. **Marital status.** "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

Subd. 25. **National origin.** "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

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Subd. 26. **Open case file.** "Open case file" means a file containing human rights investigative data in which no order or other decision resolving the alleged or suspected discrimination has been made or issued by the commissioner, a hearing officer, or a court, or a file in which an order or other decision has been issued but the time for any reconsideration or appeal of the order or decision has either not yet expired or the reconsideration or appeal is then pending.

Subd. 27. **Operates.** "Operates," when used with respect to a demand responsive or fixed route system, includes the operation of the system by a person under a contractual or other arrangement or relationship with a public or private entity.

Subd. 28. **Over-the-road bus.** "Over-the-road bus" means a bus characterized by an elevated passenger deck located over a baggage compartment.

Subd. 29. **Party in interest.** "Party in interest" means the complainant, respondent, commissioner or board member.

Subd. 30. **Person.** "Person" includes partnership, association, corporation, legal representative, trustee, trustee in bankruptcy, receiver, and the state and its departments, agencies, and political subdivisions.

Subd. 31. **Physical access.** "Physical access" means (1) the absence of physical obstacles that limit a disabled person's opportunity for full and equal use of or benefit from goods, services, and privileges; or, when necessary, (2) the use of methods to overcome the discriminatory effect of physical obstacles. The methods may include redesign of equipment, assignment of aides, or use of alternate accessible locations.

Subd. 32. **Private entity.** "Private entity" means an entity other than a public service.

Subd. 33. **Program access.** "Program access" means (1) the use of auxiliary aids or services to ensure full and equal use of or benefit from goods, services, and privileges; and (2) the absence of criteria or methods of administration that directly, indirectly, or through contractual or other arrangements, have the effect of subjecting qualified disabled persons to discrimination on the basis of disability, or have the effect of defeating or impairing the accomplishment of the objectives of the program.

Subd. 34. **Place of public accommodation.** "Place of public accommodation" means a business, accommodation, refreshment, entertainment, recreation, or transportation facility of any kind, whether licensed or not, whose goods, services, facilities, privileges, advantages or accommodations are extended, offered, sold, or otherwise made available to the public.

Subd. 35. **Public service.** "Public service" means any public facility, department, agency, board or commission, owned, operated or managed by or on behalf of the state of Minnesota, or any subdivision thereof, including any county, city, town, township, or independent district in the state.

Subd. 36. **Qualified disabled person.** "Qualified disabled person" means:

(1) with respect to employment, a disabled person who, with reasonable accommodation, can perform the essential functions required of all applicants for the job in question; and

(2) with respect to public services, a person with a disability who, with or without reasonable modifications to rules, policies, or practices, removal of architectural, communications, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for receipt of services and for participation in programs and activities provided by the public service.

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For the purposes of this subdivision, "disability" excludes any condition resulting from alcohol or drug abuse which prevents a person from performing the essential functions of the job in question or constitutes a direct threat to property or the safety of others.

If a respondent contends that the person is not a qualified disabled person, the burden is on the respondent to prove that it was reasonable to conclude the disabled person, with reasonable accommodation, could not have met the requirements of the job or that the selected person was demonstrably better able to perform the job.

Subd. 37. **Rail passenger car.** "Rail passenger car" means, with respect to intercity or commuter rail transportation, single- and bi-level coach cars, dining cars, sleeping cars, lounge cars, restroom cars, and food service cars.

Subd. 38. **Real estate broker or salesperson.** "Real estate broker or salesperson" means, respectively, a real estate broker as defined by section 82.55, subdivision 19, and a real estate salesperson as defined by section 82.55, subdivision 20.

Subd. 39. **Real property.** "Real property" includes real estate, lands, tenements, and hereditaments, corporeal and incorporeal.

Subd. 40. **Religious or denominational educational institution.** "Religious or denominational educational institution" means an educational institution which is operated, supervised, controlled or sustained primarily by a religious or denominational organization, or one which is stated by the parent church body to be and is, in fact, officially related to that church by being represented on the board of the institution, and by providing substantial financial assistance and which has certified, in writing, to the board that it is a religious or denominational educational institution.

Subd. 41. **Respondent.** "Respondent" means a person against whom a complaint has been filed or issued.

Subd. 42. **Sex.** "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

Subd. 43. **Sexual harassment.** "Sexual harassment" includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:

(1) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment, public accommodations or public services, education, or housing;

(2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment, public accommodations or public services, education, or housing; or

(3) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public accommodations or public services, education, or housing, or creating an intimidating, hostile, or offensive employment, public accommodations, public services, educational, or housing environment.

Subd. 44. **Sexual orientation.** "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a

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self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

Subd. 45. **Specified public transportation.** "Specified public transportation" means transportation by bus, rail, or any other conveyance other than aircraft that provides the general public with general or special service, including charter service, on a regular and continuing basis.

Subd. 46. **Station.** "Station" means property located next to a right-of-way on which intercity and commuter transportation is operated, which is used by the general public and is related to the provision of the transportation, including passenger platforms, designated waiting areas, ticketing areas, restrooms, drinking fountains, public telephones, and, if a public service providing rail transportation owns the property, concessions areas to the extent that the public service exercises control over the selection, design, construction, or alteration of the property. Station does not include flag stops.

Subd. 47. **Status with regard to public assistance.** "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

Subd. 48. **Unfair discriminatory practice.** "Unfair discriminatory practice" means any act described in sections 363A.08 to 363A.19 and 363A.28, subdivision 10.

Subd. 49. **Vehicle.** "Vehicle" does not include a rail passenger car, railroad locomotive, railroad freight car, railroad caboose, or railroad car.

History: *1955 c 516 s 3; 1961 c 428 s 1-3; 1967 c 897 s 1-9; 1969 c 975 s 1,2; 1973 c 123 art 5 s 7; 1973 c 729 s 1; 1976 c 2 s 130; 1977 c 351 s 1; 1977 c 408 s 1; 1980 c 531 s 1,2; 1982 c 492 s 1; 1982 c 619 s 2,3; 1983 c 276 s 1-4; 1Sp1985 c 13 s 320-324; 1986 c 444; 1987 c 23 s 1; 1987 c 282 s 2; 1988 c 660 s 1; 1989 c 144 art 2 s 8; 1989 c 280 s 1-3; 1989 c 329 art 9 s 26; 1989 c 335 art 1 s 243; 1989 c 356 s 18; 1990 c 567 s 1,10; 1992 c 527 s 1-10; 1993 c 22 s 1,2; 1993 c 277 s 1-4; 1994 c 465 art 3 s 20; 2001 c 194 s 1; 2004 c 203 art 2 s 61*

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Presentation to the Board of Regents Mission Fulfillment Committee

Equal Opportunity and Affirmative Action

Tina Marisam, EOAA Director and Title IX Coordinator

May 10, 2018

The Minnesota Human Rights Act prohibits employment discrimination based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a local commission, disability, sexual orientation and age.

Under state law,

- **"familial status"** is the condition of one or more minors being domiciled with (1) their parent or parents or the minor's legal guardian or (2) the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against discrimination on the basis of family status also apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

- **"local commission"** is an agency of a city, county, or group of counties created pursuant to law, resolution of a county board, city charter, or municipal ordinance for the purpose of dealing with discrimination on the basis of race, color, creed, religion, national origin, sex, age, disability, marital status, status with regard to public assistance, sexual orientation, or familial status.

Proposed Modification

Section II(a):

The University shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression

Tina Marisam, Director and Title IX Coordinator
marisam@umn.edu

Equal Opportunity and Affirmative Action

274 McNamara Alumni
200 Oak Street SE
Minneapolis, MN 55455
(612) 624-9547
eoaa@umn.edu
https://diversity.umn.edu/eoaa/

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Board of Regents Policy: *International Education and Engagement*

[X] **Review**	[ ] **Review + Action**	[ ] **Action**	[ ] **Discussion**

[ ] *This is a report required by Board policy.*

PRESENTERS: Meredith McQuaid, Associate Vice President and Dean, Global Programs and Strategy Alliance

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss proposed amendments to Board of Regents Policy: *International Education and Engagement*. The changes reflect items identified during the comprehensive review process and include:

- The addition of research to the scope of the policy.
- Updated language that reflects current terminology.

BACKGROUND INFORMATION

Board of Regents Policy: *International Education and Engagement* was adopted on July 12, 1974, and last amended on June 13, 2008.

INTERNATIONAL EDUCATION, RESEARCH, AND ~~ENGAGEMENT~~ OUTREACH

Adopted: July 12, 1974
Amended: May 13, 1994; June 13, 2008

DRAFT for Review

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS POLICY

INTERNATIONAL EDUCATION, RESEARCH, AND ~~ENGAGEMENT~~ OUTREACH

SECTION I. SCOPE.

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

SECTION II. GUIDING PRINCIPLES.

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

(a) In an interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all humankind.

(b) Through international education, research, or outreach ~~and engagement, a great university~~ the University builds and extends its scholarly standing, its potential for research, ~~and~~ its contributions to economies, and the education and skills of students and citizens of the state, the nation, and the world.

(c) The University has a responsibility to incorporate into its ~~educational programs~~ community and curriculum international opportunities that provide students, faculty, and staff the understanding, skills, and knowledge necessary to be ~~creative and useful~~ globally competent citizens of the state, the nation, and the world.

(d) The University has a responsibility to ensure to the extent possible, respectful and ethical engagement with people, places, and ideas around the globe.

SECTION III. ~~ADMINISTRATION~~ IMPLEMENTATION.

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

(a) **International Experience for Students.** The University will encourage the participation of University students in international educational, research, and outreach experiences and provide opportunities that afford participating students the guidance and assistance necessary to integrate these experiences into University degree curricula.

(b) **Enrollment and Inclusion of International Students.** The University will recruit and enroll students from ~~abroad~~ other countries in its undergraduate, professional, and graduate ~~colleges~~ programs in such numbers and with such geographic origins as to ~~advance the University's educational goals~~ meet the guiding principles stated in this policy.

Academic

INTERNATIONAL EDUCATION, RESEARCH, AND ~~ENGAGEMENT~~ OUTREACH

Adopted: July 12, 1974
Amended: May 13, 1994; June 13, 2008

DRAFT for Review

(c) **Faculty and Staff Teaching ~~and~~ Research, and Outreach.** The University will encourage international education and engagement in the teaching, research, and ~~service~~ outreach of its faculty and staff through the ~~exchange~~ interaction of ~~persons~~ people and ideas~~, and materials with other countries~~.

(d) **Collaboration with International Institutions.** The University will build strategic international partnerships with universities ~~and~~ , institutions, and organizations worldwide~~;~~; expand international scholarly ~~exchanges~~ engagement~~;~~; and internationalize the University community and curriculum.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Consent Report

☐ **Review** ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

I. Request for Approval of New Academic Programs

- Medical School (Twin Cities campus)—Create fellowship in Gastrointestinal Pathology
- Medical School (Twin Cities campus)—Create fellowship in Laboratory Genetics and Genomics
- Medical School (Twin Cities campus)—Create fellowship in Neuromodulation Medicine
- College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in Career Readiness
- College of Liberal Arts (Twin Cities campus)—Create graduate minor in American Indian and Indigenous Studies
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Population Studies
- College of Science and Engineering (Twin Cities campus)—Create graduate minor in Data Science
- School of Public Health (Twin Cities campus)—Create graduate minor in Global Public Health and deliver online
- Swenson College of Science and Engineering (Duluth campus)—Create Applied Materials Science M.S. degree
- College of Education and Human Service Professions (Duluth campus)—Create a Bachelor of Individualized Studies degree
- College of Education and Human Service Professions (Duluth campus)—Create a B.A.Sc. degree in Early Childhood Studies
- College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Environment, Sustainability, and Geography
- Swenson College of Science and Engineering (Duluth campus)—Create undergraduate certificate in Resilient Precast Concrete
- The Crookston Campus—Create undergraduate minor in Health Management and deliver online

- The Crookston Campus—Create undergraduate minor in Writing and deliver online

II. Request for Approval of Changed Academic Programs
- School of Public Health (Twin Cities campus)—Deliver the Global Health Postbaccalaureate certificate online
- College of Biological Sciences (Twin Cities campus)— Create a sub-plan in Biology and Biology Education within the Ph.D. degree in Molecular, Cellular, Developmental Biology and Genetics
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create sub-plans in Agroecology, Agronomy Production, Horticultural Production, Nursery & Floriculture, Plant Breeding, Sustainable Plant Health, and Turfgrass Science within the B.S. degree in Plant Science
- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Environmental Geography, and Geographic Information Science within the B.S. degree in Geography
- College of Liberal Arts (Twin Cities campus)—Change the name of the B.A. degree in Physiology to Human Physiology
- College of Education and Human Service Professions (Duluth campus)—Change the name of the B.A.Sc. and undergraduate minor in Public Health Education and Promotion to Public Health, and change the name of the Community Health sub-plan to Community Health Education/Promotion
- College of Education and Human Development (Twin Cities campus)—Discontinue the Adult Basic Education sub-plan in the Adult Education M.Ed. degree.
- College of Liberal Arts and Humphrey School of Public Affairs (Twin Cities campus)—Discontinue the Political Engagement sub-plan in the Political Science B.A. and Master of Public Policy degrees.

III. Request for Approval of Discontinued Academic Programs
- School of Dentistry (Twin Cities campus)—Discontinue Dental Therapy M.D.T. degree
- College of Education and Human Development (Twin Cities campus)—Discontinue post-baccalaureate certificate in Specialist in Education and Special Education Administration
- College of Biological Sciences (Twin Cities campus)—Discontinue graduate minor in Microbial Engineering
- College of Education and Human Development (Twin Cities campus)—Discontinue graduate minor in Education Sciences
- School of Pharmacy (Twin Cities campus)—Discontinue graduate minor in Medicinal Chemistry
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Discontinue undergraduate minor in Integrated Pest Management in Cropping Systems
- Swenson College of Science and Engineering (Duluth campus)—Discontinue Engineering Management M.S.E.M.

IV. Request for Approval of Academic Unit Merger and Name Change
- College of Liberal Arts (Twin Cities campus)—merge the Department of German, Scandinavian, and Dutch with the Department of Slavic Languages of Literatures and rename the new unit the Department of German, Nordic, Slavic and Dutch

BACKGROUND INFORMATION

Board of Regents Policy: Reservation and Delegation of Authority calls for items, such as tenure and/or promotion recommendations, the establishment, naming, and changes of colleges, academic institutes, programs, and courses of study, to be brought before the Board of Regents for action.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the consent report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
May 10, 2018

Consent Report

I. Request for Approval of New Academic Programs

- **Medical School (Twin Cities campus)—Create fellowship in Gastrointestinal Pathology**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Gastrointestinal Pathology, effective summer 2019. The proposed program centers on the diagnosis and characterization of diseases of the digestive tract and related organs, such as the pancreas and liver. The program promotes excellence in clinical services and the adoption of innovative approaches to commonly-encountered clinical problems. The proposed program makes use of existing courses and resources.

- **Medical School (Twin Cities campus)—Create fellowship in Laboratory Genetics and Genomics**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Laboratory Genetics and Genomics, effective summer 2018. The proposed program merges two previously existing programs, Clinical Molecular Genetics, and Cytogenics Pathology, and creates a new and innovative experience. There is increasing overlap in the aforementioned disciplines, and patient care is best served by professionals with training that encompasses each of these domains. Students currently enrolled in the existing programs will be supported as they complete their training. The proposed program makes use of existing courses and resources.

- **Medical School (Twin Cities campus)—Create fellowship in Neuromodulation Medicine**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Gastrointestinal Pathology, effective summer 2018. Neuromodulation is an emerging transdisciplinary field focused on treating neurological and neuropsychiatric disorders with technological interventions at an appropriate neural interface. This research integrates basic science, engineering, and clinical disciplines to yield new insights into brain function and the development of therapeutic innovations. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in Career Readiness**

  The College of Liberal Arts on the Twin Cities campus requests approval to create a new undergraduate certificate in Career Readiness, effective fall 2018. The proposed program encourages students to intentionally and intensively engage in the career development process during their undergraduate program. The program challenges students to think about the totality of their liberal arts degree and reinforces the necessary reflection required to articulate the connection between academic experience and professional life. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create graduate minor in American Indian and Indigenous Studies**

  The College of Liberal Arts on the Twin Cities campus requests approval to create a new graduate minor in American Indian and Indigenous Studies, effective fall 2018. The proposed program uses interdisciplinary methods of critical inquiry as a means to examine the worlds, histories, representations, and political struggles of Indigenous peoples locally and globally. The program will help students integrate American Indian and Indigenous Studies into their existing work, as well as how to complement their research to include indigenous methodologies. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Population Studies**

  The College of Liberal Arts on the Twin Cities campus requests approval to create a new undergraduate minor in Population Studies, effective fall 2018. The proposed program uses an interdisciplinary approach to the intersections of population studies with ecology, economics, education, environmental science, epidemiology, geography, history, political science, public health, public policy, sociology, and statistics. The program will examine the size, structure, and distribution of populations and spatial or temporal changes in them in response to birth, migration, aging, and death. The proposed program makes use of existing courses and resources.

- **College of Science and Engineering (Twin Cities campus)—Create graduate minor in Data Science**

  The College of Science and Engineering on the Twin Cities campus requests approval to create a new graduate minor in Data Science, effective fall 2018. The proposed program provides a strong foundation in the science of Big Data and its analysis by gathering together the knowledge, expertise, and educational assets in data collection and management, data analytics, scalable data-driven pattern discovery, and the fundamental concepts behind these methods. The proposed program makes use of existing courses and resources.

- **School of Public Health (Twin Cities campus)—Create graduate minor in Global Public Health and deliver online**

  The School of Public Health on the Twin Cities campus requests approval to create a new graduate minor in Global Public Health and deliver this program online, effective fall 2018. The proposed program is an interdisciplinary and cross-cultural approach to studying the health of populations across the world. The program emphasizes the population health skills necessary to promote the health, well-being, safety, and wellness of populations at the local and global levels. The proposed program makes use of existing courses and resources.

- **Swenson College of Science and Engineering (Duluth campus)—Create Applied Materials Science M.S. degree**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Master of Science (M.S.) degree in Applied Materials Science, effective fall 2018. The proposed program trains students to handle, lead, and excel at research & development projects in the field of materials science & technology. Through interdisciplinary and practice-oriented teaching, students will be trained for careers in wide variety of fields such as aerospace, biomedical and energy. The proposed program makes use of existing courses and resources.

- **College of Education and Human Service Professions (Duluth campus)—Create a Bachelor of Individualized Studies degree**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create a Bachelor of Individualized Studies (B.I.S.) degree, effective fall 2018. The proposed program allows students to design their own original major while working in concert with faculty and advisors in related disciplines. The program serves new, existing, and transfer students who want to create or augment their academic experience. The proposed program makes use of existing courses and resources.

- **College of Education and Human Service Professions (Duluth campus)—Create a B.A.Sc. degree in Early Childhood Studies**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create a Bachelor of Applied Science (B.A.Sc.) degree in Early Childhood Studies, effective fall 2018. The proposed program equips graduates with skills for supporting the development of a child's intellectual, communication, socio-emotional, physical, and personality domains. The program provides a comprehensive approach to he foundation of child development and well-being, drawing from the fields of infant and early childhood mental health, interpersonal neurobiology, early childhood education, and early childhood special education. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree and undergraduate minor in Environment, Sustainability, and Geography**

  The College of Liberal Arts on the Duluth campus requests approval to create a new Bachelor of Arts (B.A.) degree and undergraduate minor in Environment, Sustainability, and Geography, effective fall 2018. The proposed programs prepare students to create sustainable communities for present and future generations, giving them the tools to understand the physical and social systems of the earth. These degrees are part of a larger curricular and programmatic redesign approved in the 2016-17 academic year by the Board of Regents. The proposed program makes use of existing courses and resources.

- **Swenson College of Science and Engineering (Duluth campus)—Create undergraduate certificate in Resilient Precast Concrete**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create an undergraduate certificate in Resilient Precast Concrete, effective fall 2018. The proposed program will give students the skill and understanding required to design precast concrete structures, while learning how to apply resiliency-based values to their decision-making. Students will work with local industry partners and will gain a deeper knowledge related to the engineering, resiliency, and business aspects of precast concrete. The proposed program makes use of existing courses and resources.

- **The Crookston Campus—Create undergraduate minor in Health Management and deliver online**

  The Crookston campus requests approval to create a new undergraduate minor in Health Management, effective fall 2018. The proposed degree prepares students for work and future study in healthcare fields. The minor will introduce students to the business of healthcare by augmenting other majors and helping them apply these skills in a healthcare organization. The proposed program makes use of existing courses and resources.

- **The Crookston Campus—Create undergraduate minor in Writing and deliver online**

  The Crookston campus requests approval to create a new undergraduate minor in writing, effective fall 2018. The proposed degree prepares students to demonstrate proficiencies in the writing process and its application to various settings, fields, and professions. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **School of Public Health (Twin Cities campus)—Deliver the Global Health Postbaccalaureate certificate online**

  The School of Public Health on the Twin Cities campus requests approval to deliver the postbaccalaureate certificate in Global Health online, effective fall 2018. The college has continually planned for and allocated resources to this means of program delivery. This better allows the college to serve current and prospective students.

- **College of Biological Sciences (Twin Cities campus)— Create a sub-plan in Biology and Biology Education within the Ph.D. degree in Molecular, Cellular, Developmental Biology and Genetics**

  The College of Biological Sciences on the Twin Cities campus requests approval to create new a sub-plan in Biology and Biology Education within the Doctor of Philosophy (Ph.D.) degree in Molecular, Cellular, Developmental Biology and Genetics, effective fall 2018. The proposed sub-plan will equally emphasize research and practice in both bench science and pedagogy related to teaching in this field. The proposed program makes use of existing courses and resources.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create sub-plans in Agroecology, Agronomy Production, Horticultural Production, Nursery & Floriculture, Plant Breeding, Sustainable Plant Health, and Turfgrass Science within the B.S. degree in Plant Science**

  The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to create new sub-plans in Agroecology, Agronomy Production, Horticultural Production, Nursery & Floriculture, Plant Breeding, Sustainable Plant Health, and Turfgrass Science within the Bachelor of Science (B.S.) degree in Plant Science, effective fall 2018. The proposed changes better reflect current curricular alignment and student demand.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Environmental Geography, and Geographic Information Science within the B.S. degree in Geography**

  The College of Liberal Arts on the Twin Cities campus requests approval to create new sub-plans in Environmental Geography, and Geographic Information Science within the Bachelor of Science (B.S.) degree in Geography, effective fall 2018. The proposed changes better reflect current curricular alignment and standards in the field.

- **College of Liberal Arts (Twin Cities campus)—Change the name of the B.A. degree in Physiology to Human Physiology**

  The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Bachelor of Arts (B.A.) degree in Physiology to Human Physiology, effective fall 2018. The proposed name change reflects curricular conversations and decisions between the College of Liberal Arts, the Medical School, and the College of Biological Sciences.

- **College of Education and Human Service Professions (Duluth campus)—Change the name of the B.A.Sc. and undergraduate minor in Public Health Education and Promotion to Public Health, and change the name of the Community Health sub-plan to Community Health Education/Promotion**

  The College of Education and Human Service Professions on the Duluth campus requests approval to change the name of the Bachelor of Applied Science (B.A.Sc.) degree and undergraduate minor in Public Health Education and Promotion to Public Health, effective fall 2018. They also request permission to change the name of the sub-plan in Community Health to Community Health Education/Promotion. The proposed name changes reflect current curricular alignment, the standards in the field, and student demand.

- **College of Education and Human Development (Twin Cities campus)—Discontinue the Adult Basic Education sub-plan in the Adult Education M.Ed. degree.**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Adult Basic Education sub-plan in the Master of Education (M.Ed.) in Adult Education degree, effective fall 2018. This sub-plan is not highly utilized and degree objectives can be attained in other ways. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Liberal Arts and Humphrey School of Public Affairs (Twin Cities campus)—Discontinue the Political Engagement sub-plan in the Political Science B.A. and Master of Public Policy degrees.**

  The College Liberal Arts and the Humphrey School of Public Affairs on the Twin Cities campus requests approval to discontinue the Political Engagement sub-plan in the Bachelor of Arts (B.A.) degree in Political Science and the Master of Public Policy (M.P.P.) degrees, effective fall 2018. This sub-plan is not utilized and there are no students enrolled in the program.

III. Request for Approval of Discontinued Academic Programs

- **School of Dentistry (Twin Cities campus)—Discontinue Dental Therapy M.D.T. degree**

  The School of Dentistry on the Twin Cities campus requests approval to discontinue the Master of Dental Therapy (M.D.T.) degree, effective summer 2018. This program has been replaced, per accreditation requirements, by a bachelor's degree. Faculty and staff will support currently enrolled students toward degree completion.

- **College of Education and Human Development (Twin Cities campus)—Discontinue post-baccalaureate certificate in Specialist in Education and Special Education Administration**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the postbaccalaureate certificate in Specialist in Education and Special Education Administration, effective summer 2018. There are no students currently enrolled in the program.

- **College of Biological Sciences (Twin Cities campus)—Discontinue graduate minor in Microbial Engineering**

  The College of Biological Sciences on the Twin Cities campus requests approval to discontinue the graduate minor in Microbial Engineering, effective spring 2018. There are no students currently enrolled in the program.

- **College of Education and Human Development (Twin Cities campus)—Discontinue graduate minor in Education Sciences**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the graduate minor in Education Sciences, effective summer 2018. The minor was originally affiliated with a doctoral training program that has since ended. Faculty and staff will support currently enrolled students toward degree completion.

- **School of Pharmacy (Twin Cities campus)—Discontinue graduate minor in Medicinal Chemistry**

  The School of Pharmacy on the Twin Cities campus requests approval to discontinue the graduate minor in Medicinal Chemistry, effective fall 2018. This field has been replaced by other areas of study. There are no students currently enrolled in the program.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Discontinue undergraduate minor in Integrated Pest Management in Cropping Systems**

  The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the undergraduate minor in Integrated Pest Management in Cropping Systems, effective summer 2018. Faculty and staff will support currently enrolled students toward degree completion.

- **Swenson College of Science and Engineering (Duluth campus)—Discontinue Engineering Management M.S.E.M.**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue the Master of Science in Engineering Management (M.S.E.M.) degree, effective fall 2018. There are no students currently enrolled in the program.

IV. Request for Approval of Academic Unit Merger and Name Change

- **College of Liberal Arts (Twin Cities campus)—merge the Department of German, Scandinavian, and Dutch with the Department of Slavic Languages of Literatures and rename the new unit the Department of German, Nordic, Slavic and Dutch**

  The College of Liberal Arts on the Twin Cities campus requests approval to merge the Department of German, Scandinavian, and Dutch with the Department of Slavic Languages of Literatures and rename the new unit the Department of German, Nordic, Slavic and Dutch, effective summer 2018. The proposed merger will formalize long-standing collaborations and interconnections between the two units and is budgetary neutral.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment **May 10, 2018**

AGENDA ITEM: Information Items

☐ **Review** ☐ **Review + Action** ☐ **Action** ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

BACKGROUND INFORMATION

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

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

May 10, 2018
Mission Fulfillment Committee
Information Report

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

University Highlights

Carlson School of Management MBA Programs were ranked second best in the nation in the category of graduate schools by Military Friendly. Military Friendly is a division of Victory Media, which surveys thousands of institutions and assembled lists that capture best practices in recruitment and retention of military employees, students, and franchisees.

The College of Design's Heritage Studies and Public History (HSPH) graduate program has been awarded a $350,000 grant by The Andrew W. Mellon Foundation. Awarded over the course of two years, the grant will provide support for students and their collaborative work with community partners.

The College of Education and Human Development (CEHD) is ranked 19 in the latest U.S. News & World Report graduate school rankings, and was also recently recognized as the top public school of education in the 2017 Academic Ranking of World Universities.

The Graduate School Diversity Office's Community of Scholars Program (COSP) has been selected as the recipient of the 2018 National Association of Graduate Admissions Professionals (NAGAP) Promotion of Excellence Award. The award is presented to an individual or team that has developed or implemented methodology demonstrating best practices, creativity, and/or innovation in graduate enrollment management (GEM) that could serve as a model across the GEM profession.

Mpls.St.Paul Magazine released its 2018 edition of "Top Doctors: Rising Stars," an annual list of up-and-coming physicians who are making a mark in medicine. The list includes nearly 70 M Health physicians.

The University of Minnesota's Clinical and Translational Science Institute (CTSI) received more than $42 million in renewed National Institutes of Health funding through the National Center for Advancing Translational Sciences' Clinical and Translational Science Award (CTSA) program. The five-year CTSA award is one of the University's largest federal research grants.

University of Minnesota Crookston is ranked among the top 10 colleges and universities in the state of Minnesota with the best College Risk-Reward Indicators (CRRI) by LendEDU, an online resource created to help students and graduates make informed financial decisions.

The University of Minnesota Duluth's Kirby Student Center and Workshop Architects received a Facility Design Award by the Association of College Unions International (ACUI). This award encourages and recognizes excellence in the design of student-centered facilities that support campus community building and student learning.

The University of Minnesota Libraries will lead a three-year, multi-institutional effort to launch the Data Curation Network. The implementation--backed by a $526,438 grant from the Alfred P. Sloan Foundation--builds on research to better support researchers faced with a growing number of requirements to openly and ethically share their research data.

University of Minnesota Medical Center received Women's Choice Awards® as one of America's Best Hospitals in three categories in 2018, including bariatric surgery, cancer care, and stroke care.

Faculty and Staff Activities and Awards

Frank Albert, genetics, cell biology, and development, has been named a 2018 Sloan Research Fellow. The two-year fellowships are awarded to early-career scientists with unique potential to make substantial contributions to their field.

John Bryson, Humphrey School of Public Affairs, will receive the 2018 H. George Frederickson Award from the Public Management Research Association. This award honors a senior scholar for career contributions to the field of public management.

Caitlin Caspi, Medical School, was awarded a five-year NIH grant to study the health effects of Minneapolis's incremental minimum wage increase to $15/hour. The WAGE$ study will follow 450 Minneapolis workers over five years to measure change in finances, diet, and other health outcomes.

The Association for the Sciences of Limnology and Oceanography (ASLO) recently named James Cotner, ecology, evolution, and behavior, a 2017 Sustaining Fellow. ASLO gives this award annually to members who demonstrate excellence in aquatic science research and who made significant contributions to the organization.

Tianhong Cui, mechanical engineering, was awarded Fellow of the American Society of Mechanical Engineers (ASME) for his distinguished accomplishments on micro and nano electro mechanical systems (M/NEMS).

Tony Cui, marketing, has been selected as a Marketing Science Institute (MSI) Scholar. This is a mid-career award recognizing individuals' excellence in scholarship and recognizes top scholars who are setting the research agenda for the field.

Carl Elliott, Center for Bioethics; Christy Haynes, College of Science and Engineering; and Chris Larson, College of Liberal Arts have been awarded 2018 Guggenheim Fellowships by the John Simon Guggenheim Memorial Foundation. Appointed on the basis of prior achievement and exceptional promise, the three University of Minnesota professors are among the 173 Guggenheim Fellows selected from almost 3,000 applicants.

Valery Forbes, dean, College of Biological Sciences, was one of five researchers worldwide to receive a 2018 Helmholtz International Fellow Award. The prize is designed to foster collaboration between top scientists and institutes associated with the Helmholtz Association in Germany.

Rhonda Franklin, electrical and computer engineering, was among 11 educators recognized by the Minnesota African American Heritage Calendar Committee for significant contributions to the state's African American Community.

Maria Gini, computer science and engineering, was presented the National Center for Women & IT Harrold Notkin Graduate Research Mentoring Award for research accomplishments with excellence in graduate mentoring, as well as her advocacy for women and minorities in computing fields.

Steven M. Harris, family social science, assumed a new role as editor of the *Journal of Marital and Family Therapy*, published by the American Association of Marriage and Family Therapy, for a four year term.

Dan Hartman, director of Glensheen Mansion, received the Rising Star of the Year Award at the 2018 Explore Minnesota Tourism Conference. This award recognizes individuals who have joined Minnesota's tourism industry within the last five years, have exhibited the skills and abilities to excel in the tourism industry, are mindful of their role in making the state a better place to visit, and are passionate about promoting travel and tourism in Minnesota.

Kristin Hickman, Law School, has been tapped to serve as special adviser to the Administrator of the Office of Information and Regulatory Affairs (OIRA), housed within the Office of Management and Budget at the White House. OIRA is the federal government's central authority for the review of executive branch regulations, approval of government information collections, establishment of government statistical practices, and coordination of federal privacy policy.

Channie Homich, University of Minnesota Duluth Dining Services, took home the silver medal at the National Association of College and University Food Services (NACUFS) Regional Culinary Challenge.

Pinar Karaca Mandic, Carlson School of Management, recently received a $756,000 grant from the American Cancer Society to examine the launch of biosimilar drugs in U.S. markets.

Sehoon Kim, organizational leadership, policy, and development, will receive the Best Paper Award from the Academy of Management (AOM) for his paper entitled *Assimilation and Resistance: The Token Status of Women Leaders in South Korea*.

Megan Kragnes, business, University of Minnesota, Crookston, has successfully passed the Society for Human Resource Management (SHRM) Certified Professional (SHRM-CP®) certification exam. This rigorous examination assesses an individual's expertise in four human resources knowledge domains: people, organization, workplace, and strategy.

G.W. Gant Luxton, genetics, cell biology, and development, was named a Whitman Center Early Career Fellow by the Marine Biological Laboratory at Woods Hole. This honor goes to eight researchers focusing on regenerative and developmental biology or integrated imaging and computational approaches to illuminate cellular function.

Dianne Neumark-Sztainer, School of Public Health, received a $6.5M Outstanding Investigator Award from The National Institutes of Health (NIH) to study eating and weight-related problems in adolescents and young adults from low-income and ethnic/racial minority groups in the United States. The award provides long-term support to an experienced investigator with an outstanding record of research productivity and it encourages them to take risks and break new ground with projects of unusual potential.

Neil Olszewski, plant and microbial biology, was named a Fellow of the American Society of Plant Biologists. This award is granted in recognition of distinguished and long-term contributions to plant biology and service to the Society by current members in areas that include research, education, mentoring, outreach, and professional and public service.

Renee Pardello, University of Minnesota Extension, developed Extension Civil Rights training with contributions from more than 40 faculty and staff. Her work was recently recognized by eXtension, a national organization serving all land-grant universities. The training, which is now available for Extension professionals nationally, was a response to discussions that began at the eXtension Impact Collaborative Designathon in 2016.

Kim Pittman, assistant librarian at University of Minnesota Duluth, received a 2018 Instruction Section (IS) Innovation Award from the Association of College and Research Libraries (ACRL). This award recognizes a project that demonstrates creative, innovative, or unique approaches to information literacy instruction or programming.

Theresa Reineke, chemistry, was recognized as a 2018 POLY Fellow by the American Chemical Society's Division of Polymer Chemistry for her outstanding scientific accomplishments and service to the profession.

Martha Scott Johnson, College of Biological Sciences, received the 2018 NACADA Region 6 excellence in advising for a new advisor award. The national advising association offers this award to individuals who have worked in the field three or fewer years and demonstrate excellence in their work with students.

The American Institute of Certified Planners (AICP) has selected Carissa Slotterback, Humphrey School of Public Affairs, as a fellow, one of the highest honors given by the organization. Fellowships are granted to planners who have been members of AICP and have achieved excellence in professional practice, teaching and mentoring, research, public and community service, and leadership.

Nathan Springer, plant and microbial biology, received The Charles Albert Shull Award from the American Society of Plant Biologists. This award recognizes outstanding investigations in the field of plant biology.

Carol Strohecker, dean, College of Design, is among 50 nationwide invitees selected to participate in the National Executive Leadership Working Meeting on Integration in Higher Education. Participants are leaders from higher education, government, philanthropy, and creative industries who will provide a response to the National Academies of Sciences, Engineering, and Medicine's (NASEM) National Report on Integrating Humanities and the Arts with Science, Engineering, and Medicine.

Susan Walker, associate professor, and Seonghee Hong, Ph.D. student, family social science, received the *Family & Consumer Sciences Research Journal* Best Paper Award in Family and Consumer Sciences Education for 2017. This award recognizes work for the importance and originality of the topic; strength of the methodology and results; and the potential for a lasting contribution to family and consumer science.

Student Activities and Awards

Katie Beauto, University of Minnesota Morris class of 2018, earned the National Student Exchange Dr. Richard R. Bond Student Achievement Award. This award recognizes students who demonstrate the best use of their study away exchange participation. While priority is given to academic accomplishments, consideration is also given to social welfare service, contribution to the campus or community, and creative use of time while on exchange.

The National Oceanic and Atmospheric Administration (NOAA) has selected Molly Bergum, a double major in Plant Science and Biology, Society and the Environment, to receive an Ernest F. Hollings Scholarship. This scholarship is intended to increase public awareness of oceanic and atmospheric science, recruit and prepare students for public service careers in science and natural resources, and to recruit and prepare students for careers as science educators.

Second year law students Bess Boever and Charlie Niemann were named American Constitution Society (ACS) Next Generation Leaders. Every year, ACS selects a small group of students from its nearly 200 chapters to be part of its Next Generation Leader program. Students who have demonstrated commitment to ACS engagement and strong leadership qualities are selected through a competitive application process.

Reese Butterfuss, a Ph.D. student in the psychological foundations of education program in the Department of Educational Psychology and a member of the Reading + Language Lab, has been awarded the 2018 Graduate Student Research Excellence Award by the American Educational Research Association (AERA; Division C; Learning and Instruction).

A team of University of Minnesota students took second place and tied for the Participants' Choice Award at the International Emory Global Health Case Competition: Hannah Cowan (College of Biological Sciences), Emma Fiala (College of Liberal Arts), Mateo Frumholtz (School of Public Health), Meena Murugappan (School of Public Health), Sailee Tambe (School of Public Health), and Team Coach, Bill Toscano (School of Public Health). This

competition brings together graduate and undergraduate students from multiple universities and disciplines (around the world) to learn about, develop, and recommend innovative solutions for a 21st century global health problem.

Jenna Cushing-Leubner, a Ph.D. candidate in the Second Language Education program, recently received the 2018 Outstanding Dissertation Award from the Critical Educators for Social Justice (CESJ) Special Interest Group (SIG) within the American Educational Research Association (AERA). This award recognizes doctoral-level research that utilizes critical theory and focuses on the struggle for social, environmental, racial and/or economic justice or human rights.

Ravyn Gibbs, an M.S.W./M.P.H. student, was selected for the 2018 Udall Foundation Native American Congressional Internship Program. She will be interning with the Senate Committee on Indian Affairs. During the internship, Gibbs hopes to gain insight and better understanding of how federal policy is developed and its relationship with tribal sovereignty and tribal development.

Three MBA students were recently announced as winners of the annual Carl N. Platou Leadership Competition Awards. Christine Goergen took home first place with Anne Jensen and Elisha Friesema coming in second and third place, respectively. The competition, hosted by the Medical Industry Leadership Institute (MILI), recognizes the leadership skills and innovative thinking of an elite group of students who are complementing their MBA education with a medical industry specialization.

The Burton Foundation has announced that Law School student Frank Guenthner ’18 is the winner of a 2018 Distinguished Legal Writing Award—one of only 15 students from U.S. law schools to be so honored. Guenthner’s winning entry “Reconsidering Home Rule and City-State Preemption in Abandoned Fields of Law” discusses the interplay of city and state power and the role of preemption when state governments attempt to prohibit controversial city ordinances without replacing them with affirmative statewide policies.

Seonghee Hong, Ph.D. student, and Susan Walker, associate professor, family social science, received the *Family & Consumer Sciences Research Journal* Best Paper Award in Family and Consumer Sciences Education for 2017. This award recognizes work for the importance and originality of the topic; strength of the methodology and results; and the potential for a lasting contribution to family and consumer science.

School of Nursing Ph.D. students Meghan Hultman and Kara Koschmann were named Robert Wood Johnson Foundation’s Future of Nursing Scholars. This program creates a large and diverse cadre of Ph.D.-prepared nurses who are committed to long-term leadership in careers that advance science and discovery, strengthen nursing education, and bring transformational change to nursing and health care.

Sung Tae Jang, Ph.D. student, educational policy and leadership, has been selected to receive the 2018 Outstanding Dissertation Award from the American Educational Research Association (AERA) Special Interest Group: Research on the Education of Asian and Pacific Americans (REAPA) for his dissertation, *Student Experiences and Educational Outcomes of Southeast Asian Female Secondary School Students in the United States: A Critical Quantitative*

Intersectionality Analysis. This award recognizes a scholar whose dissertation has had a significant impact on our understanding of Asian American and/or Pacific Islanders in education.

A team from the University of Minnesota Duluth's Labovitz School of Business and Economics Financial Markets Program (LSBE) earned first place in the Upper Midwest local final of the Chartered Financial Analyst Institute's Annual Research Challenge. Ryan Kimbrel, Reed Leonidas, Nawal Mirza, Frank Takkinen, and Ryan Woitalla competed against sixteen other teams from four states to earn this honor.

Shreya Lakhan-Pal and Isabella Stallworthy, graduate students at the Institute of Child Development (ICD), have recently been selected to receive the 2018 National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP) grant. The fellowship is awarded to outstanding graduate students in NSF- supported sciences who are pursuing a research-based master's or doctoral degree.

Anna Nagel, ecology, evolution and behavior junior (College of Biological Sciences) was named a Goldwater Scholar. This scholarship is awarded based on academic merit from a field of 1,280 natural sciences, mathematics, and engineering students nominated by the campus representatives from over 2,000 colleges and universities nationwide.

Sidney Peters, Gopher Women's Hockey goaltender and senior in the School of Kinesiology, received the prestigious Hockey Humanitarian Award from the Hockey Humanitarian Award Foundation. This award is given to a student-athlete who makes significant contributions not only to his or her team, but also to the community-at-large through leadership and volunteerism.

Victoria Ramirez, a 2002 graduate of the University of Minnesota Crookston, was recognized as the recipient of the 2018 Spirit of Dr. Martin Luther King, Jr., Award, a special honor that was first presented in 2013. It recognizes a Red River Valley native or resident who has actively impacted their community by promoting diversity, multiculturalism, equality, and human rights through demonstrated leadership, service, and advocacy on behalf of underrepresented populations and diverse individuals.

Minnesota Women Lawyers (MWL) recently named second year law student Rebecca Rosefelt as the 2018 recipient of the MWL Equal Justice Award. MWL annually invites all Minnesota law students to submit papers on topics involving law and social justice for consideration for the Equal Justice Award. Rosefelt received the award for her paper, "Empowerment to Breastfeed as a Right: Making Minneapolis a Global Leader in Women's Rights."

Second year University of Minnesota School of Dentistry student Galina Yakovlev was awarded second place in the Student Competition for Advancing Dental Research and its Application (SCADA) for her poster titled "Investigating the effect of PEITC, a natural chemopreventive agent, on the tobacco carcinogen-induced DNA damage in oral cells." This competition is co-sponsored by Dentsply Sirona and the American Association for Dental Research (AADR).