

Assurance Argument
University of Minnesota Duluth - MN

Review date: 6/6/2022

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Mission: The University of Minnesota Duluth (UMD) integrates liberal education, research, creative activity, and public engagement and prepares students to thrive as lifelong learners and globally engaged citizens.

1.A.1. The mission statement was updated in 2011 during a [campus-wide Strategic Planning initiative](#), which also involved specifying the campus vision, values, and strategic goals. The [35-member Steering Committee](#) leading the Strategic Planning initiative was comprised of representatives from all primary campus stakeholders (faculty, staff, students, and administrators) and from all campus divisions (Chancellor units, Academic Affairs and collegiate units, Finance and Operations, and Student Life).

The [Mission Statement Subcommittee](#) prepared an updated mission statement for the Steering Committee and Chancellor Black to review prior to collecting campus-wide input through online forms and campus forums ([process](#)). In April 2011, Campus Assembly (the members of campus shared governance committees) endorsed the updated mission and new Strategic Plan ([minutes](#)). Chancellor Black approved the Strategic Plan in May 2011 and presented the information to the University of Minnesota Board of Regents in February 2012 ([agenda](#); [docket](#); [minutes](#)).

The strategic planning and implementation processes were collaborative and inclusive of all campus constituents, thereby reflecting the [values and principles guiding the planning process](#). A wide range of campus members participated on the Integrated Strategic Advisory Team ([implementation process and team members](#)). Additional faculty and staff sought [grants for strategic goal projects](#) to positively impact students and community members.

The Strategic Plan was updated during the 2017-18 academic year, integrating critical reflection and continuous improvement activities documented within [UMD's Quality Initiative](#). The 2017-18 planning process incorporated positive aspects of the 2011 process, such as campus-wide involvement, and improved upon components cited as weaknesses and opportunities within the Quality Initiative, such as developing measures during the planning process. Upon the recommendation of the Executive Vice Chancellor for Academic Affairs (EVCAA), the mission statement developed in 2011 was not considered within the update; focus was placed on evaluation and revision of the vision, values, goals, initiatives, and measures.

The update process began Spring 2017 with a faculty and staff survey asking questions about the strategic goals' perceived relevance ([results](#)) and the 2011 Strategic Plan's strengths, gaps/weaknesses, and vision for the next five years. Second, a [small, representative team of faculty and staff](#) developed a [SWOT analysis](#). Third, faculty and staff who attended campus-wide town hall forums brainstormed future-oriented vision and goal ideas ([town hall summary](#)).

During Fall 2017 the Chancellor and Vice Chancellors reviewed campus input and presented an initial [draft of the updated Strategic Plan](#) to the Strategic Planning and Budget (SPB) Committee for input ([October 2, 2017 minutes](#)). Subsequent drafts were reviewed by SPB as well as the Chancellor's Leadership Council, Council of Deans and Academic Administrators, the Council of Student Life Directors, the UMD Student Association, Faculty Senate, and the Chancellor's Advisory Board. Based on campus constituency input, the Chancellor approved the [revised vision, values, and goals in December 2017](#) to set the foundation for developing initiatives and measures during Spring 2018. The groups asked for input to develop initiatives include the Chancellor's Leadership Council, Council of Deans and Academic Administrators, Council of Student Life Directors, UMD governance committees and subcommittees, and the Campus Change Team. As initiatives are developed, measures will be determined so that data can be collected and communicated Fall 2018.

1.A.2. As described in Subcomponent 1.A.1., UMD's Strategic Plan was updated during 2017-18 with a SWOT analysis and input from the campus community. The update maintained the goals specified within the 2011 version with revisions to inform timely objectives for moving the campus forward.

Changes within the 2017-18 update reflect what UMD learned by completing the [Quality Initiative](#). For example, "learning" as a campus core value was revised in 2017-18 to articulate UMD's transformation into a learning organization consistent with critical reflection and continuous improvement. The updated vision statement establishes a future-oriented direction to meet the needs of multiple stakeholders (described in Subcomponent 1.A.3.). Revisions to the goal statements, shown below, are intended to provide clarity to areas of emphasis stated in the mission.

- Goal 1: Provide student-centered, high-quality curricular, co-curricular, and integrated living-learning undergraduate experiences focused on serving the Northland, Minnesota, the Midwest, and connecting to the world.
- Goal 2: Advance equity, diversity, inclusiveness, and social justice within the campus community.
- Goal 3: Deliver high-quality graduate-degree programs to foster students' advanced academic and professional development.
- Goal 4: Advance UMD's regional, national, and international reputation for high-quality and impactful research, scholarly, and creative activities.
- Goal 5: Advance UMD's profile as an intentional and pivotal partner for Duluth, the Northland, and Minnesota.

- Goal 6: Establish and maintain effective and sustainable operations across all areas of the institution.

1.A.3. The [updated Strategic Plan](#) clearly identifies the nature, scope, and intended constituents served by UMD's programs and services.

UMD's academic programs and services center on undergraduate and graduate (Master's degree) students. As a comprehensive, regional institution, populations served are primarily within the immediate region, Minnesota, and the Midwest. Additionally, the institution recognizes the importance of capabilities to attract students from all areas of the world.

Regional, national, and international connections are also specified for research and creative activity, which primarily impact faculty. Such broad ties draw diverse faculty, staff, and student body populations, enhancing the learning environment and promoting global engagement. Creating a diverse campus requires a variety of support processes, such as those described in Core Component 1.C., to foster inclusivity, equity, and social justice, which impact all who learn and work at UMD.

UMD's academic programs, research/creative activity, and campus diversity presented throughout the Assurance Argument comprise the resources and related capabilities the institution delivers within the community and across the state. In particular, the updated Strategic Plan continues to recognize UMD's impact on American Indian nations that occurs through teaching, research, and public engagement ([summary](#)).

1.A.4. The mission and vision communicate UMD is a [premier comprehensive university](#) with a land-grant purpose within the Northeast Minnesota/Lake Superior region, representing an integral part of the University of Minnesota System. Through division-, college/unit-, and department-specific missions and strategic plans, all undergraduate and graduate programs are expected to [demonstrate alignment](#) with the University's strategic directions.

As of Fall 2017, the UMD Catalog listed [99 undergraduate majors \(49 have a related minor\)](#), [29 free-standing undergraduate minors](#), [5 undergraduate certificates](#), and [62 graduate programs](#) (note: Catalog information recognizes students may be enrolled in a discontinued program). Of the graduate programs listed, UMD's colleges and departments own the Ed.D. program, 29 Master's programs, and 5 post-baccalaureate certificates. UMD coursework contributes to two Systemwide Ph.D. programs and one Systemwide Master's degree. By offering a broad array of academic programs, UMD draws a relatively diverse student body that requires a similarly diverse set of student support services.

UMD requires completion of the Liberal Education Program for undergraduate degree programs, as stated in the mission. [Integrating liberal education](#) prepares individuals "to lead productive and socially responsible lives in a diverse and rapidly changing world." The [Liberal Education Program](#) requirements include courses in communication (written and oral), logic/quantitative reasoning, natural sciences, social sciences, humanities, and arts, as well as special topics including cultural diversity within the U.S., global perspectives, and sustainability.

Undergraduate students may complete additional academic-oriented, co-curricular programs to supplement their chosen fields of study. Campus-wide programs include [University Honors](#) and the [Kirby Leadership Program](#), while some colleges offer additional programs (examples: [College of Liberal Arts Alworth Institute Passport](#); [Labovitz School of Business and Economics Passport to Professional Success](#)).

Students can participate in various academic-oriented activities, such as competitions related to majors and student organizations (examples: [Clean Snowmobile Challenge](#), [Formula Society of Automotive Engineers](#)), theatre performances (example: [Stage 2 Theatre Company](#)), or [music ensembles](#).

Additionally, undergraduate students may engage in high impact co-curricular programs, including the [Undergraduate Research Opportunity Program \(UROP\)](#), in which a student completes a research project under the direction of a faculty advisor; [Study Abroad Programs](#); and [credit-bearing internships/practica/clinical placements](#).

Students utilize support services for academic and personal needs. Academically, students have full access to the Securian Learning Commons, which includes the [Math Lab](#) for students in beginning math courses and the [Academic Writing and Learning Center](#) that provides [tutoring for various courses](#) as well as the [Writers' Workshop](#). Students may also enroll in academic, developmental skills courses through the [Supportive Services Program](#). These academic support services may be identified in the [UMD Seminar course](#), through new student enrollment, and by academic advisors.

Academic advising is provided within the five colleges by both [professional advising staff](#) and the faculty. The International Student Services office provides international students with academic, immigration, and personal [advising services](#) and offers [programs](#) to help students connect to UMD and the Duluth community. The [Office of Diversity and Inclusion](#) (formerly known as the Office of Cultural Diversity) provides student advising and tutoring as well as other programs and services to support the retention and graduation of underrepresented students. Student-athletes receive academic advising to ensure compliance with [NCAA and UMD Athletic Eligibility Rules](#).

Students may obtain education about student loans, debt, credit, spending, and identity theft protection through UMD's [Live Like A Student \(LLAS\) advising program](#), which also offers financial information to alumni. Options within LLAS include assistance from a Financial Literacy Educator to create spending and savings plans and coaching from trained Financial Peer Mentors. In addition, the [Veterans Resource Center](#) provides financial counseling and information to veterans, service members, and their families.

Student support services operated through Student Life (i.e., student affairs) include:

- [Health Services](#): the on-campus health and wellness facility for students' physical and mental health care
- [Recreational Sports Outdoor Program](#): gym facilities, fitness, and outdoor recreational programs on- and off-campus
- [Disability Resources](#): access and accommodations coordination for students with disabilities
- [Career and Internship Services](#): career assessment and job search services for students and alumni
- [Kirby Student Center](#): the main student union area on campus and central office location for student organizations, including [UMD Student Association](#), [Kirby Program Board](#), [Greek Life](#), and [The Bark](#) (campus newspaper) as well as the [Safewalk Escort](#) service (available Sunday-Thursday in Kirby Student Center and Friday-Saturday through Transportation and Parking Services)
- Diversity and Inclusion: location for the [Multicultural Center](#) and student support and [programming to various affinity groups](#)
- Office of Student Life: the location for the [UMD Student Care Team](#), [Champ's Cupboard](#) (free food shelf for students), and [Champ's Closet](#) (donated professional attire for students)

UMD's [Fall 2017 enrollment profile](#) data shows 11,168 total students; 22.8 percent self-identified as a member of an underrepresented race/ethnic group, 52 percent are male, 84.9 percent are from Minnesota, and 82.4 percent are undergraduates. Among the new high school student cohort, 85.5 percent are under age 19, 14.8 percent are members of an underrepresented race/ethnic group, 49 percent are male, and the average composite ACT score is 24.1. The Strategic Enrollment Management (SEM) Subcommittee (previously known as a council) plays an essential role in shaping UMD's enrollment profile to be consistent with a regional public and comprehensive institution's mission ([guiding principles](#)).

1.A.5. UMD regularly and publicly articulates the institution's mission statement in a variety of formats and messages. The [Mission and Values](#) main menu page on the "[About UMD](#)" website (a link provided in the [UMD homepage top banner](#)) presents the mission statement, vision, and core values and provides a link to the [Strategic Planning website](#). The Strategic Planning website includes these items in addition to institutional goals, plan development, initiatives, and progress/reports.

Chancellor Black's communications frequently reference mission, vision, and/or goals. For example, he emphasized being "mission-driven" in a [June 2013 email message](#) to campus that introduced the Program Prioritization process and in the [Fall 2013 welcome speech](#) to faculty and staff that highlighted strategic goal activities. An [email dated December 2015](#), emphasized the importance of campus Goal 2, to create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice. A [March 2016 email](#) to the campus included UMD core values and their descriptions from the Strategic Plan.

The mission statement is presented in the [UMD Catalog under Information and Policies](#) and on the [Assessment of Student Learning website](#) with the campus student learning goals and learning outcomes. The EVCAA included the mission statement in a [message to parents January 2017](#). All internal news stories include the mission statement (example: [October 2013 news story](#)), and news releases from collegiate units commonly include the mission statement (example: [School of Fine Arts news release](#)).

Prominently displayed posters throughout campus hallways, bulletin boards, windows, and billboards communicate UMD values and elements of the mission (Fall 2017 examples: [Poster 1](#), [Poster 2](#), [Outdoor Display](#)).

The five collegiate units' mission statements relate directly back to the campus's mission, values, and strategic goals and are articulated publicly: [College of Education and Human Service Professions](#), [College of Liberal Arts](#), [Labovitz School of Business and Economics](#), [School of Fine Arts](#), [Swenson College of Science and Engineering](#). Additionally, the UMD Internationalization Initiative [mission](#), [vision](#), and [goals](#) adopted the campus strategic framework. UMD's mission and strategic goals are also evident within administrative support units (examples: [Finance and Operations](#), [Student Life](#)).

YEAR 4 ASSURANCE REVIEW UPDATE

After the revised vision, values, and goals were adopted in 2017 the campus began the process of identifying initiatives and measures. In 2018 [initiatives](#) were developed, and then [multiple groups](#) including faculty, staff, and students were asked to submit ideas for consideration of objectives and key performance indicators. In 2019 individuals and groups across campus were asked to review the [draft objectives and indicators](#) and provide comments ([comment form](#)).

Before the process was completed in spring 2020, the University was forced to turn its attention to covid and campus operations. Then during fall 2020 a draft of the University of Minnesota's (UMN's) new Systemwide Strategic Plan was released that provided an additional structure for all campuses' initiatives and measures. Once the complete Systemwide plan called [MPact 2025](#) was adopted by the Board of Regents in spring 2021 ([February 2021 minutes](#)), UMD refined the campus initiatives and measures to align with MPact commitments. Chancellor Black presented the campus strategy and its initiative alignment with MPact to the Board in June 2021 ([docket materials, p. 53](#); [Appendix C - UMD alignment with MPact](#)).

During fall 2021 [campus groups](#) were asked for input to identify responsibility units and potential timeframes for the initiatives. Then in spring 2022 campuses received instructions from the System to include the MPact action items most relevant and important to them, which led to further refinement of campus initiatives and measures. Additional consultations using baseline data helped to establish targets for the [final set of campus initiatives and measures](#) prepared spring 2022.

Additionally, during fall 2021 and January 2022, the Chancellor and Vice Chancellors sought input from their councils and the Strategic Planning and Budget (SPB) Committee for refreshing the campus vision statement (example: [SPB Committee discussion notes](#)). The process resulted in a revised vision statement that continues to reflect what UMD does as a medium-sized, primarily undergraduate, Master's-granting, comprehensive public university ([Carnegie classification information](#)).

Vision: UMD will be agile in pursuing a dynamic future that builds upon our strengths(1) and successfully confronts evolving challenges and opportunities. UMD will deliver an array of academic programs and student experiences that capitalize on our excellence and impact, as well as our scholarly strengths and external partnerships. In this way UMD will serve as a platform for success and achievement beyond graduation for students from all diverse and cultural backgrounds. By accomplishing this vision UMD assures that Minnesota has a highly qualified and innovative workforce to meet our future economic, environmental, social, and cultural challenges.

(1)The University of Minnesota Duluth (UMD) is an outstanding student-centered, undergraduate-focused institution of higher education, defined by its commitment to student access and promoting exceptional outcomes for our graduates. As a land-grant and sea-grant university, UMD achieves its mission through vibrant and high-quality academic and co-curricular programs; impactful research, scholarship, and creative activities; and service and engagement beyond the confines of the campus. The university's diverse and high-quality faculty and staff are committed to students' academic achievement, personal development and well-being, and life-long career goals.

UMD leverages its location in Northeast Minnesota and on Lake Superior to its best advantage and the faculty, staff, and students intentionally engage surrounding communities, the region, and the state to make a positive difference. UMD contributes to economic, cultural, social, and environmental sustainability and the development of resilient communities in the Northland and beyond. We serve the educational needs of indigenous peoples, their economic growth, their culture, and the sovereignty of the American Indian nations of the region, the state, and North America. UMD is a diverse community of scholars and learners who embrace our long-standing connections to the region and look toward a future that will be even more diverse and global.

As of Fall 2021, the UMD Catalog listed [106 undergraduate majors](#) ([56 have a related minor](#)), [29 free-standing undergraduate minors](#), [9 undergraduate certificates](#), and [56 graduate programs](#) (note:

all numbers include discontinued programs because they may have enrolled students). Of the graduate programs listed, UMD's colleges and departments own the Ed.D. program, 30 Master's programs, and 5 post-baccalaureate certificates. UMD coursework continues to contribute to two Systemwide Ph.D. programs and one Systemwide Master's degree.

In 2018-19, One Stop Student Services, student financial wellness advising, the Veterans Resource Center, and new student orientation were combined into a unit named the Bulldog Resource Center that is housed in Enrollment Management ([structure](#)).

The same Academic Affairs cocurricular programs described in the 2018 HLC Assurance Argument have continued since then, although covid impacts have limited the extent of student participation since 2020 (example: [Study Abroad](#)). Whenever possible, programs utilized innovative ideas to continue delivering educational experiences during the pandemic while also keeping individuals safe (examples: Theatre performances [fall 2020](#), [spring 2021](#) / Art & Design [virtual annual student exhibit](#) and [visual cultural lecture series](#)). Student support services were transitioned to fully remote during spring and summer 2020, and plans to provide in-person services were developed as part of the campus reopening process for fall 2020 (examples: [Kirby Student Center](#); [Disability Resources](#); [Health Services](#)).

UMD's [fall 2021 enrollment profile data](#) showed 9,884 total students; 14.7 percent self-identified as a member of an underrepresented race/ethnic group (includes international students), 49.4 percent were male, 86.7 percent were from Minnesota, and 81.8 percent were undergraduates. Among the new high school student cohort, 84.5 percent were under age 19, 15.6 percent were members of an underrepresented race/ethnic group, 49.1 percent were male, and the average composite ACT score was 25.21.

UMD's mission, vision, values, goals, and strategic plan reside on the [About UMD website](#) that is accessible as a main link at the top of the [University's home page](#). Chancellor communications frequently make direct reference to UMD's mission and values, such as faculty and staff presentations (examples: [fall 2020 welcome event script](#); [2021 Summit on Equity, Race, and Ethnicity welcome script](#)). Another prominent example is the Chancellor's [July 2020 email](#) announcing several new diversity, inclusion, and equity (DEI) action steps aligning with the campus strategic plan, which are summarized below.

1: Conduct an external review of the UMD Police Department. The review was completed in spring 2021 ([report](#)), with recommendations across five categories:

- Proactive police interactions;
- Implicit bias, use of force, and cultural competency;
- UMDPD mutual aid agreements;
- Mental health, homeless, disabilities, sexual assault, domestic violence, substance abuse incidents;
- Demilitarization, arming of police

The department has taken significant steps in broadening officer skill sets in de-escalation, mental health and cultural sensitivity. All officers are certified in crisis intervention and receive ongoing training in mental health crisis awareness and response. Body worn cameras have been implemented systemwide to enhance officer transparency. UMDPD is also working to strengthen community

relationships to better serve campus through various events held on campus and increased social media/web presence.

2: Require all faculty and staff complete the Diversity, Equity, and Inclusion and Managing Bias online training module. As of July 2021 90 percent of faculty and staff had completed the training. During 2021-22 new employees were also invited to complete the modules; the completion rate remains 90 percent as of May 2022.

3: Expand bystander intervention training for students, faculty, and staff. The following steps were completed based on feedback received from students, faculty, and staff. 1. Bystander intervention components were confirmed to be part of the curriculum available to UMD seminar instructors and that content will be reviewed and refreshed in summer 2022. 2. UMD will schedule another "train the trainer" session with Step Up!, the vendor with which the University worked to establish the "Got Your Back! UMD" bystander intervention training. 3. Components of bystander intervention were confirmed to be part of Resident Advisor (RA) training, and RAs and Housing and Residence Life staff will be invited to participate in the aforementioned "train the trainer" program. 4. Work continues to embed bystander intervention concepts in faculty and staff onboarding. 5. Additional suggestions from the UMD Student Association (UMDSA), UMD Faculty Senate, and UMD Staff Senate will be explored in summer and fall 2022. For example, UMDSA suggested that components of bystander intervention be incorporated in student organization training.

4: Review the Cultural Diversity in the U.S. category within the Liberal Education Program and challenge academic majors to create an equity/diversity/inclusion upper-division course or equivalent. During 2021-22 through substantial consultation with various governance groups, including Faculty Senate, the Employees of Color and American Indian (EOCAI) Mentoring Group, the Anti-Racism Committee (ARC), and the Curriculum and Liberal Education Subcommittees, UMD revised its Liberal Education Program to include a category named [Theorizing Race, Power, and Justice](#). The change was prompted by the ARC of the EOCAI Group ([August 2020 letter](#)).

5: Implement additional strategies for hiring and retaining more diverse administrators, faculty, and staff. The ARC proposed a cohort or cluster hire model for 50 faculty from three groups (Black or African American, American Indian/Alaska Native, and Hispanic or Latino) between 2021-2024. A task force began meeting in November 2021 to identify recommendations for best practices and strategies that will diversify faculty at UMD. The task force submitted its report to the EVCAA in May 2022 for further discussion and action ([message and report](#)).

6: Build a more comprehensive and cohesive set of student co-curricular diversity, equity, and inclusion options and experiences that complement the academic curriculum. Beginning with the start of the fall 2021 semester, Kirby Student Center established a diversity, equity, and inclusion "tag" for student organization events that are posted in the student organization platform called Bulldog Connect. Student organizations actively choose the tag and then submit additional information that provides a rationale for why their event relates to diversity, equity, and inclusion. In addition, Kirby staff review all event submissions and add the tag where appropriate. At the end of the year, Kirby will be able to produce a report that provides information about the number of events for the 21-22 school year ([as of March 13, 2022 the total was 34 events](#)). These data establish a benchmark so that Kirby can identify opportunities for growth.

7: Ensure marketing and communication efforts accurately represent the diversity of the campus community. A new [Image Usage Protocol](#) was rolled out to the campus during spring 2022.

Chancellor Black presented a comprehensive update on UMD's DEI activities and progress during the May 2022 Board of Regents meeting ([agenda](#); [docket, p. 39](#)).

Additionally, Goal 2 has been supported by a grassroots movement among faculty and staff called the [Anti-Racist Learning Community \(ARLC\) formed in 2020-21](#) with the purpose of reading and discussing *Caste: The Origin of Our Discontents* by Isabel Wilkerson. Monthly large-group discussions also involved generating ideas that could help address systemic inequities at UMD. In summer and fall 2021 the ARLC leadership group refined the ideas and placed them into three categories for action. During spring 2022, faculty and staff were invited to explore concrete ideas around [inclusive policies and procedures](#), [DEI in the curriculum](#), and [incentives for DEI work](#).

Sources

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- UMD Website - Homepage Heading Screenshot
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. As a land-grant institution, UMD maintains its commitment to the public good as evidenced throughout the Strategic Plan ([2011](#); [2017](#)):

- The mission specifies that public engagement is integrated with liberal education, research, and creative activity.
- A core value is engagement: collaborate with each other and the larger community to identify and achieve common goals.
- The vision involves a reaffirmation of “service and engagement beyond the confines of the campus,” contributions to “economic, cultural, social, and environmental sustainability and the development of resilient communities in the Northland and beyond,” and “enhancing [UMD's] regional and even international reputation and presence.”
- Goals 1, 4, and 5 specify UMD's impact for the community, local region, state, Midwest region, and/or world.

UMD provides educational opportunities to live these aspects of the mission and fulfill its public obligation by connecting students and faculty to the community (examples: [Center for Environmental Education](#); [Sustainable Agriculture Project Farm](#); [Center for Sustainable Community Development](#)). Degree requirements may include internships and practica that place students into outside organizations (examples: [Criminology and Sociology](#); [Integrated Elementary and Special Education](#)). Faculty may embed service-learning projects into their courses to benefit local organizations, such as those offered through the [Student-to-Business Initiative](#) and the [Duluth Shines program](#). Strategic Plan [grants provided in 2011-12](#) supported a variety of community-oriented activities.

Students in the [Robert F. Pierce Speech and Hearing Clinic](#) provide professional outpatient speech-language-hearing services to members of the community at no cost. The [Center for Regional and Tribal Child Welfare Studies](#) connects students with tribes, county agencies, and Minnesota non-profit organizations.

Co-curricular programs, such as the [University Honors Program](#), [Kirby Leadership Institute](#), [Greek Life sororities and fraternities](#), and [UMD Intercollegiate Athletics](#), also incorporate requirements to serve the community.

UMD delivers formal educational programming to adult, non-degree seeking students through

[University for Seniors](#), the [Center for Economic Development](#), and the [Fine Arts Academy](#). Specific programs serving youth in the region have included the [Teen Enterprise Camp](#), [UMD Voyageurs](#), [Upward Bound Vision Quest](#), [College in the Schools \(CITS\)](#), and [Post-Secondary Enrollment Option \(PSEO\)](#).

UMD's community-oriented educational facilities and programs include [Tweed Museum of Art](#) and [Glensheen Mansion \(museum\)](#), the [Boulder Lake Environmental Learning Center](#), the [Ruth A. Meyers Center for Indigenous Education](#), the [Children's Place](#), [Preschool at the Park](#), and the [Marshall W. Alworth Planetarium](#).

Research activities involve a public education component through units such as the [Natural Resources Research Institute](#), the [Large Lakes Observatory](#), the [Minnesota Sea Grant](#), and the [Bureau of Business and Economic Research](#).

When classes are not in session, departments in the divisions of Student Life and Finance & Operations open facilities and host programs for the public, such as the [KIDSROCK summer camp program](#). The public is invited to student organization events, including the International Club's annual [Feast of Nations](#) and the Asian Pacific American Association's annual [Culture Show](#).

1.B.2. As a public institution within the University of Minnesota System, UMD focuses on conducting its educational responsibilities in responsible ways. UMD does not have investors in a traditional business sense; System administration and the Board of Regents hold the institution accountable. Each year, UMD provides quantitative and qualitative data to the System for inclusion in the University Plan, Performance, and Accountability Report for public dissemination ([2016](#); [2017](#)).

UMD follows the System's [Institutional Conflict of Interest Policy](#) stating, "The University strives to ensure that its research, teaching, outreach and other activities are not compromised or perceived as biased by financial and business considerations."

UMD also abides by the [Individual Conflict of Interest Policy](#) covering all faculty and Professional & Administrative (P&A) staff that holds the employees to "a shared ethical standard of ensuring that their relationships with business entities are transparent, grounded in objectivity, and do not improperly influence their professional judgment, exercise of University responsibilities, or performance of University-related activities." Faculty and P&A employees are required to complete an annual [Report of External Professional Activities](#) to claim significant financial and business interests related to their responsibilities.

1.B.3. As described in Subcomponent 1.B.1., UMD actively engages with external constituencies in mutually beneficial ways, supporting student educational experiences; faculty research and creative activities; organizations; and communities. UMD primarily serves external constituencies within the [immediate region](#) and the State of Minnesota, though the mission extends to the Midwest and beyond. Overall, the institution continues to make progress toward campus goals related to serving the needs of the public, as documented in the [2011-2013](#) and [2014-2017](#) Strategic Plan activity summaries. In March 2017 [UMD presented a summary of community engagement activities](#) to the Board of Regents to highlight the campus's public engagement work.

At the undergraduate level, high school students may take UMD courses through CITS and PSEO dual-credit programs. [High school teachers deliver UMD CITS courses](#) under the guidance of UMD faculty advisors, whereas UMD faculty deliver UMD courses on campus in which [PSEO students](#)

may enroll.

Selected UMD graduate programs delivered in classroom formats elsewhere in the state include [Iron Range Engineering](#) (Virginia, MN) and the [Master of Business Administration](#) (Rochester, MN); [HLC reviewed these sites in 2015](#). The [Master of Education](#) is delivered as a hybrid program to primarily serve students throughout the region and state, and the [Master of Tribal Administration and Governance](#) is available in a completely online format to reach a broad audience.

University of Minnesota graduate students may take UMD coursework for [Integrated Biosciences](#) and [Water Resources Sciences](#) (the Integrated Biosciences M.S. became a UMD program effective Fall 2017). UMD serves the University of Minnesota System by providing facilities for the University of Minnesota Twin Cities [Medical School](#) and [College of Pharmacy](#) programs, though they are not [UMD programs](#). These partnerships allow the System to serve regional needs in an effective and efficient manner.

The regional footprint also includes the Center for Economic Development, which is the official site for the [Northeast Minnesota Small Business Development Center](#) and the administrative designee for the [Northwest Minnesota Small Business Development Center](#). The [Natural Resources Research Institute](#) is a research facility established to stimulate economic development in the region through operations in Duluth and at the Coleraine Research Facility.

UMD partners with a number of community agencies, such as:

- [Duluth Transit Authority \(DTA\)](#): Students pay a low transportation fee each semester for unlimited DTA bus rides. Faculty and staff may also purchase discount tickets through UMD.
- Program to Aid Victims of Sexual Assault (PAVSA): PAVSA advocates in the [Women's Resource & Action Center](#) provide training for students, faculty, and staff as well as on-campus advocacy support for victims of sexual and relationship violence.
- Minnesota Power: UMD will be purchasing energy through [Minnesota Power's new community solar garden](#).

Based on 2014 data, UMD's overall economic impact on the region is estimated at more than \$521 million annually, which is a 5.7 percent increase from the 2010 report ([Bureau of Business and Economic Research Report](#)).

YEAR 4 ASSURANCE REVIEW UPDATE

UMD maintained its commitment to the public good through revisions to the campus [vision](#) and [strategic plan initiatives](#).

The vision references UMD strengths, which include:

- “[S]ervice and engagement beyond the confines of the campus.”
- “[F]aculty, staff, and students intentionally engage surrounding communities, the region, and the state to make a positive difference.”
- “UMD contributes to economic, cultural, social, and environmental sustainability and the development of resilient communities in the Northland and beyond.”
- “We serve the educational needs of indigenous peoples, their economic growth, their culture, and the sovereignty of the American Indian nations of the region, the state, and North

America.”

Public-oriented initiatives include:

- Enhance Carnegie Community Engagement designation.
- Increase state partnership funding.
- Develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, and natural resources.
- Move and track progress toward a 50% reduction in campus greenhouse gas emissions by 2030 toward our Second Nature 2050 carbon neutrality commitment.

Examples of actions and decisions since 2018 that demonstrate UMD’s commitment to the public good include:

- In 2018 the UMN Center for Restorative Justice & Peacemaking established a second site on the Duluth campus. The Center provides [support and resources](#) to external stakeholders for maintaining and strengthening restorative dialogue.
- UMD continues to [support the Northland Small Business Development Center \(SBDC\)](#), the federally funded grant program that transitioned from UMD to the Northland Foundation in 2019. The SBDC is still housed in UMD’s downtown office, which is formerly known as the Center for Economic Development.
- In 2021 the Center for Regional and Tribal Child Welfare Studies was announced as the [Northeast Minnesota training site](#) for the Aabinoojiiyag-Wakhanheza Un Thantanhapi – For all the Children – Sacred Being: Tribal Training and Certification Partnership (TTCP).
- The UMD Land Lab hosted [Healthy Lives Day](#) for mothers and their children to learn about growing food and healthy cooking options. The program was delivered in partnership with the First Ladies of the Hillside organization, which is affiliated with the Steve O’Neil Apartments.
- At the beginning of the pandemic, faculty in the College of Arts, Humanities, and Social Sciences (formerly College of Liberal Arts) received a National Endowment for the Humanities grant to build an [open-access living repository](#) of stories of lived experiences of the pandemic in the Northland; the repository is archived in the campus library for public access.
- The Regional Economic Indicators Forum is hosted by the National Bank of Commerce with partners from the Bureau of Business and Economic Research within the Labovitz School of Business and Economics, the College of St. Scholastica, and the University of Wisconsin-Superior. Students from each institution conduct economic research for presentation at the spring and fall forums ([spring example](#); [fall example](#)).
- The Natural Resources Research Institute partnered with St. Louis County (where Duluth is located) on the [Better Futures project](#) to deconstruct tax-forfeited properties, a process that can divert more than 85 percent of the materials harvested and offset 116 tons of carbon dioxide per house on average.
- The Swenson College of Science and Engineering outreach program [provides academic support to local middle- and high-school students](#) through online tutoring.

The Institute on the Environment on the Duluth campus maintains a [portal](#) showing the locations of organizations supported by and collaborating with UMD units and employees on projects aligning with the United Nations Sustainable Development Goals.

During the pandemic, existing programs were adapted so that they could be delivered safely. Examples include:

- The [Volunteer Income Tax Assistance \(VITA\) program](#) implemented new software for clients and students to transfer and store documents electronically as well as appointment-based meetings held on campus when community locations were closed.
- The [Marshall W. Alworth Planetarium](#) developed online shows, biweekly broadcasts, and archives of shows.
- Courses in the [University for Seniors program](#) were delivered online.
- The [Robert F. Pierce Speech and Hearing Clinic](#) launched a telepractice program that provided a total of 1,635 therapy visits to community members in 2020 at an estimated service value of more than \$114,000 (Medicare reimbursement conversion).
- [KIDSROCK summer camps](#) for local youth were modified to limit capacity and group sizes and implemented new procedures for drop-off and pick-up; cleaning; snacks; contact; and symptom checking.

The Systemwide [Institutional Conflict of Interest Policy](#) was amended in 2018 to adjust the number of University Officials required to complete an annual financial disclosure; to include other individuals required to file the annual disclosure; and to add new definitions for Business Entity and Business Interests. The Systemwide [Individual Conflicts of Interest and Standards Governing Relationships with Business Entities Policy](#) was amended in 2018 to expand the title and coverage and in 2021 to expand the definition of business entity and address federal concerns about foreign influence through U.S. research relationships.

Annual University Performance and Accountability Reports continue to be published, and the format was modified in 2021 to align with MPact 2025.

- [2018](#)
- [2019](#)
- [2020](#)
- [2021](#)

In 2019 UMD adopted the following [Land Acknowledgement \(purpose and definitions\)](#), which was developed through a collaborative process with the Department of American Indian Studies, the Campus Climate Leadership Team, the Campus Climate Change Team, and participants at the 2019 Summit on Equity, Race, & Ethnicity. The campus includes the Land Acknowledgement in its publications ([commencement example](#)), and individuals are encouraged to include the Land Acknowledgement in their communications ([email example](#); [presentation example](#)).

We collectively acknowledge that the University of Minnesota Duluth is located on the traditional, ancestral, and contemporary lands of Indigenous people. The University resides on land that was cared for and called home by the Ojibwe people, before them the Dakota and Northern Cheyenne people, and other Native peoples from time immemorial. Ceded by the Ojibwe in an 1854 treaty, this land holds great historical, spiritual, and personal significance for its original stewards, the Native nations and peoples of this region. We recognize and continually support and advocate for the sovereignty of the Native nations in this territory and beyond. By offering this land acknowledgment, we affirm tribal sovereignty and will work to hold the University of Minnesota Duluth accountable to American Indian peoples and nations.

In 2021 the Board of Regents approved four post-baccalaureate certificates adding to UMD's array of American Indian programming to serve a broader range of students: Indigenous Environmental Systems and Principles of Research Management; Tribal Administration and Leadership; Tribal Sovereignty and Federal Indian Law; and Tribal Natural Resource Stewardship, Economics and Law. The certificates utilize existing coursework from graduate degree programs ([October 2021 docket, p. 94](#); [minutes, p. 4](#)).

Effective fall 2022 the UMN System is expanding the [Native American Promise Tuition Program](#), previously only on the Morris campus, to all campuses in the System. The program provides substantial financial support and in many cases free tuition to first-year undergraduate students and transfer students from Tribal colleges who are enrolled citizens in one of Minnesota's 11 federally recognized Tribal Nations.

Based on the [2022 economic impact study](#) conducted by the Bureau of Business and Economic Research, UMD is estimated to have supported more than 4,100 jobs and \$581 million in local production in 2019 and 2020.

Sources

- Better Futures News Release 2020
- CED - Northeast MN Small Business Development Center
- CED - Northwest MN Small Business Development Center
- CED - Student to Business Initiative
- CED - Teen Enterprise Poster 2015 - Duluth
- CED - Training and Development
- CEHSP - Boulder Lake - Adult Learning
- CEHSP - Center for Environmental Education
- CEHSP - Center for Regional and Tribal Child Welfare Studies - Description and Programs
- CEHSP - Childrens Place
- CEHSP - Integrated Elementary and Special Education - Practicum Handbook
- CEHSP - Master of Education - Description from Department Website
- CEHSP - Preschool at the Park
- CEHSP - Robert F Pierce Speech and Hearing Clinic
- CEHSP - Ruth A Myers Center for Indigenous Education
- CEHSP - Upward Bound Vision Quest
- Center for Restorative Justice and Peacemaking
- CITS - School District Responsibilities and Participating Schools
- CLA - Center for Sustainable Community Development
- CLA - Master of Tribal Administration and Governance Website
- CLA - Sociology and Criminology - Internship Handbook
- CLA - UMD Land Lab - Project Farm
- Commencement Program 2022
- Commencement Program 2022 (page number 31)
- Duluth Transit Authority Partnership
- Final Updated UMD Strategic Plan - December 4, 2017
- Glensheen
- Healthy Lives Day 2021

- HLC UMD Multi-Location Visit Completed in 2015
- Individual Conflicts of Interest and Standards Governing Relationships with Business Entities Policy - 2018 2021
- Institutional Conflict of Interest Policy - 2018
- Integrated Biosciences Graduate Program
- Intercollegiate Athletics - Community Engagement
- KIDSROCK - Summer 2020 Covid Plan
- Kirby Leadership Institute - Requirements
- Land Acknowledgement - Email Example
- Land Acknowledgement - Presentation Example
- Land Acknowledgement Purpose and Definitions
- Land Acknowledgement Website
- LSBE - Bureau of Business and Economic Research Overview
- LSBE - MBA Rochester Location
- Marshall W. Alworth Planetarium
- Minnesota Power Community Solar Garden
- National Endowment for the Humanities News Release 2020
- Native American Promise Tuition Program
- Natural Resources Research Institute - Mission-Vision-Values
- Natural Resources Research Institute - Welcome
- October 2021 Board of Regents Minutes
- October 2021 Board of Regents Minutes (page number 4)
- October 2021 BOR Mission Fulfillment Docket
- October 2021 BOR Mission Fulfillment Docket (page number 94)
- Post-Secondary Enrollment Option Description
- REIF Fall 2020 Brochure
- REIF Spring 2019 Brochure
- Report of External Professional Activities (REPA) - Website
- Robert F Pierce Speech and Hearing Clinic
- SCSE - Duluth Shines 2015
- SCSE - Iron Range Engineering
- SCSE - Large Lakes Observatory
- SCSE - Marshall W. Alworth Planetarium Overview
- SCSE - Minnesota Sea Grant
- SCSE Tutoring Outreach
- SFA - Fine Arts Academy
- SFA - Tweed Museum
- SFA - UMD Voyageurs
- Strategic Plan Update - 2011-2013
- Strategic Planning - 2011 Process
- Strategic Planning - 2011 Process - Approved Vision Mission Values Goals
- Strategic Planning - 2011 Process - Grants Round 1
- Student Life - RSOP - Summer Youth Camp
- Tribal Training and Certification Partnership News Release
- UMD Catalog - Graduate Programs Listing
- UMD Community Engagement Presentation to BOR March 2017
- UMD Courses for High School Students - CITS and PSEO
- UMD Economic Impact Report January 2022
- UMD Goals Update - 2014-2017

- UMD Greek Life
- UMD Mission Vision Values
- UMD News Story - Culture Show
- UMD News Story - Feast of Nations
- UMD Off-Campus Locations Map
- UMD Regional Economic Impact Report - 2015
- UMD SP Initiatives with Measures and Baseline Data - April 11 2022
- UMD Sustainability Portal
- UMD-SBDC Community-Campus_Collaboration MOU 2022
- University College of Pharmacy - Duluth Campus
- University for Seniors
- University for Seniors
- University Honors Program - Non-Course Experiences
- University Medical School - Duluth Campus
- University Performance and Accountability Report - 2018
- University Performance and Accountability Report - 2019
- University Performance and Accountability Report - 2020
- University Performance and Accountability Report - 2021
- University Plan, Performance, and Accountability Report - 2016
- University Plan, Performance, and Accountability Report - 2017
- University System - Individual Conflicts of Interest Policy
- University System - Institutional Conflict of Interest Policy
- VITA Program
- Water Resources Science Graduate Programs
- Womens Resource and Action Center - PAVSA Partnership

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. As a higher education institution and as an employer, UMD articulates and embodies its integral role in a multicultural society and globally connected world throughout the Strategic Plan (2011; 2017):

- The mission specifies that students will be “globally engaged citizens.”
- A core value is inclusiveness: respecting and embracing the diversity of individuals, perspectives, and ideas and promoting social justice.
- The vision involves a reaffirmation that “UMD is a diverse community of scholars and learners who embrace our long-standing connections to the region also looking toward a future that will be even more diverse and global” and serves “students from all walks of life.”
- Goal 2 is “Advance equity, diversity, inclusiveness, and social justice within the campus community.”

Directly supporting the mission to educate globally engaged citizens, all undergraduate students receive instruction specific to the [campus student learning outcome](#), “apply understanding of cultural differences in diverse environments.” The Liberal Education Program’s [Cultural Diversity in the U.S.](#) and [Global Perspectives](#) course learning outcomes align with this campus-level outcome. The [graduate learning goal category](#) “cultural competence and global context formation of the field” requires each graduate degree program to have one or more program learning outcomes to achieve the goal.

Students may also choose a degree program that aligns to UMD’s diversity learning goals and outcomes (examples: [American Indian Studies](#), [Social Work](#), and [Communication Sciences and Disorders](#)); take courses, majors, or minors related to specific cultures ([summary](#)); and/or participate in [Study Abroad Program opportunities](#). UMD faculty deliver many Study Abroad Programs, and may partner with faculty from other countries to design and deliver courses through [Collaborative Online International Learning \(COIL\)](#) projects.

Academic-support programs and centers on campus supporting UMD’s role in a multicultural society include the [Royal D. Alworth, Jr. Institute for International Studies](#), the [American Indian Learning Resource Center](#), and the [Ruth A. Meyers Center for Indigenous Education](#).

Administrative committee structures across campus facilitate progress toward Goal 2 achievement.

The [Campus Change Team](#) develops and coordinates campus-wide strategic direction and major initiatives, while [18 Unit Change Teams](#) carry out activities focused at the division and department levels for faculty, staff, and students. UMD's [Faculty Fellow for Intercultural Initiatives \(now Equity and Inclusion Education and Training\)](#) and the [Assistant to the Chancellor for Inclusive Excellence](#) co-chair the Campus Change Team and are members of the [Chancellor's Leadership Council](#).

The [Campus Climate Response Team](#) responds to issues or incidents threatening the campus climate. Commissions related to human diversity provide resources and advocate for campus constituents: the [Commission on Disabilities](#), the [Commission for Women](#), the [Commission on Equity, Race and Ethnicity](#), and the Gay Lesbian Bisexual Transgender Queer Ally Intersex (GLBTQAI) Commission (website in development).

Centrally located physical space on campus houses the [Multicultural Center](#), which promotes and celebrates human diversity through a variety of [student organizations](#) connecting students on campus and in the community. The Office of Diversity and Inclusion (formerly the Office of Cultural Diversity) provides [programs and services](#) supporting UMD's commitment to inclusivity, equity, and social justice. A recently remodeled prayer room is located near the center.

UMD provides a wide variety of co-curricular programs suited to the institution's mission that positively contribute to students' comprehensive educational experiences.

Co-curricular programs may be formally recognized in their contributions to student learning through campus assessment practices. UMD defines [co-curricular programs for assessment](#) as structured, student-centered programs that promote students' academic, personal, and/or professional growth and development. These programs' learning outcomes are oriented toward attainment of UMD's self-realization and life skills campus learning goals and outcomes, and may be aligned with other learning goals and outcomes ([Undergraduate Student Learning Outcome Framework](#)).

- Academic English Language Program: supplementary coursework to increase English language proficiency of students for whose primary language is not English
- Academic Advising: counseling and workshops related to academic requirements and professional development opportunities
- Career and Internship Services: counseling and workshops regarding personal career exploration as well as career search processes
- Disability Resources: counseling related to accessibility rights and campus processes
- Health Services: workshops, counseling, and events to promote student health and wellness
- Honors Program: integrated living-learning experiences promoting academic and community engagement
- International Programs and Services: educational support services for Study Abroad Programs and international students at UMD
- Student Conduct and Conflict Management: counseling related to appropriate behaviors and decision-making to foster a community for academic success

- Academic Writing and Learning Center: learner-centered courses to prepare students for college-level work, and training courses for peer tutors and instructional leaders
- University Seminar: a course providing incoming freshmen an introduction to academic, social, and personal opportunities at UMD while developing students' self-reflection and learning skills
- UMD Library: information literacy instruction as a component within WRIT 1120

Additionally, student-run organizations promote student leadership and community engagement on- and off-campus. As of October 1, 2017, Kirby Student Center recorded [306 student organizations](#) across Greek life, political/social action, religious, special interest/hobby, professional/department/honorary, and sports/recreation categories.

1.C.2. As part of the University of Minnesota, UMD is an equal opportunity educator and employer. The University demonstrates the value of diversity and inclusiveness throughout processes and activities that support students' educational successes and the work of faculty and staff ([President's Equal Opportunity Statement](#)).

Within curricular processes, diversity information is required for all academic program proposals. The [undergraduate](#) and [graduate](#) program proposal forms include the item, "How, if at all, will the program address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.?" Liberal Education course proposal forms for [Cultural Diversity in the U.S.](#) and [Global Perspectives](#) specifically address the undergraduate learning outcome related to diversity. Program assessment reports for these categories demonstrate the manner in which diversity is embedded within the Liberal Education Program ([Global Perspectives report](#); [Cultural Diversity in the U.S. report](#)).

Student admissions processes recognize diversity and seek to increase student body diversity through recruiting activities. Prospective student marketing materials for visiting, finance, housing, and student life are translated into [Spanish](#), [Somali](#), and [Hmong](#). UMD is a member of the [Minnesota Association of Counselors of Color](#) ([two UMD staff are executive board members](#)), and admissions counselors participate at school fairs held specifically for students who may not be able to visit college campuses. Diversity characteristics also contribute to [secondary admissions factors](#).

In addition, units across campus work to support a diverse student body through intentional practices, such as scholarships for underrepresented students and instruction on how to work effectively in diverse teams (examples: [2017 Diversity Policy and Practices Related to Undergraduate Education](#)). Underrepresented UMD students pursuing STEM degrees are supported through participation in [North Star STEM services](#), including peer tutoring, group study sessions, and opportunities to attend seminars, conferences, and workshops. The Writers' Workshop has a [full-time specialist](#) and [study groups](#) to support non-native speakers of English.

[UMD Study Abroad provides guidance](#) for faculty and staff to facilitate the development of international educational partnerships, such as student exchanges and scholarship opportunities. UMD Career and Internship Services provides information and assistance to employers to promote [job and internship placement of international students](#).

The Campus Change Team leads efforts aligned with Goal 2 (examples: [2013 summary](#)). The team implemented an [incident reporting process](#) and [response protocol](#); advocated for the inclusion of Goal

2 on staff annual performance reviews (examples: [Student Life appraisal form](#); [Library appraisal form](#)); and provided grants to support the work of Unit Change Teams (example: [College of Liberal Arts Cultivating Compassion campus-wide conference](#)).

[Unit Change Teams](#) conduct activities that best serve the needs of their respective areas (examples: [2015 reports](#)). A representative from each Unit Change Team belongs to the Campus Change Team to facilitate communication and coordination across campus.

Additional committees, departments, schools, centers, and institutes provide a variety of activities for faculty, staff, students, and the community. The [Employees of Color and American Indian Mentoring Program](#) (previously known as the [Faculty and Staff of Color Association](#)) developed and implemented a mentoring program in 2014 to facilitate retention of faculty and staff of color. The group also works closely with the students of color and international students.

The [Institute for Diversity, Equity, and Advocacy](#) within the University of Minnesota Office for Equity and Diversity provides additional support for recruiting, retaining, and advancing the work of diverse faculty and scholars. Several UMD collegiate units have participated in the [University's Pre-Doctoral Diversity Fellows Program](#) since 2011-12, in which doctoral candidates from underrepresented groups on the University of Minnesota Twin Cities' campus teach or assist with one class per semester for one academic year at UMD under the supervision of a tenured or tenure-track faculty member. UMD Student Association provides grants to UMD student organizations based on the [evaluation of seven criteria, including two related to multiculturalism](#): accessibility to students and contribution to cultural diversity.

Recent events on campus include the day-long "teach-in" [Water is Life: Standing Rock and Beyond](#) sponsored by the UMD Chapter of American Indian Science and Engineering Society; [gender equity events](#) sponsored by the Commission for Women; and the [UMD Summit on Equity, Diversity, and Multiculturalism](#). The Multicultural Center hosts [various events](#) on a regular and annual basis, such as lectures, discussions, films, receptions, and cultural celebrations. Campus events are posted on a public calendar (example: [September 2017](#)).

Faculty in the American Indian Studies Department provide training through a collaboration with UMD Center for Economic Development to deliver [tribal relations training](#) to Minnesota state agency employees. Nearly 2,000 employees have attended one of the training sessions, which are held at various tribal locations throughout the year to build upon positive and respectful relations among Minnesota's 11 tribal governments and State of Minnesota agencies. In 2017, the training was expanded to the Federal Forest Service.

1.C.3. The Campus Change Team leads efforts aligned with Goal 2 (examples: [2013 summary](#)). The team implemented an [incident reporting process](#) and [response protocol](#); advocated for the inclusion of Goal 2 on staff annual performance reviews (examples: [Student Life appraisal form](#); [Library appraisal form](#)); and provided grants to support the work of Unit Change Teams (example: [College of Liberal Arts Cultivating Compassion campus-wide conference](#)).

The Campus Change Team regularly conducts faculty, staff, and student surveys and focus groups to monitor campus climate perceptions and identify areas for improvement. For example, recommendations based on [2013 faculty-staff survey results](#) included training and education to reduce harassment and bias. The current UMD Faculty Fellow for Diversity and Inclusion Education and Training works with the [University Office for Equity and Diversity](#). The Fellow coordinates the campus-wide programs, which include the Intercultural Leadership Development Program,

Intercultural Pedagogy Community of Practice, Implicit Bias in the Search Process training, Courage to Teach retreats and book groups, and the Equity and Diversity Certificate ([2016-17 activity summary](#)). Faculty may also complete diversity training offered by the [National Center for Faculty Development and Diversity, which was extended to the UMD campus in Fall 2017](#).

In Fall 2015, the Campus Change Team launched an in-depth assessment of the campus climate through Rankin & Associates. During Fall 2016, [results were presented to the campus](#), and faculty, staff, and students participated in “idea sessions” to discuss the results. [Input from idea sessions was analyzed](#) to provide a framework for developing activities at unit and campus levels around three themes: making UMD more diverse, making UMD more inclusive, and fostering anti-bullying and civility ([Campus Climate presentation](#)). Initial activities implemented May 2017 included [four faculty-staff workshops delivered by Kathy Obear](#) on inclusiveness and incivility (26-80 participants per session).

YEAR 4 ASSURANCE REVIEW UPDATE

UMD acknowledges its role in a multicultural society and globally connected world in many ways, which were reinforced and heightened in 2020 with the murder of George Floyd in nearby Minneapolis. Following several leadership messages ([UMN President Gabel](#); [UMD Chancellor Black](#); [EVCAA Delgado](#); [Student Life Directors](#)), Chancellor Black announced seven diversity and inclusion [action items on July 30, 2020](#) (see Core Component 1.A.). With a high priority on DEI inputs and outcomes, decisions and actions across campus demonstrate UMD’s commitment to civic engagement and social justice.

In support of the public engagement component of the campus mission, the [refined vision](#) and references to UMD strengths include:

- “...UMD will serve as a platform for success and achievement beyond graduation for students from all diverse and cultural backgrounds.”
- “...UMD assures that Minnesota has a highly qualified and innovative workforce to meet our future economic, environmental, social, and cultural challenges.”
- “UMD contributes to economic, cultural, social, and environmental sustainability and the development of resilient communities in the Northland and beyond.”
- “UMD is a diverse community of scholars and learners who embrace our long-standing connections to the region and look toward a future that will be even more diverse and global.”

In spring 2019 faculty and staff were asked to provide information about their 2018-19 community engagement activities ([activities form](#)) in preparation for the Sustainability Tracking Assessment & Rating System (STARS) application ([award information and points breakdown](#)). Among the 127 respondents, 62 reported delivering one or more workshops, speeches, or presentations within the community; 33 performed one or more creative activities within the community; 17 served as principal investigator in a community outreach/engagement research project; and 18 coordinated a cocurricular community outreach or engagement program. The [summary report](#) includes the list of community organizations the respondents identified. UMD earned the STARS gold award in 2019.

During the pandemic, UMD’s community engagement activities were adapted or developed to meet

the needs of community groups as well as students' curricular and cocurricular experiences. For example, the College of Arts, Humanities and Social Sciences (CAHSS) prioritized outdoor encounters through the [Land Lab](#). CAHSS faculty also received a large grant from the [National Endowment for the Humanities](#) to build an open-access living repository of stories of lived experiences of the pandemic in the Northland, training partners to conduct oral histories with members of a variety of different communities. These [histories are now archived](#) in the Kathryn A. Martin Library and are available for everyone now and in the future.

LSBE launched a new virtual internship program event, initially called Alumni Advice fall 2020 and then renamed the LSBE Alumni Speaker Series, to help inspire students about life after college while touching upon the growth opportunities that can occur during virtual academic experiences. Speakers were former internship students who shared their professional stories and experiences after college. More than 30 virtual events for LSBE internship students were developed and executed including employer speakers, career readiness events, alumni speakers, information sessions, and class presentations ([fall 2020 activities](#); [spring 2021 activities](#)).

SCSE switched to virtual community engagement to help maintain community safety. STEM events were offered online, including the hundreds of take-home STEM kits for virtual STEM Discovery Days ([do at your own pace activities](#)). Asynchronous STEM content was developed for students to explore STEM and a YouTube playlist of content was created. Outreach has also supported the Society of Women Engineers' (SWE) virtual youth programming, [Mommy, Me and SWE](#) and [Spring into Engineering](#). SWE students developed and delivered free engineering kits and snacks for elementary students for each of these programs during the past two years.

Sea Grant increased their outreach during the pandemic by transitioning many projects to virtual formats. Outreach program areas include community resilience; educator resources; fish, food, and aquaculture; health coastal ecosystems; maritime and hazmat transport; and recreation and water safety ([outreach program and project listing](#)).

As of May 2022, UMD has [256 registered student organizations listed in Bulldog Connect](#), and [16 of them are identified as honors or service societies](#). In March 2021, [Pi Delta Psi](#), an Asian interest fraternity, was welcomed as UMD's first multicultural Greek-lettered organization. During 2020-21, [UMD Greek Life](#) organizations logged more than 2,300 hours of community service and raised more than \$21,000 of philanthropy dollars. Cocurricular programs requiring community engagement include [University Honors](#) (a minimum of 45 hours per academic year) and [Kirby Leadership Institute](#) (students design, implement, and evaluate community service projects). During 2021 the University Honors Student Association raised more than \$10,000 to support the Steve O'Neil Apartments located near downtown Duluth ([Bulldogs Got Talent](#)). The project was an extension of having previously completed course activities for the organization ([ECH 2025](#)).

UMD's campus climate and DEI groups also support community engagement for faculty, staff, students, and the community. A few examples include:

- The Commission and Equity, Race and Ethnicity (CERE) has hosted a Summit on Equity, Race, & Ethnicity nearly every year since 2003 with participants including community members from Duluth and nearby towns in addition to students, faculty, staff, and administrators from UMD. The [2021 Summit](#) was held virtually, and the [2022 Summit](#) was a mix of in-person and virtual sessions.

- The Office of Diversity and Inclusion hosts and supports events for the campus and the community associated with historical months/dates (examples: [Black History Month](#); [Women's History Month](#)) and student organizations in the Multicultural Center (examples: [April 2022 calendar of events](#); [Feast of Nations announcement](#)).
- The Unit Change Teams across campus design and implement activities for their students, staff, and faculty. Details are provided in [annual reports](#) the teams provide to the Campus Change Team.

Following the Board of Regents revision to the [American Indian Advisory Boards Policy](#) in spring 2021 ([docket, p. 33](#); [minutes, p. 16](#)), UMD re-established its American Indian Advisory Board in fall 2021 ([charter](#)). The Advisory Board includes 13 members from Tribal Nations in the local region and meets three times per year ([2022 Report](#)).

The coordination of the [Minnesota State Tribal-State Relations Training](#) has transitioned into the American Indian Studies Department, which also houses the [Tribal Sovereignty Institute](#). The Institute promotes tribal sovereignty through education, outreach, research, tribal consultation, and partnerships with Native Nations (example: [2019 Summer Academy - Certificate in Tribal Administration and Governance](#)).

During winter 2022 the [Ojibwe Winter Games](#) was held on the UMD campus. The event was sponsored by the Fond du Lac Tribal and Community College Environmental Institute, the Conservation Corps of MN, 13 Moons, and UMD units including the American Indian Learning Resource Center, Indigenous Student Organization, Office of Diversity and Inclusion, Office of Sustainability, and Swenson College of Science and Engineering.

The Division of Student Life organizes a variety of civic engagement activities for students. A sampling of the activities includes:

- Use and promotion of [TurboVote](#) as a way for students (or anyone at UMD) to register to vote, get information about parties and candidates, submit absentee ballots, and find their polling places.
- Participation in the [National Study of Learning, Voting, and Engagement \(NSLVE\)](#) in each of the last five national voting cycles: 2012, 2014, 2016, 2018, and 2020. Student Life provides educational information about voting rights, gives students and university community members resources on getting registered to vote, and also provides non-partisan information about the voting process, candidates, and platforms. UMD's student voting participation rate was 15.4% higher than the national average in 2018 - a total of 7,708 students registered to vote (79.6%) and 5,221 voted (53.9%).
- Participation in the ALL IN Campus Democracy Challenge since 2016. UMD was designated as a *Gold Campus* in 2018 and [2020](#).
- Host of Constitution Day in mid-September every year since 2015. The Kirby Student Center provides pocket Constitutions, presents information about free speech and free press, gives facts and trivia about the Bill of Rights, and offers people the opportunity to register to vote.
- Leadership in UMD's [Freedom of Expression initiative](#) (see Core Component 2.D. for details).

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

As noted by the 2018 Review Team, UMD was committed to including metrics in the campus's revised strategic plan, and this important element of the campus initiatives is now formally included ([spring 2022 initiatives with metrics, baseline data, and targets](#)). The implementation of MPact 2025 has helped UMD more effectively align campus strategies with the System and has provided a foundation for the System to increase involvement of UMD representatives in University initiatives.

The Review Team also noted that UMD could benefit from a more integrated approach to addressing diversity, with better cooperation and communication. The formal structure for campus climate was [presented to the Board of Regents in May 2022](#). Additional DEI groups such as commissions and the new Anti-Racist Learning Community coordinate their work within their defined scopes and communicate across their group membership and to campus leadership (example: [affinity group meeting outline](#)). UMD is currently in the process of hiring for a new ombudsperson position that will be a resource for employees seeking assistance for workplace concerns ([position description](#)).

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2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1. The University of Minnesota's governing board is the Systemwide 12-member Board of Regents, and the chief executive officer is the System President. The Board appoints the UMD Chancellor, who serves as the President's chief representative for the UMD campus (Article I, Section IV, [Reservation and Delegation of Authority Policy](#)). According to the [UMD Constitution](#), the UMD Chancellor has general administrative authority over the UMD campus, carried out by the Chancellor and senior administrative officers and through general legislative authority placed in the campus governance structure.

As described in Subcomponent 1.A.1., UMD constituents refined the campus's mission in 2011 with campus input and governance oversight ([process](#)). Chancellor Black approved the mission with the Strategic Plan in May 2011 and presented the information to the University of Minnesota Board of Regents in February 2012 ([agenda](#); [docket](#); [minutes](#)).

2.A.2. Specific policies govern Board operations to manifest ethical behaviors at the highest administrative level of the institution:

- [Responsibilities of the Board and Individual Regents](#): The Board of Regents retains clearly defined oversight and responsibility for approving budgets, major policy decisions, and education programs; monitoring and evaluating institutional performance; maintaining fiduciary responsibility for the long-term welfare of the University; and ensuring adequate resources (human, financial, physical).
- [Code of Ethics for Members of the Board of Regents](#): The Regents must be accountable in the areas of financial disclosure, gifts, expenses, and conflicts of interest, and shall not use the authority, title, or prestige of their office to benefit in any manner that is inconsistent with the public interest.
- [Board Operations and Agenda Guidelines](#): The Board of Regents is accountable to the public for accomplishing the mission of the University; meets openly; fosters communication with Minnesota citizens, elected representatives, and the University community; and works to create a relationship of trust and openness with the President.

Board policies and [bylaws](#) further establish the framework and standards for integrity, fiduciary responsibilities, and accountability in [academic](#), [administrative](#), [financial](#), and [human resource](#) functions across the System. Policies pertaining to academic freedom and responsibility, academic misconduct, employee conduct, student conduct, outside consulting, research involving human subjects, and related items are explained in more detail below and within Criterion 2.

The Board reviews policies every six years to determine that fundamental principles of each policy are appropriate for the strategic direction of the University, that each policy is still needed, and that the policy aligns with current practice (the Board recently discussed [Board Policy Development: Governance & Policy Committee minutes, October 13, 2016](#)). Policies may be amended in accordance with the [Board Operations and Agenda Guidelines Policy](#), with a one-month period of review for any such Board Meeting action item.

In areas where the Board delegates responsibilities ([Reservation and Delegation of Authority Policy](#), Article II), Systemwide policies are established through the University Senate. The University Policy Library lists these policies and related procedures for [financial](#), [academic](#), [human resources](#), [administrative and operations](#), and [information technology](#) functions. These policies help to ensure consistency, foster collaboration across all campuses, and generate operational efficiencies within the University System. The University's administrative policy development process includes a [30-day open review and comment period](#) for new and significantly revised policies to provide University members across the System opportunities for response. The input is reviewed and considered prior to finalizing the policy and associated documents.

Board of Regents procedures ensure conduct standards are met. Practices include:

- The Board's [Audit Committee](#) and [Internal Control Policy](#) monitor that University activities and financial operations comply with laws and regulations. The Audit Committee oversees the University's risk assessment and internal controls, audits, financial reporting practices, and institutional compliance.
- Reporting and investment program requirements are conducted in accordance with the [Policy for Investment Functions](#).
- The [Office of Internal Audit](#), comprised of System employees who report directly to the Board, provides independent, objective assurance and advisory services to improve University controls, accountability, and oversight.

The System extends the Board's foundation of integrity and ethical treatment of University members. For example, the serious issue of sexual assault on college campuses has been prominently discussed since 2014, which led to revisions of the [Sexual Assault, Stalking and Relationship Violence Policy](#) in 2015 and a [new Sexual Harassment, Sexual Assault, Stalking and Relationship Violence Policy](#) in 2018. The new policy consolidates information from the previous policies on Sexual Assault, Stalking and Relationship Violence and Sexual Harassment, describes University responses to sexual misconduct reports, incorporates language on retaliation, and broadens employee obligations to report sexual misconduct. The new policy coincides with the [President's Initiative to Prevent Sexual Misconduct](#). During the past few years, UMD has improved protocols regarding [campus policies, reporting procedures, and resources](#). UMD also disseminates information across campus on a regular basis, including handouts ([example 1](#), [example 2](#)) and training ([faculty and staff](#); [students](#)).

Systemwide, the University maintains an accredited [Institutional Review Board \(IRB\)](#) that reviews research projects involving human subjects and the accredited [Research Animal Resources](#)

(RAR) unit that oversees animal care and lab facilities (Core Component 2.E. describes these units in greater detail). The [University Controller's Office](#) provides systems, controls, and procedures to structure and maintain oversight of purchasing, disbursement services, insurance, and sponsored financial reporting. Administrative policies include rules for responsible accounting, budgeting, procurement, and travel to comply with legal, governmental, and auditing requirements.

Additional compliance units include the [Office for Institutional Compliance](#), which oversees compliance risk areas, conflict of interest programs, and delegation of authority for approval of external contracts, and the [University Health Information Privacy and Compliance Office](#) that ensures appropriate handling of individually identifiable health information to comply with the Health Insurance Portability and Accountability Act (HIPAA). The [Department of Environmental Health and Safety](#) provides System-wide regulatory compliance support as well as consulting services and employee training programs.

Because UMD administrators, faculty, and staff are University of Minnesota employees, policies and processes establishing high standards to guide ethical employee behaviors are established at both the System and campus levels. [UMD-specific policies and procedures](#) guide behavior with regard to the functional aspects unique to the UMD campus. These areas are primarily within the [academic](#), [human resources](#), and [technology](#) functions.

UMD follows policies by widely communicating the policies and conduct standards, implementing appropriate procedures and processes, and holding employees accountable. New faculty and staff view the [new employee welcome video](#), and Continuing Education program instructors for non-credit courses receive the [professional development educator guidelines](#). After orientation, ongoing UMD employee training is available; recent examples include [external contracts compliance](#) and [fostering positive interactions among employees and students](#).

Employment rules are specified for [System-wide staff classifications](#), such as Civil Service ([Rule 2 Code of Conduct](#)) and American Federation of State, County, and Municipal Employees (AFSCME) (example: [Clerical and Office Unit Collective Bargaining Agreement](#)). UMD faculty are covered under the University Education Association agreement ([Article 113.000](#)). Union contracts have clear language specified and communicated for violations of policies that result in disciplinary action (examples: [AFSCME Clerical Article 22](#), [UEA Article 1000.000](#)). University employees can [report law or policy violations online](#) through the Office of Human Resources.

Students receive communication regarding [academic integrity at UMD](#) and the Regents [Student Conduct Code Policy](#) in various ways, such as the [online new student orientation](#) (students are automatically added to the "course" site after signing up for Orientation) and on syllabi in accordance with the [UMD Syllabus Policy](#). Violations of the student conduct code are administered by the [Office of Student Conduct and Conflict Resolution](#), which provides [procedures to investigate and report policy violations](#) and [instructions for faculty reporting them](#).

The University strictly complies with the Family Education Rights and Privacy Act (FERPA) to protect student privacy. The Regents [Student Education Records Policy](#) provides the foundation for additional policies, communications, and training. [FERPA resources are available online](#) to faculty, staff, students, and parents. Student privacy is also protected through the use of secure technology systems that require login with usernames and passwords and limit access to student records based on role.

Students also have the right and ability to submit [complaints and grievances](#) on various aspects of the

student experience through a campus-level online form and directly with colleges, departments, faculty, and staff. Established procedures help to ensure complaints are investigated and appropriate resolutions are provided.

YEAR 4 ASSURANCE REVIEW UPDATE

UMN Board of Regents, System, and campus policies are regularly reviewed and updated to ensure fair and ethical behavior. Related to Core Component 2.A. the Board updated the [Reservation and Delegation of Authority Policy](#) in October 2021 to establish a direct reporting line from the Board to the Chief Auditor with a dotted line reporting relationship to the President. The Board also revised the [Board Operations and Agenda Guidelines Policy](#) to align the direct reporting relationship of the Chief Auditor to be consistent with other direct reports ([docket, p. 21](#); [minutes, p. 11](#)).

The [Code of Conduct for Members of the Board of Regents](#) was revised in February 2020 to change the name from “code of ethics” to “code of conduct,” revise language related to gifts, clarify duty of loyalty for Regents serving on boards of associated organizations, and clarify Regents maintaining confidentiality ([docket, p. 3](#); [minutes, p. 14](#)). At the same time in February 2020, the [Board’s Bylaws](#) were updated to modify Voting the Question to include a two-thirds vote to impose sanctions on a Regent. Through a months-long review process (e.g., October 2019 [docket p. 6](#); [minutes, p. 13](#)), the Board reorganized information from the previous Responsibilities of the Board and Individual Regents Policy into the revised Code of Conduct Policy.

The Board’s policy library organization has been updated since 2018 as shown on the Board’s website to now display the related System administrative policies with Board policies: [Academic](#); [Administrative](#); [Financial](#); [Human Resources](#). For example, within these policies, the [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence Board Policy](#) and the related [administrative policy](#) have been revised to reflect changes to Title IX regulations. Additional Systemwide administrative policies are provided on the umn.edu policy library: [Finance](#); [Human Resources](#); [Information Technology](#); [Operations](#); [Research](#).

UMD maintains campus-specific [educational policies](#) on the Academic Affairs website, and campus-specific policies are also provided for [information technology](#) and [human resources](#). Since the 2018 HLC review, UMD’s Student Academic Integrity was updated along with the procedure for reporting and responding to issues concerning academic integrity. Under the new policy, [UMD’s Office of Student Conduct and Conflict Resolution](#) handles all matters of [student scholastic dishonesty](#).

In addition to Board, System, and campus policies, expected employee behaviors and violations of such behaviors are included within the respective agreements for labor-represented and Civil Service positions:

- University Education Association collective bargaining agreement: [Articles 113.000](#); [1000.000](#)
- Civil Service Rules: [Rule 2 Code of Conduct](#)
- AFSCME Clerical Agreement: [Article 22](#)

UMD continues to benefit from Systemwide offices that maintain oversight of ensuring fair and ethical behavior:

- [Office of Internal Audit*](#)
- [Institutional Review Board](#)
- [Research Animal Resources](#)
- [University Controller's Office*](#)
- [Office for Institutional Compliance](#)
- [University Health Information Privacy and Compliance Office](#)
- [Department of Environmental Health and Safety*](#)

* Denotes units for which staff are also physically located on the Duluth campus.

Employees are encouraged to report misconduct and complaints through [U Report](#) and the [campus climate incident reporting site](#) or speak with their supervisors. [UMD's EOAA associate](#) who receives employee reports is also the campus's Title IX Coordinator. New employees complete an online training module in [Preventing Sexual Misconduct, Discrimination and Retaliation](#) that current employees were required to complete when the program was launched.

Student-reporting resources include the [One Stop complaints and grievances site](#) as well as speaking with faculty and academic administrators ([Student Academic Complaint Resolution Policy](#)). Student complaints submitted at the campus level are reviewed by the senior leadership team composed of the Chancellor and three Vice Chancellors. The team reviews the complaints and outcomes to inform decisions that may impact campus policies and/or procedures (summary reports: [2018](#), [2020](#), [2021](#)). [Information and resources](#) continue to be publicly available to guide the protection of student information (i.e., FERPA).

UMD also has an [Instructor and Student Responsibilities Policy](#) to guide a positive, productive, safe, and inclusive learning environment by and for all students and instructors.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1. UMD discloses extensive and easily accessible information to meet the respective needs of students and the public and to facilitate clear communication.

Information about academic programs and degree requirements is publicly available through links on [UMD's homepage \(www.d.umn.edu\)](http://www.d.umn.edu):

- “[Explore](#),” which is targeted toward prospective students, provides a list of academic programs. Clicking on any program name reveals curriculum details.
- “[Academics](#)” is one way to access the [online UMD Catalog](#) and related links, such as academic policies, calendars, and each college's website, which includes UMD units and Twin Cities’ programs located on the UMD campus (Medical School and College of Pharmacy). Each college’s website also provides information for its academic programs.

From the homepage visitors may easily find information about “[UMD Admissions](#),” including information on how to apply, visit campus, and learn more about UMD. Students and the public will find information about living on campus through “[Campus Life](#).” Details about events and what’s happening on campus are found on [Athletics](#), [Events](#), and [News](#) sites.

Through “[About UMD](#),” visitors access information about UMD’s [Strategic Plan](#), [HLC accreditation details](#) (with approved seal and related [campus status profile](#)), [student consumer information](#), the [student body profile](#), [faculty profile](#), [UMD facts](#), and additional institutional items about the organizational structure, news and events, and maps and pictures. [Specialized accreditations](#) for academic programs are included on UMD’s accreditation page, which also links from the Catalog.

“Resources” links at the bottom of the homepage take stakeholders to pages containing information relevant to each group: [newly admitted undergraduate students](#), [current students](#), [faculty and staff](#), [alumni](#), [parents and family](#), and [community and visitors](#).

The “[One Stop](#)” page is the primary student services site, and much of the content is accessible to the public. Within One Stop, [education requirements](#), [registration guidelines](#) (credit hours and enrollment status, maximum semester credits, registration holds, repeating courses), and additional academic information is provided under the [Academics](#) tab. [Cost of attendance](#) (tuition, housing, fees) is summarized for students under the [Finances](#) tab along with additional finance and financial aid information, including [satisfactory academic progress](#). Undergraduate students will also find cost

of attendance details on the [Admissions website](#) with [a calculator](#).

Through One Stop, students have complete and accurate information regarding [deadlines](#) for course registrations and withdrawals as well as payments and refunds, plus [forms](#) and [“how-to” guides](#). When students sign in to One Stop with their UMD username and password, they may access their student records. Students may also access their accounts through the MyU portal, provided next to the One Stop link on UMD webpages.

Parents can find useful information through the [“Parents and Family”](#) page from the office of Admissions, through the [“Bulldog Update: Parents & Family Edition,”](#) and by accessing [One Stop information](#) (with student authorization). The Undergraduate Admissions site also includes resources for [High School Counselors](#).

The Career and Internship Services website devotes a page to present the annual [Graduate Follow-Up Report](#), which provides the public with graduate survey results and summaries including employment and salary information. At the department level, [Communication Sciences and Disorders publishes student outcome data online](#), including licensure exam pass rates.

Individuals can access information provided on the [Office of Institutional Research \(OIR\)](#) website, which houses [Campus Data Book](#) files. These files include comprehensive data and statistics for enrollment, student-faculty ratios, degrees conferred, financial aid distribution, tuition and fees, expenditures, and student credit hours. The [University Plan, Performance, and Accountability Report](#), updated annually and available online, includes data from OIR that shows comparisons to UMD peer institutions.

Additional communications for students and the public commonly include various handouts distributed during campus events. For example, during each fall semester UMD hosts a two-day [Campus Preview](#) event for prospective students and their families. Guests may speak to representatives from academic programs, student support services, and student affairs departments and take home packets of materials related to their interests (examples: [CEHSP](#); [CLA](#); [LSBE](#); [SFA](#); [SCSE](#); [Housing and Residence Life](#)). At any time of year, students and visitors may take handouts from the [Study Abroad Programs display](#) located in a main hallway on campus next to the International Programs and Services office. Prospective and current international students can find information online regarding specialty support programs, such as [English as a Second Language International \(ESLI\)](#) and the [Academic English Language Program \(AELP\)](#).

[UMD Marketing and Public Relations staff](#) write and distribute news stories through the UMD homepage, Twitter feed, Facebook page, email blasts, the MyU portal, U of M Brief, and Alumni Association newsletters. The office also oversees the [University of Minnesota brand](#) and [UMD brand](#) policies to ensure campus websites and other communication materials are consistently branded and well coordinated (example: [boilerplate language](#)). Branding and accessibility ([Accessibility of Information Technology Policy](#)) provided impetus for the System to transition websites to a new web format called Drupal.

2.B.2. As specified in UMD’s mission, research/creativity activity and public engagement contribute to students’ educational experiences. Collectively, these activities support UMD’s vision to be central to the cultural, economic, and intellectual life of Duluth and surrounding communities.

Primary campus activities include student participation in internship and practicum courses and the

Undergraduate Research Opportunities Program (UROP, described in Subcomponent 3.B.4.). Since Fall 2012, [course enrollment data for internship and practicum courses](#) ranged from 1593 to 1912 students per semester.

A sampling of educational experiences presented by each college includes:

- College of Education and Human Service Professions: The college and departments provides funding support for student research presentations at regional or national conferences; Psychology co-sponsors the annual Twin Ports Undergraduate Psychology Conference with other local colleges; Education majors host family reading nights in Duluth area schools and volunteer to assist low-income families at the Steve O'Neil Apartments; Communication Sciences and Disorders students provide screening services at local events.
- College of Liberal Arts: Students may contribute scholarly writing to [Aisthesis](#), a national honor student journal (the University Honors Program Director is currently a CLA faculty member).
- Labovitz School of Business and Economics: The [summary provided](#) includes information about recent UROP projects; Student-to-Business Initiative Projects; other course-embedded business projects; field visits; Undergraduate Research Assistantship projects completed at the Bureau of Business and Economic Research; the Entrepreneurship Conference (student-led); and the Shark Tank Competition (student-led).
- School of Fine Arts: Art Education majors are required to complete 30 hours of community service; Music and Arts Education majors instruct within the Fine Arts Academy that provides arts education for children in the community; Music majors may participate in local performance groups such as Lyric Opera of the North, Duluth-Superior Symphony Orchestra, Duluth-Superior Symphony Orchestra Chorus, Arrowhead Chorale, and the Twin Ports Wind Orchestra.
- Swenson College of Science and Engineering: Activities, such as Concrete Canoe, American Concrete Institute, and Clean Snowmobile Challenge, are partially funded by the College through fees; industry sponsors Mechanical Engineering Capstone Design Team Projects; students complete sustainability service-learning course projects; and the college pays a portion of student expenses for National Conferences on Undergraduate Research (NCUR) presentations.

UMD information is also included within System documents such as public engagement reports ([report listing](#)) and annual reports of University research activity ([2016 University Research and Commercialization of Intellectual Property Report](#)).

YEAR 4 ASSURANCE REVIEW UPDATE

UMD's website (www.d.umn.edu) continues to be the primary source of information to the public, and the [site's look and feel](#) has remained consistent since the 2018 review.

Quick links within the menu bar at the top of the page navigate to several primary resources for prospective and current students:

- “About UMD” includes a brief history and facts about the institution, and is where visitors will find the campus’s strategic plan and accreditation information for the campus and for specialized programs.
- The “Academics” menu item takes visitors to information about undergraduate majors, minors, and graduate programs, as well as student support information such as the library, study abroad, orientation, tutoring, and disability resources. The page also includes a link to the Catalog.
- The “Admissions” menu item sends visitors to admissions information for undergraduate and graduate programs for all prospective students including international and non-degree seeking. Visitors will find details regarding admission requirements and the process as well as [costs and aid](#) within the Admissions pages.
- “Campus Life” includes links to multiple student services and resources, including housing, dining, recreational activities, student organizations, counseling and health services, student consumer information, diversity/equity/inclusion, and campus safety.

Prospective students can also find information about academic programs and admissions through the “Explore” and “Apply” buttons about half-way down on the homepage.

The bottom bar on the homepage includes key resources for multiple stakeholder groups, including newly admitted students, current students, employees, alumni, parents and families, and community and visitors. Homepage visitors can also easily navigate to campus maps, parking information, the campus directory, campus events, the library, and employment.

The student consumer information website includes links to details for [student records privacy](#) and to the [student complaints and grievances webpage](#) in addition to the following student outcome data that are accessible to the public:

- [Graduate and retention by aid group](#)
- [Graduation rates for students receiving athletically related student aid](#)
- [Intercollegiate athletic program participation rates and financial support data](#)
- [Job and graduate/professional education placement](#) (links to reports)
- [Retention and graduation rates](#)
- [Graduate student program statistics](#) (links to each program)

The One Stop page continues to be the primary student services site, which was adapted to include covid information ([landing page with quick links](#)).

Three primary webpages have been refreshed since 2018:

- [Office of Institutional Research](#): The main location of publicly available institutional data, including enrollment and student profile dashboards.
- [Research](#): News stories about research conducted by UMD faculty and research staff.
- [Shared Governance](#): The site for governance group membership, agendas, and meeting minutes.

UMD prides itself on research and community engagement as part of students’ educational

experiences. Examples include:

CAHSS's listing of [Opportunities & Experiences](#) for students includes [student research](#) and [creative opportunities](#), and [special learning experiences](#) in various courses across the college involve research and community engagement.

CEHSP's annual Research & Scholarship Showcase was launched in 2021 ([2022 program](#)). Community engagement activities are commonly embedded into the college's curriculum, such as [student teaching](#) and providing [clinical services for communication disorders](#).

LSBE's [Student Experience webpage](#) provides an overview for students to view and access experiential learning opportunities including internships, the BizDogs living-learning community, research opportunities, and company projects. LSBE also requires students to complete the [Passport Program](#), which involves a range of community engagement and experiential learning opportunities. Since 2018, LSBE changed the name of its student entrepreneurship competition from Shark Tank to the [Startup Cup](#).

SCSE provides a variety of community outreach activities for local K-12 students in which current SCSE students can participate ([spring 2022 activities](#); [volunteer opportunities](#)). The college also continues to provide students with research opportunities throughout the calendar year ([Summer Undergraduate Research Program](#); [Undergraduate Research Opportunities Program](#)*; [Biology Undergrad Research in Science & Technology](#)).

*The Undergraduate Research Opportunities Program is a [UMN Systemwide program](#) available to all UMD undergraduate students.

Sources

- Academic English Language Program
- Academic Program Specialized Accreditations
- Admissions Website - Calculator
- Admissions Website - Costs
- Admitted Students Landing Page
- Aisthesis Journal - 2017 Call for Submissions
- Alumni Relations - Landing Page
- Assessment of Student Learning Website - Assessment Plans Page
- Bulldog Update - Parents & Family Edition
- CAHSS Learning Experiences
- CAHSS Student Clubs and Creative Activities
- CAHSS Student Opportunities and Experiences
- CAHSS Student Research
- Campus Data Book - Fall 2016 Table of Contents
- Campus Preview Description
- Campus Preview Handout Samples - CEHSP
- Campus Preview Handout Samples - CLA
- Campus Preview Handout Samples - Housing and Residence Life
- Campus Preview Handout Samples - LSBE
- Campus Preview Handout Samples - SCSE
- Campus Preview Handout Samples - SFA

- Career and Internship Services - Graduate Follow-up Report - 2015-16
- Career and Internship Services - Graduate Follow-up Report Archive
- CEHSP - Communication Sciences and Disorders - Student Outcome Data including Licensure
- CEHSP CSD Clinic Services
- CEHSP Research and Scholarship Showcase 2022 Program
- CEHSP Student Teaching
- Community Resources Landing Page
- Costs and Aid
- Current Students Landing Page
- Curricular and Co-Curricular Program Definitions, Characteristics, Expectations - Endorsed October 2, 2017
- Employee Resources Landing Page
- English as a Second Language International
- Graduate and retention by aid group
- Graduate student program statistics
- Graduation rates for students receiving athletically related student aid
- High School Counselors - Admissions page
- HLC Statement of Accreditation Status
- Intercollegiate athletic program participation rates and financial support data
- Job and graduate professional education placement
- Kirby Student Center - Student Organization Benefits
- Kirby Student Center - Student Organizations and Clubs
- LSBE - Student Experiences
- LSBE - Summary of Supplemental Student Experiences
- LSBE Passport Program Menu
- LSBE Startup Cup
- Marketing and Public Relations - Staff page
- Office of Institutional Research Website
- One Stop - Academics - Registration Guidelines
- One Stop - Academics Links
- One Stop - Cost of Attendance Page
- One Stop - Dates and Deadlines Page
- One Stop - Education Requirements Page
- One Stop - Finance Links
- One Stop - Finances - Satisfactory Academic Progress
- One Stop - Forms Listing
- One Stop - How-To Guides
- One Stop - Landing Page
- One Stop - Landing Page Screenshot
- One Stop - Parents and Family Guide Page
- One Stop - Student Complaints and Grievances
- One Stop - Student Records Privacy
- Parents and Family - Admissions Page
- Parents and Family - Student Life Landing Page
- Research Website
- Retention and graduation rates
- SCSE BURST
- SCSE Outreach
- SCSE SURP

- SCSE UROP
- SCSE Volunteer Opportunities
- Shared Governance Website
- Strategic Planning Website - Homepage
- Study Abroad - Program Display Examples
- Total Enrollment in Internship and Practicum Courses - 2012-2017
- UMD Accreditation Website
- UMD Admissions Homepage
- UMD All Student Profile - Fall 2017
- UMD Brand Standards - Boilerplates with HLC Language
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- UMD Catalog - Homepage
- UMD Events Calendar - Sample Printout
- UMD Office of Institutional Research - Website Homepage
- UMD Student Consumer Information Webpage
- UMD Website - About Page
- UMD Website - About Page - Facts
- UMD Website - About Page - Faculty Profile
- UMD Website - About Page - Student Profile
- UMD Website - Academics Page
- UMD Website - Athletics Page
- UMD Website - Campus Life Page
- UMD Website - Explore - Majors and Minors
- UMD Website - Homepage
- UMD Website - News Page
- Undergraduate Research Opportunities Program
- Undergraduate Student Learning Outcome Framework
- University Plan, Performance, and Accountability Report - 2017
- University Relations - Communication Resources
- University System - Accessibility of Information Technology Policy
- Website Home Page - Screenshots May 9 2022

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1. The University of Minnesota was established in [Chapter 3 of Minnesota's 1851 Territorial Laws](#) and perpetuated by the [Minnesota State Constitution](#) signed in 1857 (Article XIII, Section 3). University System authority is delegated by law to the Board of Regents and outlined in the [Board of Regents Bylaws](#) adopted in 1889.

The Board's responsibilities and authorities are specified in the [Responsibilities of the Board and Individual Regents Policy](#) and the [Reservation and Delegation of Authority Policy](#). The Board enacts laws to govern the University; oversees curriculum; confers degrees; regulates tuition; reports to the State Legislature on behalf of the University; accepts fiduciary responsibility; ensures adequate human, financial, and physical resources; and approves major policies, long-range plans, educational programs, and annual budgets. Individual Regents have the responsibility "[t]o seek to be fully informed about the University and its role in the state and in higher education and to be responsive to the changing environments that affect it."

The Board of Regents provides oversight of policies and practices and meets its responsibilities by working as a whole through eight meetings per year and through committees as described in the [Board Operations and Agenda Guidelines Policy](#). According to this policy, the Board's committee framework includes:

- Audit Committee: oversees risk assessment and internal controls, audits, financial reporting practices, and institutional compliance; is a direct channel to the Board for independent auditors and internal auditors. Meets four to five times per year.
- Academic and Student Affairs Committee: advises on academic priorities and the teaching, research, and outreach missions of the University; assesses academic programs; reviews academic program evaluations. Meets most months when the Board meets.
- Facilities and Operations Committee: oversees physical assets (land, buildings, infrastructure, equipment) and operations; oversees policy related to technology, operations and physical planning; reviews renewal, replacement, and new construction decisions; recommends capital projects. Meets most months when the Board meets.

- Faculty and Staff Affairs Committee: advises administration on faculty and staff compensation, benefits, recruitment, development, retention, and engagement; reviews employment issues and policies. Meets most months when the Board meets.
- Finance Committee: oversees fiscal stability and long-term health of the University; monitors financial operations, debt level, and investment performance. Meets most months when the Board meets.
- Litigation Review Committee: reviews litigation matters; obtains legal advice regarding University actions and their legal consequences. Meets four to five times per year, and as called by the Committee chair.

The Board of Regents maintains knowledge of UMD in multiple ways. First, Board membership includes one [elected representative](#) from each of Minnesota's eight Congressional Districts plus at-large members. UMD is in District 8, currently represented by David J. McMillan, Board Chair. The [Student Representatives to the Board of Regents Policy](#) also requires student representation to the Board, including [one UMD student each year](#).

Second, new Board members receive orientation once appointed, and the full Board conducts [retreats one to two times per year](#) where information is shared and discussed about the System and its campuses.

Third, the Board continuously receives information about UMD through the standing Board and committee meetings. In March 2017, the Board specifically focused on learning about UMD by holding that month's meeting on the UMD campus ([agenda](#), [work session docket](#), [meeting docket](#), [minutes](#)).

The Board of Regents maintains a website, which includes contact information for all Regents and the Board Office so that System constituents may communicate with the Board. Public records on the website include the Board's meeting agendas, docket materials, and minutes [dating back to 2007 online](#), and prior documents are available through the Board Office.

Finally, during 2016-17, the Board of Regents assigned a Systemwide task force to develop a University of Minnesota Strategic Plan. During the process, [discussion and feedback sessions were held at each campus](#). The Board adopted the proposed plan as a strategic framework, and sought more information to develop priorities during 2017-18. Chancellor Black served on the [Strategic Planning Oversight Committee](#) charged with that task. Regent McMillan discussed this topic and several others during an [October 2017 interview on KUMD](#), the UMD radio station.

2.C.2. [Board of Regents responsibilities](#) encompass the preservation and enhancement of the University of Minnesota System. The bylaws establish the Board's authority to establish standing committees, which are outlined in the [Board Operations and Agenda Guidelines Policy](#). Each committee focuses on specific aspects of the University to protect and strengthen the University's mission and supporting operations. According to the policy, committees include Audit; Academic and Student Affairs; Facilities and Operations; Faculty and Staff Affairs; Finance; Litigation Review; Nominating; and Presidential Performance Review. Special committees may be formed as needed (example: [Special Oversight Committee](#)). The committee structure was reviewed and updated in [June 2017](#) to better reflect current issues facing higher education ([list of committees posted online](#)).

The Board meets eight times annually to deliberate and make decisions affecting the University. Most committees meet regularly when the Board meets; the exceptions are Nominating (1-2 times per year) and Presidential Performance Review (as called by the Chair). Board and committee

deliberations are consistent with the responsibilities specified within the Board Operations and Guidelines Policy (example minutes: [September 2017](#); [February 2017](#); [May 2016](#)).

In October 2016, the Board charged a Systemwide task force, comprised of members from each campus, with the development of a University Strategic Plan (Board Meeting [minutes](#); [docket](#)). The task force built upon the University's mission and guiding principles to create a framework for connecting the University as a System, identifying distinctiveness within while recognizing both the comprehensiveness and distributed nature of the University. The Board adopted the task force's [Strategic Planning Report](#) in [June 2017](#) as a framework for developing a plan that will more clearly establish guidance for making key University decisions. The President has identified ongoing work groups to further develop specific components of the System-wide strategy ([September 2017 Board of Regents presentation](#)). UMD's Chancellor participates on the President's committee overseeing the plan's development.

2.C.3. The Board of Regents considers interests of the University's internal and external stakeholders through standardized processes and committees ([Board Operations and Agenda Guidelines Policy, Section II](#)) including means such as the annual budget compact process, biennium budget request, capital building requests, and performance reports for internal and external communication as described in Criterion 5.

Board policies deal with the University as a whole, and policy development and review/revision procedures are guided by the [Board Policy Development Policy](#).

Board operations and decision-making involve a high degree of openness and public scrutiny. Board of Regents meetings and committee meetings are governed by the Minnesota Open Meeting Law ([Minnesota Statute 471.705](#)).

Board meeting agenda items are identified through a consultative process among the President, senior University officials, Board staff, and Regent Chair ([Board Operations and Agenda Guidelines Policy, Section III](#)). A professional staff supports the Board in the Regents' governing roles, coordinates communication with public constituencies, and serves as liaisons between Regents and University administration. Staff coordinate Board meetings appropriately and ensure the Board complies with stated policies ([Board Operations and Agenda Guidelines Policy](#); [Board Operations: Meetings](#)).

Information, discussion, and action items often involve presentations by stakeholder representatives (example: June 2017 Annual Board Meeting [agenda](#); [minutes](#)). For items where additional feedback is sought, appropriate means are used to collect information (example: [FY2018 budget feedback form](#)).

Regents often visit University of Minnesota campuses and maintain regular communication with campus administrators to stay informed. In addition to the [March 2017 Board meeting](#) held at UMD, the UMD Chancellor, Vice Chancellors, and others regularly attend Board meetings on other campuses. The UMD Marketing and Public Relations office also sends updates to the Board office regarding major press items before news is made public.

2.C.4. The Board of Regents provides leadership and oversight as the constitutionally autonomous governing body for the institution. Consistent with the [University's Charter](#), the University receives financial appropriations from the State of Minnesota and is empowered to manage the University as a separate government department rather than an agency of the executive or legislative branches.

Regents are Minnesota citizens [selected by the legislature](#) with recommendations by the State's [Regent Candidate Advisory Council \(2017 report\)](#). Regents may continue appointments only by the legislature's re-election every six years.

The [Reservation and Delegation of Authority Policy](#) states, “[t]he Board reserves to itself authority to ensure constitutional and institutional autonomy,” which helps insulate University operations from political influences at the University. Foundational principles and related Board policies delineate acceptable and unacceptable behaviors to maintain the integrity of the Board, such as:

- “To represent all the people of Minnesota and no particular interest, community, or constituency.” ([Responsibilities of the Board and Individual Regents](#))
- “Regents...shall not use the authority, title, or prestige of their office to solicit or otherwise obtain private financial, social, or political benefit that in any manner is inconsistent with the public interest.” ([Code of Ethics for Members of the Board of Regents](#))
- “Regents...are expected to put aside parochial interests, keeping the welfare of the entire University, not just a particular constituency, at all times paramount.” (Code of Ethics for Members of the Board of Regents)
- “No Regent shall give a gift or solicit another to give a gift to any federal, state, or local government officials or to any other member of their staff.” ([Gifts Received and Given by Regents or University Officials](#))

2.C.5. The Board of Regents provides System leadership within the shared governance system, and delegates UMD management activities to Board-appointed administrators (Reservation and Delegation of Authority Policy). The UMD Chancellor's administrative authority is further outlined in the [UMD Constitution](#). The Board of Regents [College Constitutions Policy](#) and UMD Constitution provide guidance for colleges to develop constitutions, which specify academic matters belong to faculty:

- College of Education and Human Service Professions: [Article V, Section 2](#)
- College of Liberal Arts: [Article III, Section 1](#)
- Labovitz School of Business and Economics: [Article V, Section 2](#)
- School of Fine Arts: [Article V, Section 2](#)
- Swenson College of Science and Engineering: [Article III, Section 1](#)

Primary UMD campus-level governance committees with academic oversight and faculty representation ([bylaws](#)) include the Faculty Senate and the Teaching and Learning Committee. Academic-related subcommittees include the Curriculum Subcommittee; Liberal Education Subcommittee; Graduate Programs Council; Assessment Subcommittee; and the Research, Scholarship and Creative Activities Subcommittee. These committees and subcommittees provide a conduit for collecting information from faculty across the campus in order to make recommendations to campus administrators regarding academic matters.

YEAR 4 ASSURANCE REVIEW UPDATE

As presented in Core Component 2.A., policies for the Board of Regents guide behaviors of the governing board to ensure the institution's integrity. The Regents also abide by the [Gifts Received and Given by University Officials Policy](#) to ensure they are not influenced inappropriately in performing their duties.

The [Board Operations and Agenda Guidelines Policy](#) describes the current Board committees ([2022 committee membership](#)):

1. The Audit & Compliance Committee oversees the University's system of risk assessment and internal controls, audits, financial reporting practices, and the institutional compliance program. The committee is to assist the Board in discharging its oversight responsibilities related to the audit and compliance functions.
2. The Finance & Operations Committee oversees and makes recommendations to the Board related to the University's operations, fiscal stability, physical assets (e.g., land, buildings, infrastructure, technology, and equipment), and long-term economic health. The committee also advises the administration on faculty and staff compensation strategy, benefits, recruitment, and engagement.
3. The Governance & Policy Committee oversees and makes recommendations to the Board related to policy and processes that seek to ensure the integrity and high performance of the Board. The committee supports effective governance by guiding the Board to: articulate a clear vision for the University and its major components; clarify reserved and delegated authorities; establish institutional benchmarks and performance measures; and thoughtfully consider risks that may impact the performance of the institution.
4. The Litigation Review Committee reviews litigation matters and obtains legal advice regarding specific University actions and their legal consequences. This committee typically meets in non-public session and consults with the general counsel on cases and claims, consistent with Board of Regents Policy: Attorneys and Related Services and Board of Regents Policy: Legal Claims and Settlements. The committee determines which matters shall be referred to the Board for review or approval.
5. The Mission Fulfillment Committee oversees and makes recommendations to the Board related to the University's mission, as articulated in Board of Regents Policy: Mission Statement and carried out on five campuses and across the state, the nation, and the world. The committee oversees and advises the administration on academic priorities, activities, programs, and initiatives central to the threefold mission of research and discovery, teaching and learning, and outreach and public service.
6. The Nominating Committee is charged with nominating candidates to serve as Board chair, vice chair, secretary, and treasurer.
7. The Presidential Performance Review Committee evaluates the president's performance. This committee meets in non-public session, reporting its findings to the Board.

These committees meet throughout each fiscal year during scheduled Board of Regents meetings, which have been held 9 to 11 times per year since 2018 with a Board retreat starting the year in July ([meeting dates](#)). Committees meet prior to the full Board meeting during the monthly sessions so that committee reports can be provided during the full Board session for information and/or action (example agendas: [September 2021](#), [December 2021](#), [May 2022](#)).

In addition to one elected Regent from Congressional District 8 where UMD is physically located (David J. McMillan), the Board's student representative elected in 2019 was a UMD student at the time of the election: Mike O. Kenya. Regent Kenya's term ends 2025 ([all Regents and terms](#)). Additionally, every two years as newly elected Regents join the Board, they are invited to visit UMD for discussions with stakeholder groups and tours ([2019 schedule](#); [2021 schedule](#)). The 2022 [UMD student representative](#) to the Board of Regents was Riley Tuft.

The Board of Regents held their March 2020 meeting on the UMD campus ([agenda](#); [minutes](#)). UMD administrators often present at Board meetings:

- The Executive Vice Chancellor and Assistant Vice Chancellor's December 2018 presentation: UMD enrollment planning ([agenda](#); [docket, p. 63](#)).
- The Chancellor's June 2021 presentation: UMD identity, integration with MPact 2025, and enrollment ([agenda](#); [docket, p. 53](#)).
- The Chancellor's May 2022 presentation: diversity, equity, and inclusion ([agenda](#); [docket, p. 39](#)).
- The Vice Chancellor for Student Life and Dean of Students' shared role in a May 2022 presentation: student code of conduct ([agenda](#); [docket, p. 63](#)).

UMD is involved in many additional Systemwide initiatives for which the Board has oversight. Examples since the 2018 HLC review include:

- UMN President Search, 2018-19: The Board established a Systemwide 23-member president search advisory committee after President Kaler announced he would step down at the end of the 2018-19 academic year ([September 2018 docket; p. 108](#)). The committee included two members from UMD: Rajiv Vaidyanathan (faculty), Lynne Williams (staff).
- The [PEAK Initiative](#) (Positioned for Excellence, Alignment, and Knowledge): PEAK is an extensive evaluation of work processes and positions aimed at enhancing effectiveness while minimizing redundancies and inefficiencies. UMD has membership on [several redesign teams](#) starting their work in 2022; two co-leads are from UMD: Sue Bosell, Finance team; Jason Davis, Information Technology team.
- Enrollment management: The Systemwide Enrollment Management Council includes UMD's Executive Vice Chancellor for Academic Affairs and UMD's Associate Vice Chancellor for Enrollment Management. The Council regularly provides enrollment data and updates for all campuses to the Board (example: [Diversity in Systemwide Admissions & Recruitment, 2021](#)).
- Student well-being: The President's Initiative for Student Mental Health (PRISMH) is a Systemwide network of teams and activities aimed at addressing and supporting student mental health. UMD has administrative, faculty, and staff [representation in four PRISM areas](#), including the Task Force and Subject Matter Expert Groups.
- Comprehensive physical planning: The System recently launched a coordinated planning process for all UMN campuses to include the completion of facility condition assessments, campus plans (formerly called master plans), climate plans, and utility/energy plans ([announcement](#)).

The Board of Regents seeks feedback annually prior to finalizing each fiscal year's budget (examples: [FY 2021 feedback process](#); [May 2021 FY 2022 budget feedback \[p. 94\]](#); [May 2022 solicitation for FY 2023 budget feedback](#)).

Day-to-day management of the institution and oversight of academic matters by the faculty are outlined in the [UMD Constitution and Bylaws](#) and college constitutions or bylaws, which have been updated since the 2018 HLC review:

- College of Arts, Humanities and Social Sciences (bylaws; approved by the CAHSS faculty and

staff [[May 2022 voting results](#)] and pending campus approval): [Article IV, CAHSS Committees](#)

- College of Education and Human Service Professions: [Article V, Section 2 Voting Rights](#)
- Labovitz School of Business and Economics: [Article V, Section 2 Voting Rights and Process](#)
- Swenson College of Science and Engineering: [Article III, Section 1 Voting Membership](#)

Sources

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- Board of Regents - Meeting - July 2017 Minutes
- Board of Regents - Meeting - June 2017 Agenda
- Board of Regents - Meeting - June 2017 Minutes
- Board of Regents - Meeting - June 2017 Minutes (page number 26)
- Board of Regents - Meeting - June 2017 Minutes (page number 35)
- Board of Regents - Meeting - March 2017 Visit Schedule
- Board of Regents - Meeting - May 2016 Minutes
- Board of Regents - Meeting - October 2016 Docket
- Board of Regents - Meeting - October 2016 Docket (page number 65)
- Board of Regents - Meeting - October 2016 Minutes
- Board of Regents - Meeting - October 2016 Minutes (page number 35)
- Board of Regents - Meeting - September 2017 Docket - System Strategic Planning
- Board of Regents - Meeting - September 2017 Minutes
- Board of Regents - Regent Elections
- Board of Regents - Staff Members
- Board of Regents - Student Representatives - 2022
- Board of Regents Committees
- Board of Regents Committees - 2022
- Board of Regents Meeting Schedule
- Board of Regents Members - 2022
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- Board of Regents Policy - Board Operations and Agenda Guidelines (page number 2)
- Board of Regents Policy - Board Operations and Agenda Guidelines (page number 3)
- Board of Regents Policy - Board Operations and Agenda Guidelines (page number 9)
- Board of Regents Policy - Board Operations and Agenda Guidelines - 2021
- Board of Regents Policy - Board Policy Development
- Board of Regents Policy - Code of Ethics for Members of the Board of Regents
- Board of Regents Policy - College Constitutions
- Board of Regents Policy - Gifts Received and Given by Regents and University Officials
- Board of Regents Policy - Gifts Received and Given by Regents and University Officials - 2020
- Board of Regents Policy - Reservation and Delegation of Authority
- Board of Regents Policy - Responsibilities of the Board and Individual Regents
- Budget Feedback Process 2022
- CAHSS Constitution - pending University approval

- CAHSS Constitution - pending University approval (page number 21)
- CAHSS Constitution Voting Results May 2022
- CEHSP - Constitution 2003
- CEHSP - Constitution 2003 (page number 8)
- CEHSP Constitution
- CEHSP Constitution (page number 7)
- CLA - Constitution
- CLA - Constitution (page number 3)
- Coordinated Planning Memo for Chancellors 4-18-2022
- December 2018 BOR Agenda
- December 2018 Mission Fulfillment Docket (1)
- December 2018 Mission Fulfillment Docket (1) (page number 63)
- December 2021 BOR Agenda
- February 2021 Mission Fulfillment Docket
- February 2021 Mission Fulfillment Docket (page number 3)
- FY 2021 Budget Feedback Process
- June 2021 - BOR Docket Materials
- June 2021 - BOR Docket Materials (page number 53)
- June 2021 BOR Agenda
- June 2021 Special Meeting Docket
- June 2021 Special Meeting Docket (page number 94)
- LSBE - Constitution 2005
- LSBE - Constitution 2005 (page number 8)
- LSBE Constitution and Bylaws - 2018
- LSBE Constitution and Bylaws - 2018 (page number 7)
- March 2020 BOR Agenda - UMD Visit
- March 2020 BOR Minutes - UMD Visit
- May 2022 BOR Agenda
- May 2022 BOR Meeting Docket
- May 2022 BOR Meeting Docket (page number 39)
- May 2022 Mission Fulfillment Docket
- May 2022 Mission Fulfillment Docket (page number 63)
- New Regent Duluth Itinerary Nov 1_2019
- New Regent Duluth Itinerary Sept 13_2021
- PEAK Home Page
- PEAK Redesign Phase Summary
- PRISMH_ The Presidents Initiative for Student Mental Health
- SCSE - Constitution 2017
- SCSE - Constitution 2017 (page number 6)
- SCSE Constitution 2018
- SCSE Constitution 2018 (page number 5)
- September 2018 BOR Docket
- September 2018 BOR Docket (page number 108)
- September 2021 BOR Agenda
- SFA - Constitution 2016
- SFA - Constitution 2016 (page number 7)
- State of Minnesota - Open Meeting Law
- State of Minnesota - Regent Candidate Advisory Council
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- UMD Constitution (2014) and Bylaws (2017) Approved
- UMD Constitution (2014) and Bylaws (2017) Approved (page number 4)
- UMD Constitution 2014 Bylaws 2017 Article VI 2020 Approved
- University of Minnesota Charter - Board of Regents Website
- University System - Strategic Planning Framework - June 2017

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D. The current [University of Minnesota's mission](#), adopted in 1994, states the System is “dedicated to the advancement of learning and the search for truth” through guiding principles that include values of academic freedom to sustain an open exchange of ideas.

The Board of Regents [Academic Freedom and Responsibility Policy](#) defines academic freedom as “the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.” This policy reaffirms the principles of academic freedom and responsibility to protect the freedom of expression as well as the pursuit of truth in teaching and learning, which were originally established by the Board of Regents in the [Faculty Tenure Policy \(Preamble, Section 1\)](#). Faculty tenure serves as one mechanism by which faculty are protected against violations of academic freedom.

At UMD, the University Education Association (UEA) Agreement [Article 113.000](#) includes provisions to protect members' academic freedom and clarifies faculty responsibilities. The UEA contract covers faculty who meet the employment eligibility requirements of more than 35 percent time and longer than 67 days per calendar year.

The University Senate Committee on Academic Freedom and Tenure is a Systemwide shared governance committee [charged with issues of academic freedom and expression](#), such as promoting the exercise of academic freedom and advising administrators on academic freedom matters. An example of such advisement is the [Committee's statement to the University's Institutional Review Board](#) regarding faculty responsibilities in the advisement and oversight of students conducting research with human subjects. The Committee also released a [white paper in 2011](#) outlining several rights and responsibilities by campus constituents, including protections for faculty employees doing teaching and creative work within their respective disciplines.

UMD recognizes, communicates, and upholds principles of academic freedom in teaching and learning through policies, principles, and actions, such as:

- [Natural Resources Research Institute \(NRRI\)](#): education, communication, and ethics core values. NRRI participates in the University's teaching mission, by educating the public and not confusing peer-reviewed science/NRRI communications with personal opinion. NRRI research impacts business and industry across Minnesota and beyond in relatively controversial areas such as mining, forestry, and water.
- [Bureau of Business and Economic Research \(BBER\)](#): unbiased data and analysis concerning the economic viability of building, expanding, relocating, downsizing, and/or eliminating businesses. BBER also conducts studies for mining, forestry, and water industries.

- [Minnesota Sea Grant](#): unbiased research and community outreach regarding water resources and potentially controversial topics such as climate change.
- [Social Networking](#): inclusion of language from the Academic Freedom and Responsibility Policy for faculty, staff, and students communicating through social media tools.
- [KUMD Community Conversation Broadcast](#): a 30-minute UMD radio station segment on September 7, 2015, featuring Shane Courtland (director, UMD Center for Ethics and Public Policy) on the subject of academic freedom and the debate on teaching or protecting students.
- [Department of Philosophy](#): colloquium events on contemporary topics. Speakers from diverse political backgrounds are purposely selected.
- Course and Program Proposals: faculty propose courses and programs (described in Core Component 3.C.) and choose the pedagogical methods and materials appropriate to their courses in accordance with University policies.

YEAR 4 ASSURANCE REVIEW UPDATE

A key initiative in Student Life has been to provide the campus with resources and tools to explore freedom of expression while also promoting an inclusive campus climate. To that end, a group of students, faculty, and staff developed [UMD's Freedom of Expression website](#), which includes:

- [Learn](#): An introduction to the laws and policies governing the University as a public institution with regard to freedom of expression. The page includes legislation, freedom of expression experts, a history of expression at the University, off-campus resources dedicated to supporting freedom of expression, and information about how to critically navigate an environment of free expression.
- [Engage](#): Resources, policies, and guidelines to support students' right to free expression. The page also describes information such as consequences students may encounter when expressing their viewpoints in ways that are inconsistent with policy.
- [Support](#): Resources for students experiencing distress caused by expression on campus, recognizing that impacts may be uncomfortable, hurtful, or harmful. Students are encouraged to contact the resource for which they are most comfortable.
- [Discern](#): Resources to support students in critically navigating challenges that accompany an environment of free expression. This includes an analysis of the nature of extremism as well as a variety of resources to support information and media literacy.

The campus's [Social Media resource](#) for best practices, which include academic freedom, is maintained to ensure currency with social media tools.

Also since the 2018 HLC review, the [Syllabus Policy](#) was refined to identify a specific list of recommended policies, which includes the Board of Regents Academic Freedom and Responsibility Policy (the Board policy has not changed since the 2018 review). To accompany the Syllabus Policy, the campus provides recommended statements for faculty to include in their syllabi with links to the policies. The [recommended syllabus statement for academic freedom](#) is:

Academic Freedom and Responsibility

Thoughtful dialog is a cornerstone of higher education. This expectation is upheld in the University

of Minnesota's Board of Regents Policy: Academic Freedom and Responsibility, which says in part:

SECTION II. ACADEMIC FREEDOM.

Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.

For a full overview see [Board of Regents Policy: Academic Freedom and Responsibility](#).

Sources

- Academic Freedom and Responsibility White Paper - 2011
- Academic Freedom and the Institutional Review Board Statement
- Board of Regents Policy - Academic Freedom and Responsibility
- Board of Regents Policy - Academic Freedom and Responsibility
- Board of Regents Policy - Faculty Tenure
- Board of Regents Policy - Mission Statement
- CLA - Department of Philosophy - Events
- Freedom of Expression - Discern
- Freedom of Expression - Engage
- Freedom of Expression - Learn
- Freedom of Expression - Support
- Freedom of Expression Website
- KUMD Community Conversation Broadcast - Shane Courtland Academic Freedom
- LSBE - Bureau of Business and Economic Research Overview
- Minnesota Sea Grant - Climate Change Talks Listing
- Natural Resources Research Institute - Mission-Vision-Values
- Social Media Website Updated
- Syllabi Recommended Policy Statements
- Syllabus Policy - Updated 2019
- UMD Brand Social Media Guidelines
- University Education Association Agreement - 113.000
- University Senate - Academic Freedom and Tenure Committee Charge

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. All members of the University are expected to demonstrate integrity in research and scholarly practice as stated in the Board of Regents [Code of Conduct Policy](#) specifying ethical conduct in research (Article III, Subd. 7). The [Submitting and Accepting Sponsored Projects Policy](#) requires University members to complete training required by the sponsor and the University.

The [Research Involving Human Subjects Policy](#) governs all research involving human subjects conducted at the University or by University faculty, staff, or student researchers and delegates authority to the University Institutional Review Board (IRB), which is a key component of the University's [Human Research Protection Program](#). The University's IRB holds Federalwide Assurance ([FWA number 00000312](#)) from the Office for Human Research Protection (OHRP) in the Department of Health and Human Services (DHHS). The FWA is a regularly updated, binding agreement between DHHS and the University of Minnesota. The University's Human Research Protection Program is accredited by the [Association for the Accreditation of Human Research Protection Programs \(AAHRPP\)](#).

The IRB establishes and maintains policies and guidelines in accordance with federal regulations, ethical considerations, and best practices; reviews and approves research proposals in accordance with IRB manuals ([example](#)); All research involving human subjects must be reviewed/approved by the IRB prior to conducting the research.

The [Research Compliance Office](#) handles alleged violations of misconduct in research once a Report of a Research Compliance Concern is submitted ([investigation process](#)).

The [Institutional Animal Care and Use Committee \(IACUC\)](#) reviews all projects involving animals to ensure the projects are justified by their benefits and minimize any animal pain or suffering that might occur ([Animal Care and Use Policy](#)). Review and oversight includes research, teaching, and display of University of Minnesota-owned animals. The IACUC regularly inspects all projects using animals and all projects housing animals. The University's [Research Animal Resources \(RAR\)](#) provides information on the care, health, and well-being of animals for day-to-day management.

2.E.2. The IRB provides mandatory and supplemental [training in ethics and regulatory](#)

[compliance](#) for faculty, staff, and students conducting or supporting research at the University. New faculty members, postdoctoral fellows, and others serving as principal investigators (PIs) are required to complete online [Responsible Conduct of Research \(RCR\) Core Curriculum](#) education and possibly additional courses, depending on the research activities. Faculty, staff, graduate students, and undergraduate students must complete a course, seminar, or activity from the [IRB's approved list](#). All graduate and undergraduate students must complete research ethics training for projects supported by [NSF](#), [USDA-NIFA](#), or [NIH](#).

The IRB provides extensive information to University researchers to comply with requirements ([standard operating procedures](#), [forms](#), [worksheets](#), [checklists](#), [templates](#)).

2.E.3. Students receive guidance in the ethical use of information resources in multiple ways. The Office of Student Conduct and Conflict Resolution provides a website for students containing the [UMD Student Academic Integrity Policy](#), guidelines for [avoiding scholastic dishonesty](#), and a listing of [prohibited conduct](#), which includes ways in which the unethical use of information violates the Student Code of Conduct.

UMD's Kathryn A. Martin Library provides writing tutorials that include [citation referencing guides](#) and [other support information](#).

The Writers' Workshop graduate student and faculty consultants help students [avoid plagiarism during individual appointments](#). The Writers' Workshop ESL Specialist holds relevant workshops for non-native English speakers (example: [Writing with Sources](#)) and provides assistance tailored to meet student needs.

All undergraduate degree programs require WRIT 1120 College Writing that meets the Writing and Information Literacy category of the Liberal Education Program. In [WRIT 1120 students are introduced](#) to the effective use of information resources in the library through two mid-term library sessions led by reference librarians and accompanied by online [tutorials](#), [exercises](#), and [research guides](#). The first session focuses on keyword generation, library homepage use, and MNCAT search. The second session addresses differences between scholarly and popular sources and how to search general and subject databases. Student work is evaluated using a [rubric for Liberal Education Program assessment](#) regarding the appropriate use of resources as a student learning outcome. Appropriate use of resources is [reinforced in WRIT 31xx](#), which meets the advanced writing requirement for nearly all UMD undergraduate majors.

Through the Kathryn A. Martin Library, undergraduate and graduate students may contact a librarian for [assistance via online chat, text, phone, or in person](#). Students have access to discipline-specific (example: [American Indian Studies](#)) and course-specific (example: [Strategic Management](#)) resource guides Librarians created in consultation with faculty. The [Graduate Student Handbook](#) includes a description of library resources available.

2.E.4. The Board of Regents [Academic Misconduct Policy](#) applies to "all research, scholarly, and artistic activities of all University employees and others who are involved in such activities under the aegis of the University." The policy communicates expectations for academic integrity from employees at all times and in all circumstances.

University employees who engage in misconduct in research or other scholarly activity must cooperate with the investigation and review of any allegation, as stated in the administrative policy on [Research Misconduct](#) and related procedures. The [University Office of the General](#)

[Counsel](#) provides legal advice and counsel to the Research Integrity Officer in alleged policy violation investigations. Questions of misconduct while working on federally sponsored University research projects are determined according to University policies and the sponsor's regulations.

The [Board of Regents Student Conduct Code](#) is the System-wide policy for academic honesty and integrity of students. Alleged scholastic dishonesty violations are investigated and resolved in accordance with established procedures at the campus level ([UMD Student Academic Integrity Policy](#)). The [Resolving Alleged Student Conduct Code Violations Policy](#) establishes that each campus creates processes involving hearings and discipline for Student Conduct Code violations. UMD has procedures for faculty/staff ([report form](#); [recommended sanctions](#); [informal resolution guidelines](#)) and for [students](#) designed to promote fairness and due diligence.

To meet the UMD Syllabus Policy statement requirements, faculty are provided recommended [language for course syllabi](#) for student conduct and academic integrity:

- “Student Conduct Code: Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Students are expected to adhere to Board of Regents Policy.”
- “Academic Integrity: Academic dishonesty tarnishes UMD’s reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. Student Academic Integrity Policy”

YEAR 4 ASSURANCE REVIEW UPDATE

The UMN System has maintained the same comprehensive set of offices for oversight of responsible research since the 2018 HLC review.

In fall 2018 the [Research Misconduct Policy](#) was revised to incorporate new standardized language for retaliation; move language about time limitations from a procedure into the policy statement; and clarify the role of the panel and its selection process, the correction of the scientific record, and the process for challenging possible disciplinary actions. The [Research Involving Human Subjects Policy](#) was also updated with the term “human participants” in place of “human subjects;” the addition of Section II. Guiding Principles to reflect and reiterate the University’s commitment to meeting, upholding, and exceeding the highest ethical standards in research practices involving human participants; minor edits to align with federal regulatory policy; and the addition of links to resources ([docket, p. 3](#); [minutes, p. 3](#)).

During 2020 the University of Minnesota was reaccredited by the [Association for the Accreditation of Human Research Protection Programs](#) (AAHRPP) (IRB announcements: [March 2020](#); [January 2021](#)). Within the review, the University was able to present its new [Ethical Oversight Submission System](#) (ETHOS), which is the web-based platform for IRB submissions. The IRB also maintains a toolkit that is updated regularly with [policies](#), [standard operating procedures](#), [forms](#), [worksheets](#), [checklists](#), and [templates](#) for University faculty, staff, and students conducting human participants research.

The UMN Office of the Vice President for Research maintains a Systemwide [Research Compliance Training Guide](#) with tools and training for human research; animal care and research; health and

safety; ethics and compliance; finance and research; and technology and information security. The Office also distributes a monthly newsletter with updates and resources for research ethics and compliance (examples: [January 2020](#); [April 2021](#)), and the Vice President communicates important announcements (example: [February 2019](#)).

In March 2020 UMD participated in the Systemwide [Research Ethics Week](#) for faculty, students, and staff, with college events and activities sponsored by the campus's Research, Scholarship, and Creative Activities Subcommittee (a shared governance group).

Since the 2018 HLC review, the College and Advanced Writing Program that is responsible for the delivery of WRIT 1120 and WRIT 31xx has conducted assessment of the student learning outcomes ([assessment plan](#)). The learning outcomes are consistent across the courses with higher levels of achievement expected in the advanced-level course compared to the introductory-level course. The outcome relevant to responsible use of information resources is WPLO 3: Information Literacy - Students will locate, evaluate, and effectively use sources relevant for their rhetorical situation. This outcome has three components that are introduced in WRIT 1120 and reinforced in 31xx: (1) develop effective search strategies for student's information needs; (2) evaluate sources based on the audience and purpose for which the information will be used; and (3) demonstrate knowledge of the purpose and use of various documentation styles and follow their conventions appropriately. WRIT 1120 results showed the percentage assessed that met or exceeded the beginner level was [93.7 percent in 2018](#) and [88.0 percent in 2021](#). WRIT 31xx results for those meeting or exceeding the advanced level was [71.0 percent in 2019](#) (science and engineering), [75.1 percent in 2020](#) (human services and social sciences), and [82.5 percent in 2021](#) (arts and letters and business).

Supplemental writing instruction continues to be assessed, with findings indicating satisfactory levels of assessed work that meets or exceeds performance standards ([2018-19 report](#)). Since the 2018 HLC review, the Kathryn A. Martin Library's list of research guides grew from 39 to 45 ([2022 list](#)).

The Office of Student Conduct and Conflict Resolution has maintained its public resource for students to help them [avoid scholastic dishonesty](#), including knowing the difference between paraphrasing and plagiarism and providing a link to the campus's Writers' Workshop where students can seek assistance. The Office [implemented a procedure in spring 2022](#) for reports of student scholastic dishonesty, such that all reports are now submitted to that office. Faculty continue to provide academic integrity information to students in course syllabi as described in the 2018 HLC report.

Sources

- AAHRPP Institution - UMN
- Academic Dishonesty - Informal Resolution Guidelines
- Academic Dishonesty - Integrity Violation Sanctioning Suggestions
- Academic Dishonesty - Prohibited Conduct
- Academic Dishonesty - Student Resources
- Academic Dishonesty - What Can Students Do to Avoid Academic Dishonesty
- Academic Dishonesty Violation - Faculty-Staff Report Form
- Assessment Plan -College and Advanced Writing

- Association for the Accreditation of Human Research Protection Programs - U of M Accreditation
- Avoid Scholastic Dishonesty Resource
- Board of Regents Policy - Academic Misconduct
- Board of Regents Policy - Animal Care and Use
- Board of Regents Policy - Code of Conduct
- Board of Regents Policy - Research Involving Human Subjects
- Board of Regents Policy - Research Involving Human Subjects - 2018
- Board of Regents Policy - Student Conduct Code
- Board of Regents Policy - Submitting and Accepting Sponsored Projects
- CLA - WRIT 1120 College Writing Handbook
- CLA - Writing Program Learning Outcomes
- December 2018 BOR Minutes
- December 2018 BOR Minutes (page number 3)
- December 2018 Mission Fulfillment Docket (1)
- December 2018 Mission Fulfillment Docket (1) (page number 3)
- ETHOS Overview
- For-Cause Investigations of Research Compliance Concerns
- Human Research Protection Program - Oversight Information
- Institutional Animal Care and Use Committee
- Institutional Review Board - Checklists
- Institutional Review Board - Forms
- Institutional Review Board - Policies
- Institutional Review Board - Standard Operating Procedures
- Institutional Review Board - Templates
- Institutional Review Board - Worksheets
- Investigator Manual HRP-103
- IRB Toolkit - Checklists
- IRB Toolkit - Forms
- IRB Toolkit - Policies
- IRB Toolkit - Standard Operating Procedures
- IRB Toolkit - Templates
- IRB Toolkit - Worksheets
- KAML Assessment Report 2018-19
- Library - Guide - Citation Styles
- Library - Guide - Citation Support Listing
- Library - Librarian Course Resource Guide - MGTS 4481 and MBA 8411 Strategic Management
- Library - Research Help Website
- Library - Subject Research Guide - American Indian Studies Example
- Library - WRIT 1120 Research Guide - Home Page
- Library - WRIT 1120 Tutorials and Exercises
- Library Research Guides - May 2022
- Office for Human Research Protections Database Information
- Office of the General Counsel - Academic Misconduct
- Recommended Syllabi Policy Statements
- Required Research Training Spreadsheet
- Research Animal Resources Services
- Research Compliance Office

- Research Compliance Office - NIH Training
- Research Compliance Office - NSF and USDA-NIFA Training
- Research Compliance Office - Training and Education
- Research Compliance Training Guide
- Research News from the IRB April 2021
- Research News from the IRB January 2021
- Research News from the IRB March 2020
- Responsible Conduct of Research (RCR) Core Curriculum
- Scholastic Dishonesty Information for Faculty
- sIRB Announcement 2020
- Student Academic Integrity Policy
- UMD Graduate Student Handbook - 2017-18
- UMD Research Ethics Week 2020
- University System - Research Misconduct Policy
- University System - Research Misconduct Policy - Sept 2018
- University System - Resolving Alleged Student Conduct Code Violations Policy
- VPR Email February 2019
- WRIT 1120 Assessment Report 2018
- WRIT 1120 Assessment Report 2021
- WRIT 1120 Assessment Report 2021 (page number 6)
- WRIT 3130 and 3150 Assessment Report 2018-19
- WRIT 3130 and 3150 Assessment Report 2018-19 (page number 5)
- WRIT 3140 and 3160 Assessment Report 2019-20
- WRIT 3140 and 3160 Assessment Report 2019-20 (page number 5)
- WRIT 31xx Assessment Report 2020-21
- WRIT 31xx Assessment Report 2020-21 (page number 5)
- Writers Workshop - ESL Study Groups Fall 2017
- Writers Workshop - Preparing for a Consulting Session
- Writing and Information Literacy Rubric Spring 2017

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The 2018 Review Team wrote that UMD admissions decisions are based on an overall assessment of academic preparation and performance. Primary factors are GPA and the completion of high school preparation guidelines ([the listing was changed from “requirements” to “guidelines” in 2019](#)). The inclusion of ACT/SAT scores was moved from a primary factor to a [secondary factor](#) when UMD adopted a test-optional policy in 2021 ([announcement](#)). Dates for the reviews and reaffirmations of specialized accreditations for academic programs are provided on the [accreditation webpage](#).

A significant organizational change since the 2018 review was the merger of two collegiate units: the College of Liberal Arts and the School of Fine Arts became one administrative unit July 1, 2020 (Board of Regents [February 2020 minutes, p. 10](#)), and was officially renamed the College of Arts, Humanities, and Social Sciences July 1, 2021 (Board of Regents [June 2021 minutes, p. 10](#)). The new College recently voted to approve its [constitution](#) ([May 2022 voting results](#)), which is pending University approval.

Sources

- CAHSS Constitution - pending University approval
- CAHSS Constitution Voting Results May 2022
- February 2020 BOR Meeting Minutes
- February 2020 BOR Meeting Minutes (page number 10)
- High School Preparation Guidelines
- June 2021 BOR Meeting Minutes
- June 2021 BOR Meeting Minutes (page number 10)
- Specialized Program Accreditations May 2022
- UMD test-optional admissions policy email
- Undergraduate Admissions Factors

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. Within proposals for new academic programs ([undergraduate](#); [graduate](#)), departments must [document need and demand](#) of society, employers, professional organizations, and/or student interest. Program review (described in Subcomponent 4.A.1.) is the primary process for ensuring programs maintain currency and appropriate levels of performance. [Programs with specialized accreditations](#) are reviewed on each accreditor's required schedule and standards. All other UMD academic programs undergo [self-study and external review](#) on a [six- to eight-year cycle](#) that includes evaluation of program mission and goals, program learning outcomes and objectives, curriculum, student learning assessment, and faculty composition and qualifications.

Programs are expected to demonstrate appropriate levels of student performance through course assessments consistent with the [Course Numbering Policy's](#) course-level distinctions. Course syllabi include course student learning outcomes and the requirements that align with each outcome ([Syllabus Policy](#)).

Program prioritization and optimization processes provide additional and ongoing means for evaluating program currency and performance levels. Based on the outcomes from prioritization activities conducted in 2013-14 ([Quality Initiative Report](#)), revised processes initiated in 2016 examined enrollment trends by major over eight years ([undergraduate](#); [graduate](#)) to recognize external demands contributing to program relevancy. An updated set of Program Prioritization metrics will be designed and deployed before the end of Spring 2018.

Program optimization work during 2018 will integrate program details from program assessment plans, academic program strategic development questionnaires ([draft form](#)), and information from Campus Data Book files ([table of contents](#)). One outcome of the optimization processes will be ensuring student performance is appropriate to the degree/certificate as indicated by course levels within the program. Concerns warranting program changes will be addressed with the respective programs.

Several departments collect information regarding licensure, certification, or other standardized field exams to verify their programs maintain currency and are delivered at appropriate levels. As described in Subcomponent 4.A.6., these departments include Education, Communication Sciences and Disorders, Engineering (five departments), Chemistry and Biochemistry, and Mathematics and Statistics. Programs may also seek discipline-specific external review of the curriculum to ensure currency (examples: [Human Resource Management](#), [Financial Planning](#), [Health Care Management](#)).

In Fall 2009, the [Liberal Education Task Force completed its review and recommended a new structure](#) emphasizing language and reasoning skills, knowledge domains and related modes of inquiry, and contemporary key topics. Between Spring 2010 and Spring 2012, courses were reviewed for inclusion in the revised program, which took effect in Fall 2012. The Liberal Education Program differentiates student performance by course level within assessment practices. Though student learning outcomes for any course in a category are the same, the level of proficiency for conducting assessment varies for introductory and advanced courses as embedded within the category rubrics (example: [Sustainability rubric](#) and report form [[introductory](#), [advanced](#)]). Compared to students in 1000- and 2000-level courses, students in 3000- and 4000-level courses are expected to demonstrate learning at higher performance levels.

Course and program information, including the history of documented changes to the course/program with dates, are maintained in University System-wide databases: [Electronic Course Approval System \(ECAS\)](#) and [Program and Curriculum Approval System \(PCAS\)](#). These systems feed information into other systems used for the Catalog, course registration, class schedules, and degree audits.

3.A.2. UMD's learning goals vary based on undergraduate versus graduate program and degree versus certificate program.

UMD participation in HLC's 2008 Assessment Academy cohort focused on undergraduate program assessment, which led to [adopting six learning goals and nine learning outcomes](#) (Campus Assembly [November 10, 2009](#)). Learning goals include:

1. Knowledge -- acquisition, construction, integration, application
2. Thinking -- cognitive complexity
3. Self-realization -- interpersonal development
4. Relationships -- interpersonal competence
5. Social responsibility -- civic engagement and humanitarianism
6. Life skills -- practical competence

Beginning in 2014, graduate programs developed learning goal categories, which overlap in some instances with the undergraduate learning goals, such as Knowledge, yet remain distinct to appropriately distinguish a graduate program from an undergraduate program. The Graduate Programs Committee formally adopted five learning goal categories in [September 2017](#):

1. Knowledge and scholarly formation
2. Research and methodological skills relevant to the field
3. Communication skills
4. Leadership and collaborative skills
5. Cultural competence and global context formation of the field

The Assessment Subcommittee endorsed a [set of definitions, characteristics, and expectations](#) to clarify the distinctions between undergraduate and graduate programs as well as degree and certificate programs ([October 2, 2017 minutes](#)). (Note: the document references [undergraduate learning outcomes](#), which are referenced on the campus assessment website with the document.)

- “In cases where a discipline has an undergraduate program and a graduate program, program student learning outcomes will appropriately distinguish between the two degree levels such that graduate learning outcomes require a higher level of student performance than undergraduate learning outcomes.
- “The required scope and extent of learning outcomes (undergraduate) or learning goals (graduate) distinguish degrees from certificates.
 - Undergraduate majors will have at least one program learning outcome that aligns with campus learning outcome 6 for the advanced writing degree requirement and one or more program learning outcomes that align with campus learning outcome 1.
 - Majors should have one or more program learning outcomes that align with campus learning outcomes 2, 3, and 4, and may have additional program learning outcomes that align with campus learning outcomes 5, 7, 8, and/or 9.
 - Undergraduate certificate programs should have one or more program learning outcomes that align with campus learning outcomes 1, 2, or 3.
 - In cases where a discipline has an undergraduate degree program and an undergraduate certificate program, the number of program learning outcomes aligned with campus learning outcomes will be greater for the degree program than the certificate program.
- “Graduate degree programs have at least one program learning goal for each of the graduate learning goal categories (program learning goals must have at least one program learning outcome). Post-baccalaureate certificates have at least one program learning outcome that aligns with the knowledge and scholarly formation goal category and may have additional learning outcomes that align with one or more additional goal categories.”

3.A.3. To ensure consistent program quality, any UMD program offered in multiple delivery modes and/or locations uses the same student learning goals and assessment processes.

[Master of Business Administration](#), Duluth and Rochester campuses: Program learning goals and outcomes are the same regardless of location. Student learning assessment is conducted separately for each location (example: [internal reports](#)), which allows for analysis of student learning based on different class formats (Duluth’s evening classes; Rochester’s weekend classes), teaching methods, and instructor assessments. Any program change affects both locations.

[Master of Environmental Health and Safety](#) and [Master of Engineering](#), Duluth and Mesabi Range College in Virginia, MN (named the Iron Range Engineering Education Program): Each degree program has the same program learning goals and outcomes for both locations. Student learning assessment is conducted together for the locations, which provides a larger sample size for analysis (2017 program assessment reports: [Environmental Health and Safety](#); [Engineering](#)). Any program

change affects all locations.

Undergraduate Psychology, hybrid and online only formats: [Program learning outcomes are the same regardless of format](#), which allows for use of assessment data from courses using both delivery formats in program assessment. All of Psychology's online courses are also offered in an on-campus format ([Spring 2018 PSY syllabi for courses offered in both formats](#)).

Since any UMD course proposal requires the [same form](#), a course offered in multiple delivery modes or locations uses the same learning outcomes. New online courses or existing course changes to online delivery formats require the [Online Delivery Addendum](#). Information required helps to ensure faculty provide appropriate information, tools, and resources to students in a partially online to completely online course, consistent with the Online Learning Consortium Quality Scorecard. Programs may also use the [Quality Matters](#) online course evaluation framework to ensure online courses meet specific quality standards and incorporate learning outcomes; the University of Minnesota is a member institution.

College in the Schools (CITS) courses, which carry UMD credit but are delivered by high school teachers in their schools, undergo a rigorous oversight process by [UMD faculty liaisons](#) who teach in the respective discipline (see also Subcomponent 4.A.4). The UMD faculty liaisons are responsible for ensuring the high school teachers include the needed learning outcomes to meet UMD program and course quality standards, including criteria and learning outcomes specified for CITS courses that are part of the Liberal Education Program. Faculty liaisons also oversee the student learning assessment process.

YEAR 4 ASSURANCE REVIEW UPDATE

Proposal forms continue to document necessary details needed for the review and approval process of new programs; forms have been updated since 2018: [undergraduate](#); [graduate](#). Existing programs use the [program change form](#) to request updates, which are necessary to maintain a current curriculum.

[From 2018-19 through 2021-22](#), the UMN System implemented new software to support the [Academic Progress Audit System \(APAS\)](#), which lists degree requirements, summarizes a student's progress, and identifies courses needed to complete the declared degree. The implementation warranted a review of how curriculum is programmed at UMD, which led to the development of the [Curriculum and APAS Editorial Style Guide](#). With this guide, Registrar and curriculum staff coordinated with academic programs to ensure descriptions and curricula were and will continue to be clearly stated and presented to students. As courses and programs are updated moving forward, communication and data entry will follow the guidelines.

UMD's academic program review process continues to use a six- to eight-year cycle for programs that do not have specialized accreditation ([current schedule](#)). These programs complete a self study prior to a site visit by an external review team that provides [ratings and comments on an evaluation form](#). The following items from Category 1 relate to academic rigor:

1. The program is appropriately current and well designed for the discipline.
2. The program requires levels of performance by students appropriate to the degree/certificate awarded.

3. The quality of the program and its courses are consistent across all modes of delivery and all locations (includes dual-credit courses provided through CITS, face-to-face courses, hybrid courses, and completely online courses).

Of the [23 programs reviewed 2018 through 2021](#), nearly all programs “met” the three items. Two programs were rated as “met with concerns” for items one and two, and three programs were rated as “met with concerns” for item three. The programs rated as “met with concerns” identified ways to address the concerns as described in the department responses ([excerpts of department responses for Category 1 items](#); full responses: [Master of Education](#), [Psychology BAsc](#), [Theatre](#), [Communication and Journalism](#)).

[Programs with specialized accreditation](#) are reviewed on the accreditors’ schedules and standards, which involve teaching and learning (example: [Master of Social Work](#)).

Courses are proposed at levels consistent with the [Course Numbering Policy](#), which was revised in 2020. As the policy states, dual-listed courses offered at two different levels must have student learning outcomes and evaluation criteria appropriate to each level. The [UMD Graduate School held a workshop](#) spring 2022 for faculty on the topic of teaching and learning for dual-listed courses.

Liberal education courses may be offered at 1xxx through 4xxx levels, and each category’s courses have the same learning outcomes (example: [Humanities SLOs](#)). Within each category, student learning is differentiated within the assessment rubrics with lower-division courses typically assessed at “Level 1 Beginner” and upper-division courses assessed at “Level 3 Advanced.” These levels are the respective minimum performance levels and are identified on each category rubric (example: [Humanities rubric](#)). The levels are also reflected in the course report forms for the categories (example: [Humanities form](#)) and in the category reports (example: [Humanities report](#)).

UMD maintains distinct learning goals and outcomes for undergraduate and graduate programs; no changes to campus-level goals and outcomes have been made since 2018. New programs align with the campus goals and outcomes specific to the program level (examples: [Cognitive Science BA](#); [Resilient Precast Concrete Undergraduate Certificate](#); [Applied Materials Science MS](#)).

When faculty wish to deliver a course online they submit the [online addendum form](#). The form acknowledges how technology will support achievement of the learning outcomes and course content. During 2020-21 most courses were forced into remote delivery because of covid safety protocols and no online addenda were required.

Provided below are examples of syllabi for multiple years including 2020-21 when most courses were delivered online or blended (noted by *) from different course levels and from all colleges to demonstrate learning outcomes are consistent regardless of modality.

- CHE 3031 - [S2020 \(in person\)](#), [S2021* \(online\)](#), [F2021 \(in person\)](#)
- CHEM 4352 - [S2020 \(in person\)](#), [S2021* \(blended\)](#), [S2022 \(in person\)](#)
- EXSC 4700 - [F2019 \(in person\)](#), [F2020* \(in person with virtual option\)](#), [F2021 \(blended\)](#)
- MGTS 3301 - [F2019 \(in person\)](#), [F2020* \(online\)](#), [F2021 \(in person\)](#)
- PSY 3020 - [F2020* \(set meetings, remote\)](#), [S2021* \(online\)](#), [F2021 \(in person\)](#),

[F2021 \(online\)](#)

- SW 4101 - [F2019 \(blended\)](#), [F2020* \(blended, all meetings remote\)](#), [F2021 \(blended\)](#)
- SW 5201 - [F2019 \(in person\)](#), [F2020* \(blended, all meetings remote\)](#), [F2021 \(blended\)](#)
- WRIT 1120 - [CITS F2020* \(blended\)](#), [at UMD S2022 \(in person\)](#)

During spring 2022, Academic Affairs created a [Faculty Fellow position for Distance Education](#), whose activities will help establish ways for programs to demonstrate quality regardless of modality. The position will start during the 2022-23 academic year.

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- EXSC 4700-001 F 20 - in person
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- SW 5201 Soc Wel Pol Fall 20 Bongar Hoban - blended all virtual
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- Undergraduate Program Assessment Plan - Instructions and Blank Form
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- Undergraduate Psychology Major Student Learning Outcomes
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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. UMD's general education program is called the Liberal Education Program (LEP). Liberal education integration was included within the [institution's revised mission in 2011](#). The [recommended revised LEP](#), approved November 2009 (Campus Assembly [minutes](#)) and effective 2012-13, contributes to students being "prepared, informed, and committed" to lifelong learning and global engagement.

The framework includes 10 categories that fall under 3 categories: communication and problem-solving skills, domain-specific knowledge, and citizenship-oriented topics.

- Language and Reasoning Skills - 9 credits
 - Writing and Information Literacy - WRIT 1120, 3 credits
 - Oral Communication and Languages - 3 credits
 - Logic and Quantitative Reasoning - 3 credits
- Knowledge Domains - 21 credits
 - Natural Sciences - 6 credits/2 course designators/1 with lab
 - Social Sciences - 6 credits/2 course designators
 - Humanities - 6 credits/2 course designators
 - Fine Arts - 3 credits
- Key Topics - 9 credits
 - Global Perspectives - 3 credits
 - Cultural Diversity in the U.S. - 3 credits
 - Sustainability - 3 credits

All degree-seeking undergraduate students complete the LEP [except transfer students](#) who previously completed an associate of arts degree, a baccalaureate degree at another accredited college or university, or the Minnesota Transfer Curriculum.

Through research (see 3.B.2.), committee retreats, public forums, and various meetings, the task force established the LEP mission:

“A liberal education prepares individuals to lead productive and socially responsible lives in a diverse and rapidly changing world. Liberal education at UMD helps students develop competencies that can be adapted for use in any occupation and by virtually any individual. Liberal education at UMD is not restricted to any particular part of the curriculum but is woven through each student’s course of study, including core requirements and requirements for the major. Liberally educated students are ‘Prepared, Informed, and Committed.’”

The 10 categories are intended to impart a broad range of knowledge and skill development and facilitate graduates’ global engagement and social responsibility. Although the maximum number of credits is 39, students may take fewer total credits and still meet the category requirements. This occurs when a course is approved for a Knowledge Domain category as well as a Key Topics category. This LEP specification provides flexibility for students to use courses for multiple purposes and encourages departments to find creative ways of contributing to the LEP while also incorporating liberal learning into majors and upper-division coursework (task force report, p. 8).

A key modification to the LEP since 2009 supports [UMD’s Global 2020 Strategic Plan](#) by providing a [waiver of the Global Perspectives category](#) for a student who successfully completes a UMD-approved Study Abroad Program. This waiver, proposed by the Liberal Education Subcommittee ([March 3, 2015 minutes](#); [November 11, 2015 minutes](#)) recognizes the value of international educational experiences contributing to student development to be globally engaged citizens.

The [10 LEP categories align with 5 undergraduate campus learning outcomes](#). Each category has distinct learning outcomes that courses are required to include and assess ([learning outcomes](#); [Syllabus Policy](#)). Faculty [conduct course assessment and report results](#) using the applicable [category rubrics](#) and present appropriate ways to improve upon student learning in their courses. The course assessment report form requires an answer to the item, “Describe potential improvements in the instruction and/or assessment of this course based on the assessment results.” As student learning assessment of the LEP progresses, the Liberal Education Subcommittee will be able to integrate category results to inform category- and program-level improvements to student learning and formal program review.

UMD publicly communicates the purposes, content, and learning goals of the LEP to students through [the Catalog \(includes LEP approved courses\)](#) and to faculty through the [Academic Affairs website](#). Learning outcomes for each category are published on the [LEP Assessment website](#), which provides links to both the student and faculty LEP pages.

3.B.2. [Primary resources shaping the current LEP framework](#) included Association of American Colleges & Universities (AAC&U) publications on Liberal Education and America’s Promise (LEAP).

All undergraduate degree programs include the LEP ([Undergraduate Degree Requirements](#)) presented in 3.B.1., and proposed LEP courses are reviewed carefully to ensure category criteria are met and learning outcomes are sufficiently addressed (course review is described in Subcomponent 4.A.4.).

Through Knowledge Domain categories, students take courses that identify established modes of inquiry within the domain; explore ways in which scholars/researchers/practitioners investigate, test,

and create knowledge; and explain how knowledge in the domain is professionally validated. These requirements are embedded within the category proposal forms as criteria and learning outcomes ([Natural Sciences](#), [Social Sciences](#), [Humanities](#), [Fine Arts](#)) that align with campus learning outcome 2 (construct, integrate, and apply knowledge).

Students take two LEP courses specific to collecting, analyzing, and communicating information, which are specified in criteria and learning outcomes aligned with campus learning outcome 6 (communication). One course is Writing and Information Literacy ([WRIT 1120, required](#)), and the other is in [Oral Communication and Languages](#). Undergraduate majors are also required to include an advanced writing course, and most use a [discipline-specific WRIT 31xx course](#) that [reinforces WRIT 1120 outcomes](#) and introduces more challenging performance levels.

[Logic and Quantitative Reasoning](#) courses teach students critical thinking and reasoning skills, which include learning to apply these skills to a variety of everyday situations. These courses align to campus learning outcome 3 (problem-solving).

Additional LEP requirements specific to human and cultural diversity are presented in 3.B.3.

Each of UMD's [graduate degree programs have one or more program learning goals that align with each of the graduate learning goal categories](#), which include knowledge and scholarly formation, research and methodological skills relevant to field, and communication skills. Every program learning goal is measured by one or more learning outcomes.

3.B.3. UMD's mission of preparing students to be globally engaged citizens requires the institution to provide education to develop students' cultural competence.

The social responsibility undergraduate learning goal is measured in part by campus learning outcome 7 (cultural differences and diverse environments) that students demonstrate through the LEP's [Global Perspectives](#) and [Cultural Diversity in the U.S.](#) categories. Additionally, the LEP [Sustainability](#) category integrates the human/social aspect with economic and environmental aspects in alignment with campus learning outcome 8 (contribute to local, national and global communities). Collectively, these courses direct students to recognize and think critically about local and global societies and their roles in them. Graduate degree programs provide education to achieve the graduate learning goal category "cultural competence and global context formation of the field," which is specific to each discipline.

Undergraduate students may have additional degree requirements or may select minors or special programs emphasizing the importance of human/cultural diversity in the world:

- International Programs and Services: educational opportunities for students to [Study Abroad](#)
- [College of Education and Human Services Professions](#): Deaf Studies Minor; Special Education Minor
- [College of Liberal Arts](#): World Languages and Literatures Minors (7 options); American Indian Studies Minor; International Studies Minor; Lesbian, Gay, Bisexual, Transgender, Queer Studies Minor; Women, Gender and Sexuality Studies Minor
- Labovitz School of Business and Economics: [International Business Minor](#); [upper-division international course degree requirement](#)
- [School of Fine Arts](#): Art History Minor

Beyond credit-bearing courses and programs, UMD provides educational opportunities recognizing

diversity through a variety of co-curricular programs and events hosted by offices, centers, and clubs across the institution. Calendar examples include the [Office of Diversity and Inclusion September-November 2017 Events Calendar](#) and the [Alworth Institute Fall 2017 Program Summary](#).

UMD aims to increase the diversity of the students, faculty, and staff, to promote more educational experiences contributing to cultural competency development. More diversity is expected to increase student interactions with diverse others, which is indicated as an area for improvement based on [2016 National Survey of Student Engagement \(NSSE\) results](#).

3.B.4. Faculty and students conduct research and creative activity, which are embedded within [UMD's mission](#).

According to the University Education Association agreement ([Section 250.800](#)), faculty on regular appointment will conduct scholarly or creative activity in the area of the person's professional training or expertise. Tenure-track faculty research activities are evaluated in annual probationary reviews as well as promotion and tenure processes consistent with the departmental [7.12 statements \(Section 201.700\)](#), which include standards for scholarship/creative activity. Annual faculty merit review includes research and creative activity based on department and college expectations.

Scholarly work is also evaluated at the program/department level through [academic program reviews](#), with the expectation that scholarly work interfaces with the respective undergraduate and/or graduate programs. Scholarship was reinforced within 2013-14 Program Prioritization by evaluating departmental research and creative activity for [undergraduate](#) and [graduate](#) programs based on high priority activities (from 7.12 statements) and 3-year totals of regional, national, and international presentations/ performances/exhibitions, books, peer-reviewed journals, and other relevant items.

The scope of UMD's research, scholarship, and creative activity are evident in several ways. According to the NSF Higher Education Research and Development (HERD) Survey, UMD's research expenditures have remained steady or increased over a recent 5-year period: \$21.5M (FY2012), \$21.4M, \$21.9M, \$27.6M, \$27.5M (FY2016). In 2016, UMD ranked 216th nationally for its expenditures among non-medical school institutions.

Based on data from January 2012 through December 2017 that faculty entered into the Works tool (Digital Measures), 200 faculty and research personnel reported active grants (note: because UMD adopted the tool University-wide in 2016 for use beginning in 2017, faculty may not have entered all information; therefore, [this Works report](#) is presented as a representative sample of grants).

During Fall 2017, UMD faculty were invited to report research and scholarship activity through the University of Minnesota "Experts" list that illustrates the significant extent to which faculty with profiles have developed [connections with researchers on national and international bases](#). UMD faculty have also developed a strong portfolio of creative and artistic activity engaging the community (example: [School of Fine Arts community engagement](#)).

In addition to the array of academic departments, UMD hosts research institutes that focus on natural resources and aquatic sciences: Large Lakes Observatory (LLO), Natural Resources Research Institute (NRRI), and Minnesota Sea Grant. These institutes provide graduate research opportunities and support, as well as research infrastructures and educational outreach (examples: [LLO](#) and [Blue Heron](#), [NRRI](#), [Sea Grant](#)).

Undergraduate students pursue research and creative interests outside of regular courses in other ways. The 2016 NSSE survey showed 28 percent of UMD seniors reported participation in research with a faculty member, and 54 percent reported participation in an internship or field experience. The [Undergraduate Research Opportunities Program \(UROP\)](#) provides students across campus opportunities to collaborate with faculty mentors to design, implement, and present a research project (approximately 130 students participate in UROP each year). University Honors requires each student to complete a [capstone scholarship project](#) under faculty mentorship (72 students completed an Honors capstone project during the past three years). Underrepresented students may be selected to participate in the [McNair Scholars Program](#) providing support and research mentoring in preparation for graduate school (three UMD undergraduates were McNair Scholars in recent years).

Additional collegiate and departmental opportunities for undergraduate students include:

- School of Fine Arts: [Creative opportunities for each department](#), such as the Art & Design Annual Student Show and Poster Design Competition, Music ensembles, and the Stage 2 student-run theatre organization.
- Swenson College of Science and Engineering: [Biology Undergraduate Research in Science and Technology Program](#); [Summer Undergraduate Research Program](#); [Duluth Journal of Undergraduate Biology](#) student research publication outlet.
- University Honors: [Aisthesis](#) student-led research publication outlet for Honors student projects.

Both graduate and undergraduate students have the opportunity to enroll in a department/discipline [directed research xx94 course](#), in which the student and faculty develop a contract specifying the number of credits and work to be accomplished.

Independent research and other scholarship or creative works requirements for degree programs are key components of graduate education. Thirteen of UMD's graduate programs include a research-specific degree requirement that may be fulfilled by the [Plan A Master's Thesis](#) (166 graduates completed this option during the past three years). Twenty programs provide opportunities for substantial independent work through [Plan B Projects](#) (254 graduates completed this option during the past three years). Some programs offer students the option of completing a Plan A Thesis or Plan B Option as a degree requirement. UMD's Doctorate of Education (Ed.D.) program requiring a research component has graduated 10 students during the past three years. UMD also contributes to UMN-Twin Cities doctoral programs by offering coursework and faculty advising for Ph.D. programs in Water Resources Science and Integrated Biosciences.

UMD's Graduate School Office provides partial funding support to students making presentations of their independent research at regional and national meetings (typically 50 students per year). Similarly, UMD Academic Affairs provides full funding support to undergraduate students invited to make presentations at the National Conference for Undergraduate Research (NCUR) or other professional meetings (10-12 students per year).

YEAR 4 ASSURANCE REVIEW UPDATE

Within the UMD academic program review process external reviewers provide [ratings for the following items in Category 2](#) that relate to Core Component 3.B.:

1. The program adequately engages students in:
 - a. collecting, analyzing, and communicating information,
 - b. mastering modes of inquiry or creative work, and
 - c. developing skills adaptable to changing environments.
2. The program recognizes human and cultural diversity of the world in which students live and work.
3. Students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to the program and to UMD's mission.

Of the [23 programs reviewed 2018 through 2021](#), the programs were rated as follows:

1. 22 programs “met,” 1 program “met with concerns” (Exercise Science)
2. 16 programs “met,” 5 programs “met with concerns” (Master of Education; Psychology; Chemistry BA/BS; Biochemistry; Chemistry MS), 1 program “not met” (Exercise Science); 1 program not applicable (Theatre; the self-study did not address human and cultural diversity)
3. 22 programs “met;” 1 program “met with concerns” (Master of Education)

The programs rated as “met with concerns” and “not met” identified ways to address the concerns as described in the department responses ([excerpts of department responses Category 2 items](#); full responses: [Exercise Science](#), [Master of Education](#), [Psychology BAsc](#), [Chemistry & Biochemistry Department](#)).

UMD's general education program is called the Liberal Education Program (LEP), and the LEP delivered at the time of the 2018 HLC comprehensive review remains the same through academic year 2022-23. The LEP framework was revised during 2021 in response to the [August 2020 request](#) by the Anti-Racist Committee of the Employees of Color and American Indian (EOCAI) Mentoring Group to require a 3-credit course on race and social justice for all undergraduates within their first three semesters of enrollment at UMD.

The revision was broadly informed by faculty and administrative input in addition to the EOCAI Group. Faculty discussed and provided comments regarding the benefits and challenges of teaching required anti-racism courses ([Faculty Senate request](#); [responses collected](#); [summary of LEP framework changes to move forward](#)). Faculty Senate approved the revised framework November 18, 2021 ([minutes](#)). Administration confirmed the addition of a category should be manageable for (re)allocating resources to deliver courses in the new category while maintaining sufficient resources for existing categories. For example, the deans articulated support for faculty opting to modify existing race courses in the Cultural Diversity in the U.S. category to meet the criteria and learning outcomes for the new anti-racism category ([initial conversation August 2021](#); [follow-up September 2021](#)).

The forthcoming framework, set to become effective fall 2023, is shown below:

Part I. Language, Reasoning Skills, and Theorizing Power (12 credits)

Select one course from each category. Language, Reasoning Skills, and Theorizing Power courses may not double dip with any other LEP categories.

1. Logic and Quantitative Reasoning (3 credits)
2. Oral Communication and Languages (3 credits)

3. Theorizing Race, Power, and Justice (3 credits)
4. Writing and Information Literacy - WRIT 1120 (3 credits)

Part II. Knowledge Domains (19 credits)

Select one course from each of two categories and two courses from each of the other two categories. Two courses taken in a category must be different subjects within the category. For example, two different subjects within the Natural Sciences category could be a Biology (BIOL) course and a Chemistry (CHEM) course. Knowledge Domain courses may also fulfill Key Topics requirements.

1. Fine Arts (3 credits minimum)
2. Humanities (3 credits minimum)
3. Natural Sciences (4 credits minimum, one lab course required)
4. Social Sciences (3 credits minimum)

Part III. Key Topics (9 credits)

Select one course from each category. Key Topics courses may also fulfill Knowledge Domain requirements.

1. Cultural Diversity in the US (3 credits)
2. Global Perspectives (3 credits)
3. Sustainability (3 credits)

In the process of modifying the framework, the campus acknowledged the Natural Science with lab courses at UMD are all four or more credits, which led to a correction of the total LEP credits of 40 instead of 39. Students can still “double-dip” up to 9 credits of coursework between Parts II and III, so all students will graduate with a minimum of 31 LEP credits.

The Liberal Education Subcommittee oversaw a task force composed of faculty and staff race and racism experts who drafted the new category’s name, description, criteria, and learning outcomes ([request for task force members](#); [message to task force after initial meeting](#)). The Subcommittee viewed task force drafts in progress ([December 2021](#); [January 2022](#)), and endorsed the final version on February 23, 2022 ([minutes](#)). The Subcommittee also suggested minor wording adjustments to facilitate the use of the criteria within the structure of the LEP course proposal forms ([final version](#)). Faculty Senate shared the category details during a town hall on March 17 ([invitation](#)).

The Liberal Education Subcommittee also receives LEP category assessment data summaries from the campus assessment office ([three-year cycle](#)), and evaluates the information to inform LEP improvements as appropriate. Since 2018, all LEP categories have been reported at least one time, and the reports include categories specific to human and cultural diversity ([Cultural Diversity in the U.S. 2020](#)) and living and working in a multicultural world ([Global Perspectives 2019](#)).

The LEP was externally reviewed in fall 2019 by a three-member team ([self-study](#); [schedule](#); [team report](#)). In response to the team’s recommendations, the Liberal Education Subcommittee discussed communication strategies during spring 2020 ([April 8 minutes](#)) and launched workshops for faculty

considering the submission of LEP course proposals ([invitation](#)). Additionally, during spring 2022, the Subcommittee endorsed the [LEP Faculty Fellow position](#) to lead communications and provide assistance to faculty ([LEP activities organization summary](#)).

Liberal education was also the topic of a design-thinking project conducted by the former College of Liberal Arts. The question posed by the group was “How might UMD reimagine the roles of the Liberal Arts in the education of its students?” ([overview](#)).

In addition to program reviews demonstrating students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to the program and to UMD’s mission presented previously, the campus has data regarding student research and high-impact practices (HIPs). First, [HIP results from the 2020 National Survey of Student Engagement \(NSSE\)](#) showed across campus that 23 percent of seniors and 2 percent of first-year students conducted research with faculty. Importantly, the 2020 NSSE administration was completed prior to the start of emergency remote teaching mid-March due to covid.

Second, [information reported by 86 programs during 2021-22](#) showed 19 programs include this HIP as a requirement and additional elective, 9 programs include the HIP as a requirement only, 35 offer the HIP as an elective only, and 23 have either a requirement or an elective. HIPs are a topic within a [campus strategic plan initiative](#), which states “Establish and implement a campus-wide experiential learning plan based on high-impact practices.” Measures for the initiative include completing a plan and increasing HIP student involvement as reported on the NSSE.

UMD continues to participate in the UMN Systemwide [Undergraduate Research Opportunities Program](#) with showcases each fall and spring semesters (examples: [F2021](#); [S2022](#)).

In September 2021, the UMN Interim Vice Provost for Research came to UMD for a campus research discussion hosted at the Natural Resources Research Institute ([agenda](#)). [Campus-wide, key highlights](#) presented include:

- Annual externally sponsored awards totaling \$62 million;
- UMD’s research expenditures is greater than all other higher education institutions in the state of Minnesota excluding the UMN-Twin Cities campus;
- Over the past 6 years 20-25 percent of UMD seniors completed an independent research project with a faculty member;
- UMD ranked fourth among our designated peer institutions for NSF HERD spending across 2016-19.

Additionally, each college and research unit presented summaries of their respective research portfolios showcasing their activities:

- [College of Arts, Humanities, and Social Sciences](#)
- [College of Education and Human Service Professions](#)
- [Labovitz School of Business and Economics](#)
- [Swenson College of Science and Engineering](#)
- [Natural Resources Research Institute](#)

- [Sea Grant](#)

UMD values interdisciplinary work, which is exemplified in research activities such as:

- During spring 2022, the Research, Scholarship, and Creative Activities Subcommittee within campus governance announced a [request for proposals for the EVCAA Research and Scholarship Grant Program](#). The awards are for projects focused on fostering new cross-disciplinary collaborations on campus.
- According to UMD's Office for Sponsored Projects Administration, 21 multidisciplinary grants involving UMD researchers were in-progress during FY 2021 ([SPA data for research-oriented strategic plan initiatives, March 2022](#)).
- The [Advanced Materials Center](#) within SCSE incorporates elements of physics, chemistry, biochemistry, and engineering toward the design, discovery, preparation, application, and fate of new materials.
- SCSE is establishing Course-based Undergraduate Research Experiences (CUREs) in the laboratory sections of selected foundational courses with a goal to provide research experiences to 100 percent of all SCSE students. The pilot will be in General Chemistry II laboratories, with the first CURE scheduled for Spring semester 2023. SCSE is currently searching for a teaching postdoc who will assist faculty in Chemistry and Biochemistry to implement the changes.

A key factor in research productivity is space, and as of fall 2021, [376,000 square footage is classified as laboratory](#). Total research productivity as self-reported by faculty for 2018 through 2021 is shown on reports for [contracts, grants, and sponsored research](#) and for [intellectual contributions](#).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C. Introduction: Faculty and Staff Classifications. All UMD faculty appointments of more than 35% time and more than 67 days per calendar year are members of the University Education Association (UEA). The UEA establishes a [collective bargaining agreement](#) with the Board of Regents to specify faculty rights and responsibilities. University of Minnesota staff are classified as Professional and Administrative (P&A), Civil Service, or labor represented. Civil Service employees are subject to [Civil Service Employment Rules](#). Common labor-represented bargaining units for UMD staff include AFSCME Clerical & Office and Teamsters. The current collective bargaining agreements for these units were approved by the Board of Regents in [February 2018](#). The [2017-2019 AFSCME contract](#) is provided; the Teamsters contract was not posted when the Assurance Argument was finalized (previous contract: [Teamsters 2015-2017](#)).

3.C.1. [This subcomponent was added to the Criteria for Accreditation effective September 1, 2020. A brief addition specific to 2018 is provided here, and information is expanded upon in the Year 4 update section.] The numbers of employees within diverse groups as of Fall 2017 are summarized in the [Diversity Table](#). UMD's hiring practices facilitate the recruitment and selection of a diverse workforce. The recruitment process for [faculty and professional and administrative staff positions](#) and for [civil service and labor-represented positions](#) include items such as:

- Position descriptions that include language reflecting diversity and inclusion in the duties and qualifications with examples.
- The review of equal opportunity and affirmative action (EOAA) goals for each department hiring one or more positions.

- Search committee members who watch EOAA videos for recruiting diverse applicants.
- Advertising strategies that will attract a diverse pool.
- A summary of reasons underrepresented groups and females were not included in the pool identified for interviews.

3.C.2. UEA Unit Workload standards ([250.000](#)) and regular monitoring of [student-to-faculty ratios](#) help ensure adequate numbers of faculty are employed to meet student enrollment demands.

Teaching and professional service responsibilities ensure faculty oversee curricula and are involved in student learning assessment. Faculty primarily oversee curricular matters within departments and collegiate shared governance committees with additional oversight as applicable for specific programs within campus shared governance ([faculty representation in campus shared governance](#)). For example, the campus Liberal Education Subcommittee oversees the LEP curriculum, and the Graduate Programs Committee oversees graduate program curricula (described in Subcomponent 4.A.4.).

Sufficient numbers of faculty allow each faculty member opportunities to fulfill specified teaching and learning instructor responsibilities, including giving students feedback and grading promptly. Assessment of student learning is included within faculty teaching responsibilities at the course level (conducting assessment, analyzing results, identifying and implementing changes to improve student learning), whereas program assessment reporting is recognized as service to the department/college ([Works faculty assessment documentation instructions](#)).

UMD faculty liaisons verify that high school instructors teaching dual-credit [College in the Schools \(CITS\) courses](#) possess appropriate credentials to meet UMD quality standards ([faculty liaison roles](#)).

3.C.3. The UEA agreement states “A Member shall not be assigned to teach in subject areas in which s/he does not possess adequate professional training or expertise” ([250.520](#)), and UMD’s [Faculty Qualifications Policy](#) provides minimum standards for faculty qualifications based on HLC’s assumed practice. The [Labovitz School of Business and Economics](#) maintains its own EVCAA-approved Faculty Qualifications Policy to meet specialized accreditation standards.

During 2017-18, the qualifications for UMD faculty teaching one or more courses were evaluated against the policy. The faculty whose highest degree is the same level as the courses they teach were reviewed under the new policy using equivalent experience factors (excluding CITS teachers; UMD received the [HLC extension to 2022](#) for CITS high school teachers to meet Faculty Qualifications Policy standards). The Faculty Qualifications Verification Form was also implemented for use in the hiring process during the current year ([original form](#); [revised form](#)).

3.C.4. The UEA agreement specifies instructor evaluation processes, and department and/or college policies identify appropriate evaluation criteria. With the exception of independent study, internship, and individual instruction courses, every UMD course is evaluated using standard forms ([202.000](#)). Each faculty submits at least 50 percent of his/her teaching evaluations per academic year for personnel decision purposes.

Every full-time faculty member uses Works to complete the Academic Record File (ARF) for annual merit reviews, which occur at the college level. Teaching materials include course evaluations along with [supporting materials to document teaching work](#) such as time teaching, professional development in the area of teaching, and course improvements related to student learning assessment.

Tenure-track faculty are reviewed annually relative to teaching expectations outlined in departmental [7.12 statements \(201.600\)](#). Initial review is done by the department's tenured faculty and is followed by reviews from the Dean, EVCAA, and Chancellor. The same process is used for promotion and/or tenure review decisions, involving a greater degree of evidence and explanation within the faculty portfolio ([201.400](#)).

Tenured faculty review helps to ensure effective and high quality teaching is maintained once tenure is granted. If performance falls below established goals and expectations, the review process follows UEA procedures outlined in [201.700](#).

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The Board of Regents established guiding principles to support a culture of excellence, continued learning to achieve success, and development related to position responsibilities ([Employee Development, Education, and Training Policy](#)).

Assuring faculty are adept teachers begins during the selection process. Many departments across campus require applicants to deliver a teaching presentation during on-campus visits (examples: [Psychology](#), [Finance](#)).

Each fall, all new faculty regardless of teaching load and appointment type are invited to attend [new faculty orientation](#) to obtain information regarding teaching support on campus, such as course technology and faculty workshops.

Campus-wide, the [Center for Excellence in Teaching and Learning \(CETL\)](#) provides teaching-related [workshops, events](#), and [personalized assistance](#) for faculty throughout the year (CETL replaced the Instructional Development Service in 2014-15). Professional development in the area of student learning assessment is provided in partnership between CETL and UMD Campus Assessment (example: [Fall 2017 workshops](#)).

Opportunities supporting faculty development within their disciplines include sabbaticals up to 12 consecutive months ([601.000](#)), single-semester leaves ([602.000](#)), and graduate study ([110.000](#)). Academic Affairs provides grant opportunities for faculty, which most recently included EVCAA Research and Scholarship Grants (up to \$5,000 per faculty based on an application process). Additionally, mentoring support and travel funds to speak in-person with funding program officers in Washington, D.C. is available through the "Getting External Grants: Support for Early Career UMD Faculty and Research Staff" initiative.

Systemwide support includes:

- [International travel grants](#) from the Global Programs and Strategy Alliance Office
- [Grant-in-Aid](#) support for research and scholarship from the Office of the Vice President for Research
- Funds for [proposal development, such as "Updraft" or "On the Horizon,"](#) through the Office of the Vice President for Research
- Leadership training for graduate students, post-doctorates, and early career faculty through the Institute on the Environment (IonE) Boreas Program ([Boreas Leadership Workshop UMD announcement](#))
- [IonE faculty affiliation](#) and participation in IonE programs and activities

- A range of [University Awards](#) to recognize and support exceptional scholarship

Additional support at UMD includes the Writers' Workshop for [preparing grant proposals, articles, and reports](#), training on Systemwide tools and job requirements (example: [Canvas transition for teaching](#) beginning Fall 2017), and webinars through service providers such as the [National Center for Faculty Development and Diversity](#). The [Educational Technology and Training Team](#) in [ITSS](#) supports faculty using technology through designated educational technologists for each college who provide faculty workshops and offer individualized consulting.

Faculty development provided by colleges varies to meet their unique needs.

- College of Education and Human Services Professions: Faculty support for conference travel; Faculty Small Grants for teaching, research, and service projects; activities provided by the Senate Executive Council; an all-college retreat at the start of every academic year
- College of Liberal Arts: New Faculty Mentoring and Orientation Program
- Labovitz School of Business and Economics: [Faculty Grants](#); [Entrepreneurship Research Grants](#); [Dean's Research Publications Funding Program](#); [Dean's Travel Fund Grants](#); [Technology Grants](#); [New Faculty Funds](#)
- Swenson College of Science and Engineering: [Faculty Mentoring Program](#); Leadership Training; Active Learning Training; Active Learning Cohort Program; Excellence in Civil Engineering Education Program (open to all faculty); activities provided by the college's Committee on Teaching and Learning

3.C.6. The UEA Agreement specifies faculty accessibility to students:

- [113.600](#): "A vital part of each Member's profession is h/her reasonable and ready accessibility to students since consultation with Members is not a student's privilege but every student's right."
- [250.700](#): "Each Member shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students."
- [250.730](#): In addition to course office hours, faculty are available for students to accommodate advising responsibilities. Undergraduate faculty advisors establish and communicate advising hours each semester to coincide with student registration timelines.

Accessibility is reinforced by [instructor responsibilities](#): "Instructors shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students." Faculty provide office hours in [course syllabi](#).

3.C.7. Student support staff, primarily classified as P&A and Civil Service, must be appropriately qualified for their positions before an employment offer may be extended. The hiring process is guided by a series of [Human Resources tools and guidelines to screen and select](#) qualified applicants.

The University of Minnesota's [job-family project](#) during 2013-2015 updated more than 9,000 position descriptions across the System and provided a means for reclassification. The new [job-family definitions](#) provide a structure and context to consider organizational needs as [job postings are created](#) and to ensure staff remain qualified.

The Board of Regents [Employee Development, Education, and Training Policy](#), which establishes the guidelines for ongoing employee training and development opportunities, provides tuition benefits for

eligible employees to take University credit-bearing courses at reduced tuition costs ([Regents Scholarship Program](#)). P&A employees may apply for leaves to learn through activities such as internships, research, scholarly writing, and curriculum development in accordance with the [Professional Leave Policy](#).

The Office of Human Resources offers ongoing internal training opportunities through the ULearn system, which includes [online training](#) and a means to document completed classroom trainings. Staff commonly attend workshops to facilitate their work with students, such as Google Tech Jam Sessions; Safe Space Training; Student Rights, Protests and Free Speech; Creating Inclusive Campus Environments; and Emergency Response Training.

Specific student support areas facilitate staff members' professional development through professional associations, conferences, and required training where applicable. Two examples include:

- Academic Writing and Learning Center: TESOL International Association Conference; International Writing Center Association; National College Learning Center Association
- College Advising Offices: Student Affairs Professionals in Higher Education; office-specific training such as book discussions (example: *Thriving in Transitions: A Research-Based Approach to College Student Success*)

YEAR 4 ASSURANCE REVIEW UPDATE

Current collective bargaining agreements for labor-represented employees at UMD include: [University Education Association \(UEA\)](#); [AFSCME](#); [Teamsters](#). Additionally, the [Civil Service Employment Rules](#) were updated in 2020.

The diversity of UMD's faculty and staff in fall 2021 compared to the diversity in 2017 is summarized in [the 2017 and 2021 Employee Summary](#); student data are provided in the [5-Year Student Summary](#). The percentage of white faculty and male faculty have decreased slightly during this period, which mirrors student demographic trends. Among students, the greatest increase is Hispanic, with slight percentage increases for American Indian and Black. These increases are also evident with faculty. Overall, UMD has hired more American Indian or Alaska Native, Asian, and Hispanic or Latino employees since fall 2017.

UMD [faculty to student and staff to student ratios](#) were lower in fall 2021 compared to fall 2017. Colleges and departments are responsible for delivering programs with sufficient numbers of faculty, and the decline in faculty is consistent with declines in enrollment.

During the pandemic the UMN System implemented a hiring freeze (described in Core Component 5.B.), and each campus was instructed to submit [hiring requests to the System](#) during FY 2021. The regular faculty hiring request process described in the 2018 HLC report was reinstated during FY 2022 in late March ([Council of Deans minutes](#)).

Since 2018, some colleges have revised their faculty hiring procedures by removing identifying

information from candidate initial screening materials. The transition began in fall 2021 when the Swenson College of Science and Engineering (SCSE) implemented an [anonymized search process](#), decoupling the statements for (1) research and teaching and (2) JEDI from the CV. Search committees now evaluate the two statements with rubrics, which are also shared with candidates. Search committee members have reported that interviews are much deeper because candidates have a better sense of SCSE and UMD. At the same time, the College of Education and Human Service Professions (CEHSP) [implemented a process](#) that requires a [non-identifiable letter of application](#) for the first round of review.

UMD is committed to diversity and strives to hire and retain diverse faculty and staff, as well as to recruit and retain students, as stated within [MPact 2025](#) and [UMD's strategic plan](#) and unit-level strategic plans (examples: [Labovitz School of Business and Economics \(LSBE\)](#); [Kirby Student Center](#)). Additional details of DEI activities occurring within various units are provided within annual reports and summaries of ongoing work to enhance the diversity and inclusiveness of the campus. Examples: [Alumni Relations](#); [Career & Internship Services](#); [CEHSP](#); [Housing & Residence Life](#); [LSBE](#); [SCSE](#).

Any instructor hired is reviewed by the respective program, college, and EVCAA to ensure the individual is qualified to teach courses in the discipline or subfield. The [Faculty Qualifications Verification \(FQV\) form](#) continues to be part of the hiring process. Graduate students teach under supervision of faculty members. Since 2018, UMD has had [one to two predoctoral fellows](#) from the [UMN-Twin Cities campus](#) teaching courses each year.

The 2021-22 roster of faculty and on-campus courses they taught is provided by unit below.

- [Academic Affairs](#)
- [CAHSS](#)
- [CEHSP](#)
- [LSBE](#)
- [SCSE](#)

Examples of equivalent experience as documented on FQV forms: [CAHSS 1](#); [CAHSS 2](#); [CEHSP 1](#); [CEHSP 2](#); [CEHSP 3](#); [CEHSP 4](#); [LSBE](#).

As of spring 2022, 64 of UMD's 77 College in the Schools (CITS) instructors meet the faculty qualifications standards, and the remaining 13 instructors are on target to be fully qualified by September 1, 2023. CITS faculty details are provided in Core Component 4.A.

A revision to the UEA agreement since 2018 is the manner in which teaching is evaluated. Prior to the current contract, all faculty selected and submitted 50% or more of their student evaluations of teaching reports each calendar year. The practice outlined in the current contract ([202.200](#)) requires each academic department to identify at least two options for evaluating teaching effectiveness, and then each faculty member within the department selects from those tools (examples: [Economics and Health Care Management](#); [Education](#); [Management Studies](#); [Psychology](#); [Social Work](#)).

To aid departments in the process of identifying tools, SCSE coordinated a campus-wide workshop in

[September 2021 with a January 2022](#) follow-up session facilitated by Dr. Andrea Follmer-Greenhoot and Dr. Doug Ward from Kansas University based on their [research and institutional practices](#). As a result, many departments across all four colleges participated and [received resources](#) to assist in refining their measures as appropriate.

Faculty provide their teaching evaluations as a part of the annual review procedure (example: [CEHSP guide for year-end reporting \[p. 3, #2\]](#)).

Faculty have continued to be accessible to students based on UEA contract requirements and policies ([Instructor and Student Responsibilities Policy, updated 2019](#)). During the 2020-21 academic year, faculty held virtual office hours due to remote teaching. Some faculty continued to hold virtual office hours during 2021-22 as well to help ensure personal safety ([Council of Deans discussion July 2021](#)).

Programs responding to the spring 2022 program update form (described in Core Component 4.B.) provided examples of ways they supported student learning during 2021-22, when the campus resumed mostly on-campus classes. [Responses range](#) from providing accommodations to students unable to attend classes to student retention-oriented activities, which contribute to a quality education.

Since 2018 Systemwide support of faculty development has increased through the [UMN Center for Educational Innovation \(CEI\)](#). In the past four years the number of assigned Educational Program Specialists for the UMD campus rose from one to three. These consultants work with college units and academic departments to develop and deliver curriculum for teaching to UMD faculty, and they provide one-on-one services such as classroom observations ([data summary](#)). CEI is in the process of developing a new strategic plan, which is expected to lead to different ways CEI and UMD can contribute to faculty development.

With increased support from CEI and from UMD's Information Technology Systems and Services (ITSS; examples: [summer 2020](#), [summer 2021](#)), UMD's Center for Excellence in Teaching and Learning (CETL) that had consisted of one half-time faculty member was eliminated in 2021 in response to budget cuts. During spring 2022 department heads provided input about faculty development in general ([notes from March meeting](#)). New faculty orientation is expected to be different in fall 2022 compared to [fall 2021](#), both in terms of content and the expectation to meet in-person. An associate vice chancellor and the associate deans will coordinate new faculty orientation during summer 2022.

Colleges and programs also continue to provide professional development to meet their specific needs. Examples:

- CITS instructor workshops prior to the start of fall term (example: [2020](#))
- CEHSP: [Faculty Leads Program](#); [Workshop for UROP Faculty Advisors](#); [Workshop on Library Datasets](#); [Staff Development](#)
- LSBE: Awarded faculty grants to five faculty during 2020-21 to assist with development teaching and research initiatives; awarded 45 research grants to faculty who published peer reviewed research in 2020-21; awarded 17 travel grants to faculty to attend and/or present at academic conferences.

In spring 2019 the [Theatre external reviewer team](#) commented that UMD could benefit from a regular process of post-tenure review. In summer 2019 UMN Associate Vice Provost of Faculty and Academic Affairs presented to UMD deans on the process for revising departmental promotion and tenure documents to include post-tenure review procedures ([summary with presentation and examples](#)). Departments prepared revisions during 2019-20, and [feedback was provided to UMD](#) May 2022 for further review and discussion.

Staff hiring procedures have not changed since 2018. In summer 2018 the internal training and development system where employees find required employment training [changed from ULearn](#) to the [Training Hub](#).

Attending conferences and workshops was more cost effective during the pandemic's travel restrictions, and many staff took advantage of the opportunities available. For examples, see the listing of professional development events staff from the [Division of Student Life](#) attended during 2020 through 2022. Additionally, several finance staff from across the campus attended the virtual offering of the NACUBO conference in July 2021 and the CACUBO (the central association) conference in September 2021.

UMD's shared governance structure has not changed since 2018, although the numbers of faculty on several [governance groups](#) changed after the merger of the College of Liberal Arts and the School of Fine Arts into the College of Arts, Humanities, and Social Sciences. Prior to the merger each collegiate unit had representation on respective governance groups. After the merger, as these members' terms expired, half of the individuals were replaced to maintain the necessary number of faculty on the group for the new combined collegiate unit.

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- LSBE - Deans Research Publications Funding Program Information
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- UMD Student Demographics - 2017-2021
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- University of Minnesota Scholars Walk
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- Workshop Basis - Establishing a Better Approach for Evaluating Teaching
- Workshop Invites - Teaching Evaluations
- Workshop Resources - Teaching Evaluation
- Writers Workshop - Faculty and Staff
- Writing a Position Description Resource

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. As a public, comprehensive institution, UMD enrolls a wide variety of student populations and provides a wide variety of services to support diverse student learning needs. For example, 15 percent of the Fall 2017 New High School cohort are students self-identifying as groups from underrepresented and international populations ([All Student Profile data](#)). The average composite ACT score is 24.10, and category scores range from 20.87 (writing) to 24.84 (reading).

Student resources, listed on the [Current Students](#) website, include support services from Academic Affairs and Student Life divisions for various student populations:

- [Disability Resources](#) facilitates reasonable and appropriate learning accommodations for students with disabilities.
- [Health Services](#) offers free and confidential counseling to students.
- The [Office of Diversity and Inclusion](#) provides [professional academic advising to international students](#), student mentoring and tutoring for underrepresented students, and women support services, such as a nursing parents' room available to students.
- The [American Indian Learning Resource Center](#) provides advising and assistance for American Indian and Alaskan Native students.
- [Veterans Services](#) provide information and assistance to veterans receiving educational benefits.
- [Career and Internship Services](#) offers major- and career-exploration services.
- [Live Like a Student](#) educates students on topics of student loans, debt, credit, spending and identity theft.
- [One Stop Student Services](#) provides walk-in counseling on finances, forms, printed information, and records review.
- The [Students in Transition Office](#) provides assistance for students in dual-credit courses as well as transfer students and non-degree seeking students. The office also trains student leaders to work in student orientation activities.

3.D.2. UMD primary admissions criteria ensure entering students meet standards shown to predict

student success, including the completion of [high school preparation courses](#), GPA, and ACT/SAT scores. [Secondary factors](#) may also be considered for conditional acceptance, and students are directed toward appropriate learning support instruction as determined in the admissions process.

During summer months, new students attend Orientation, Advisement, and Registration sessions specific to their majors/colleges to register for courses and receive academic information from professional academic advisors. A faculty advisor or professional academic advisor provides each student individualized advising for course selections. The advisor reviews the student's record, including completed transfer course decisions and ACT/SAT scores, to identify specific courses for Math and Writing placements (example advising summaries: [College of Education and Human Service Professions](#), [College of Liberal Arts](#)). Students opting to take Foreign Languages courses are provided [course placement guidelines](#) based on completed high school language coursework. Students with conditional admission status may also be guided toward [Supportive Services Program academic skills courses](#).

All incoming first-year students participate in [Bulldog Welcome Week](#) beginning the Wednesday before the fall semester begins. During various [sessions and events](#), students become more familiar with the academic expectations of their programs and have the opportunity to connect with student organizations and campus resources. Most first-year students also complete UMD Seminar, which includes [1- and 2-credit options](#), delivered in fall semester and designed to [facilitate students' academic success](#).

Students in any year of study may utilize learning support opportunities located in the Learning Commons within the Kathryn A. Martin Library. The Academic Writing and Learning Resource Center includes the [Writers' Workshop \(for any student in any course\)](#) and [Tutoring Center \(for students in specific courses/disciplines\)](#). The [Securian Math Learning Lab](#) provides tutoring assistance for introductory math courses.

3.D.3. UMD utilizes a decentralized and collaborative [academic advising model](#) to provide customized advising for each collegiate unit and its programs. Each college maintains its own advising office staffed with professional academic advisors who coordinate the respective units' student advising activities and procedures. Faculty also advise students within their respective programs and consult with professional advising staff.

The professional academic advisors maintain a [comprehensive set of responsibilities](#) for advising students; training faculty to advise students; processing and coordinating student forms affecting registration; and collaborating with advising partners to deliver and support student advising activities. In 2011, all professional academic advisors formed the Academic Advising Committee (AAC) to better organize academic advising processes across units where appropriate and to share information. The AAC also participates in campus-wide advising activities (the coordinating office is listed in parentheses):

- Campus Preview (Admissions)
- Bulldog Fridays (Admissions)
- Admitted Student Days (Admissions)
- National College Fair, held on the Twin Cities campus (Admissions)
- Advisement and Registration (Students in Transition)
- Welcome Week Workshops (Students in Transition)

- Major/Minor Expo (Academic Advising Committee)
- Family Weekend (Student Life)
- Champ Saturdays (Admissions)
- Summer Expo (Enrollment Management)
- Academic Link (Student Life - publication for students and families)
- Slice and Advice (Housing)

Advising within each college is designed to meet the needs of their student populations. For example, the College of Education and Human Service Professions advising staff developed an Advising Module in Moodle/Canvas as a means for students to learn how to read the UMD Catalog (example: [Sample Plan](#)), LEP requirements, and the [Academic Progress Audit System](#) (APAS; the degree audit system).

Additional technology tools used in academic advising processes include [APLUS](#), “My Advisees” in the [Advisor Center](#) on MyU Portal, Campus Solutions ([PeopleSoft](#)), [Graduation Planner](#), [Schedule Builder](#), [Advisor Connect](#) (mass emailing system), and the CollegeSource [Transferology system](#). Students use APAS, Graduation Planner, and Schedule Builder alongside professional academic advisors and faculty advisors for planning and ensuring progress on degree completion.

Recognizing the critical role of academic advising in student persistence and graduation, each unit’s professional academic advisors met with the Assistant Vice Chancellor of Student Enrollment Management to review analyses of at-risk student indicators and begin to address concerns based on student needs (refer to Subcomponent 4.C.3.).

[Student-athletes in UMD athletics receive academic advising](#) to ensure their degree progress each semester in accordance with NCAA and conference requirements. Students who self-report as a student of color may meet with secondary advisors from the Office of Diversity and Inclusion.

3.D.4. UMD provides students and instructors resources necessary for effective teaching and learning.

UMD’s Information Technology and Systems Services (ITSS) partners with the System’s Office of Information Technology (OIT) to maintain course management systems. In April 2017, the System Provost finalized the decision to remain in the [Unizin consortium](#) and to transition from Moodle to Canvas over a two-year period. ITSS educational technologists then began working with faculty to determine plans for putting courses on Canvas. Additional [support through workshops and online resources](#) are available as faculty learn the new system. OIT also delivers internet services, which are maintained locally by ITSS. During 2017, the network system was upgraded to enhance security features. ITSS is fully responsible for [multiple computer labs](#) across campus and provides hardware and software upgrades as needed.

The Kathryn A. Martin Library supports teaching and research through more than 300 databases, indexes, and data repositories in addition to library collections. [Professional reference librarians](#) are designated to academic departments to assist undergraduate students, graduate students, and faculty. Students and faculty also have access to hundreds of thousands of books and journals on site, millions of physical materials via the University of Minnesota Get-It resource sharing program, and an [interlibrary loan program](#).

The Tweed Museum of Art ([collections](#); [exhibitions](#)) and [Glensheen Mansion](#) are used as learning labs by faculty and students of all ages. Having access to these facilities prompted the development of the [Museum Studies Certificate](#), which began Fall 2015. In Fall 2016, [UMD welcomed Shakespeare's First Folio exhibition](#).

The School of Fine Arts also provides various art and design studios, music practice spaces (individual instruction and ensembles), a dance studio, and venues for public performances each year. Venues include the [Weber Music Hall](#), [Marshall Performing Arts Center](#), and [Dudley Experimental Theatre](#). The [Viz Lab and the Motion and Media Across Disciplines \(MMAD\) Lab](#) provide students and faculty access to 3D printing, state of the art projection, data visualization, and high-definition video production.

Natural sciences disciplines have classroom laboratories in multiple buildings, such as the Swenson Science Building, Chemistry, and Heller Hall. The Chemistry and Advanced Materials Sciences building, currently being built, will include modern lab spaces. Other campus facilities include the [Geospatial Analysis Center](#), the [Research Instrumentation Laboratory](#), the [Marshall W. Alworth Planetarium](#), and the [greenhouse](#). Off-campus, faculty and students may work with researchers and staff at the [Natural Resources Research Institute \(NRRI\) facilities](#) or aboard the [Blue Heron](#), a research vessel within the Large Lakes Observatory that is housed in the St. Louis Bay for access to Lake Superior.

Other disciplines with laboratories and special learning facilities include engineering (example: [Civil Engineering](#)), the [Geography Soils Lab](#), [Psychology experiments lab](#), [Financial Markets Lab](#), [Marketing Analytics Lab](#), and [Exercise Science labs](#). The Department of Communication Sciences and Disorders houses the [Robert F. Pierce Speech-Language-Hearing Clinic](#), which is a teaching facility for students entering the field. Outdoor learning spaces for various programs on campus include the [Bagley Nature Area and Classroom](#) and the 18,000-acre [Boulder Lake Environmental Learning Center](#).

YEAR 4 ASSURANCE REVIEW UPDATE

Among the New High School cohorts during the past four years, the percentages self-identifying from underrepresented and international populations were:

- 2018: 15.4%
- 2019: 15.6%
- 2020: 16.2%
- 2021: 15.1%

Three key actions since 2018 have been geared toward increasing enrollment and student diversity. In 2019 Academic Affairs changed the undergraduate admission “requirements” to “[guidelines](#).” Then, in 2020 Academic Affairs adopted a [test-optional undergraduate admissions policy](#) effective spring 2021 to facilitate the enrollment of qualified underrepresented populations, including ethnically and racially diverse, first generation, and low-income students. During 2021, the campus began [accepting unofficial documentation and/or self-reported data](#) for use within the applicant review process and admission decision. [Current admissions factors](#) are shown on the Admissions website.

The [Resources for Current Students webpage](#) contains links to campus resources including academics, One Stop Student Services, academic advising and support offices, Student Life offices, and other campus resources.

A newly launched program called [YOU at UMN](#) is a Systemwide resource dedicated to student wellbeing, with topics ranging from stress and academics to socializing and campus organizations.

After the 2018 HLC review, the Students in Transition Office was dissolved and the [Bulldog Resource Center \(BRC\)](#) was created. The BRC houses [One Stop Student Services](#); [Orientation, Advisement and Registration \(OAR\)](#); [Veterans Services](#); and the [Post Secondary Enrollment Option \(PSEO\)](#) program. Additionally within the BRC, the Live Like a Student program is undergoing a revision and will be rebranded as Financial Wellness. [College in the Schools \(CITS\)](#) moved to the Office of the Registrar (OTR). The largest number of non-degree seeking students are high school students in the PSEO and CITS programs supported by the BRC and OTR.

During 2018-19 the UMD first-year experience course was moved into the Academic Writing and Learning Center, and a task force was charged with exploring potential changes to the course. The [group's recommendation](#) to change the name of the course from UMD Seminar to Learning in Community was adopted alongside the new community-oriented curriculum.

In fall 2021 a team was assembled to examine components of the first-year experience from a comprehensive view. The joint Academic Affairs and Student Life team grounded their work in the [thriving in transitions framework](#) composed of academic, intrapersonal, and interpersonal elements that overlap and contribute to student success. The team identified an array of [objectives and learning outcomes](#) and then mapped them to the various first-year learning experiences. The model is intended to help guide measurement as appropriate and meaningful and to help inform changes to programming for supporting student success.

Beginning fall 2021 all faculty had access to use an online syllabus management tool for their class syllabi. The tool ([Simple Syllabus](#)) involves a campus template with class and campus information that automatically populates the syllabi, and departments can tailor the template to meet their specific needs (example: [Education](#)).

Space updates since 2018 include:

- The Geospatial Analysis Center (GAC) became part of a Systemwide unit called [U-Spatial](#). The Duluth team now supports the entire University System.
- The Marketing Analytics Lab became the [Consumer Insights and Analytics Lab](#) when the degree program was renamed.

The Art & Design Department's [2019 program review outcomes](#) were focused heavily on physical spaces and their safety, which were successfully addressed in the short-term [by the department \(NASAD response\)](#) and will be remedied in the long-term with the extensive remodeling of the primary building housing the department's programs ([March 2021 AB Anderson Hall design meeting minutes](#)).

During the pandemic, especially during remote teaching and working, the range of student services supporting their learning was impacted. Advising offices within the colleges were a primary source of information for students regarding academic changes, such as the shift to allow for S-N grading options for most courses in spring 2020 (examples: [College of Liberal Arts](#); [Labovitz School of Business and Economics](#); [School of Fine Arts](#)) The 2020 and 2021 new student orientation processes and a portion of student advising were adapted to be virtual (example: [LSBE 2020 new student orientation preparation](#); [LSBE fall 2020 operations plan](#)). Student Financial Services moved to virtual services and the office continues to offer virtual counseling to students regarding their accounts.

Support for remote teaching and learning was led by ITSS and CEI helping faculty and students transition to online tools and resources (March 2020: [CEI "low tech" resource](#); [ITSS "keep teaching" online sessions and consultations](#)). An array of support continued during [2020](#) and [2021](#) to support faculty teaching in various modalities.

[For 2020-21, classroom capacities were lowered](#) in order to maintain six-foot physical distancing and to meet ventilation standards. Because of capacity limitations, most classes were changed to remote or blended modalities, including selected lab courses. Classes in computer labs were moved to a virtual format, and faculty used Zoom to share screens and put students in groups. In Exercise Science 3430, the lab classes involved pre-recorded demonstrations and students submitted videos of themselves performing the required exercises. Many science lab classes transitioned to smaller group meeting sizes to continue meeting in person. Other science lab courses used "lab in a box" kits that were mailed to students.

Additional support was and continues to be provided by the Kathryn A. Martin Library:

- The library increased its spending on licensing streaming videos to support online teaching and learning. Streaming video is now the preferred format for acquiring video resources, and the library has a dedicated fund of \$15,000 for streaming video licensing.
- The library is actively managing the updating of its space due to the continued and renewed importance of "library as place." Students completing the [Fall 2020 Student Life survey](#) reported that the library was one of their most utilized resources on campus.
- Library course pages integrate library research guides and online reserves directly into the learning management system.
- The course content support program provides free access to required course texts for more than 100 texts each semester, creating the opportunity to save students in the aggregate more than \$100,000 each semester.
- Furniture and technology updates in group study rooms have allowed for more flexible, adaptive spaces. Sensory study rooms have also been created for more inclusive environments.
- The multimedia hub was relocated to better fit service needs.
- The online search function ArchivesSpace was launched to support researchers' ability to discover archival resources to use in teaching, learning, and research.
- New software provided more automation for interlibrary loan, and new agreements provided more opportunities for faster resource sharing. The average turnaround time on a request is now 1-8 hours.
- Fines and fees for overdue materials were eliminated.

In fall 2021, classroom capacities returned to normal with a mask requirement in all campus spaces ([President message](#)). Units were asked to provide “sunrise plans” to reopen their offices to transition back to working on campus, and advising offices were expected to provide some level of in-person availability (example: [CEHSP](#)). The mask requirement was removed [mid-May 2022](#).

Sources

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- Admissions Factors
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- Advisor Connect Screenshot
- All Student Profile - Fall 2017
- American Indian Learning Resource Center
- APAS Screenshots
- APLUS Screenshot
- Art and Design - Commission Action Report May 2021
- Art and Design - Commission Action Report November 2019
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- Bulldog Welcome Week Schedule 2017
- Career and Internship Services - Choosing a Major
- CEHSP - Boulder Lake - Educator Training
- CEHSP - Exercise Science Labs
- CEHSP - Math Sequencing by Major Fall 2017
- CEHSP - Psychology Research Labs
- CEHSP - Robert F Pierce Speech and Hearing Clinic
- CLA - Course Placement Web Page
- CLA - Foreign Language Course Placement Information
- CLA - Museum Studies Certificate
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- CLA - WRIT 1120 College Writing Handbook
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- COVID 19 - Low Tech Keep Teaching Resources
- Current Students Landing Page
- Disability Resources - Student Accommodations
- Fall 2020 Ask Our Students Survey Highlights
- Fall 2021 CEHSP Advising _ Academic Services Sunrise Plan

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- Health Services - Counseling
- High School Preparation Guidelines
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- ITSS - Computer Labs
- ITSS - Educational Technology - Canvas Transition Support
- ITSS Faculty Development - Summer 2020
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- ITSS Keep Teaching Resource March 2020
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- Library - Librarian Course Resource Guide - MGTS 4481 and MBA 8411 Strategic Management
- Library - Librarians by Subject
- Library - Research Help Website
- Library - Subject Research Guide - American Indian Studies Example
- Library - Subject Research Guides Website
- Library - WRIT 1120 Research Guide - Home Page
- Library - WRIT 1120 Tutorials and Exercises
- LSBE - Financial Markets Program Lab
- LSBE - Marketing Analytics Lab
- LSBE Advising Emails - Spring 2020 SN Grading
- LSBE New Student Orientation Preparation with video links
- Natural Resources Research Institute - Facilities
- NHS credentials request packet June 2021
- Office of Diversity and Inclusion - Programs and Services
- One Stop - Financial Wellness Education
- One Stop - Student Services Office Contact Information
- One Stop - Veterans Resource Center
- One Stop Student Services - Duluth
- Orientation Advisement and Registration
- PeopleSoft Screenshots
- Post Secondary Enrollment Option
- President message - Mask Requirement Aug 2021
- President message - Mask Requirement Removed May 2022
- Professional Academic Advisor Responsibilities
- Resources for Current Students Webpage
- Sample Education Syllabus
- Schedule Builder Screenshots
- SCSE - Bagley Nature Area and Classroom
- SCSE - Civil Engineering Facilities and Equipment
- SCSE - Geospatial Analysis Center
- SCSE - Greenhouse
- SCSE - Large Lakes Observatory - Blue Heron Description
- SCSE - Marshall W. Alworth Planetarium Theatre
- SCSE - Research Instrumentation Lab
- Securian Math Lab
- SFA - Marshall Performing Arts Center and Dudley Experimental Theatre

- SFA - Music Facilities including Weber Music Hall
- SFA - Tweed Museum Collections Brochure
- SFA - Tweed Museum Exhibitions - January-June 2017
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- U-Spatial Overview
- Veterans Services - Duluth
- Writers Workshop - Preparing for a Consulting Session
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- YOU at UMN

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The 2018 HLC Team's Report mentioned a desire among faculty for more support in the promotion and tenure process for women and people of color. One concern related to the process has been the inclusion of student evaluations of teaching, and in fall 2018 the University Education Association charged a task force with a review of those procedures. The [2019 Task Force Report](#) shows findings that demonstrate female instructors and instructors of color were rated lower than male instructors and white instructors at statistically significant levels. These findings informed the changes agreed upon in the most recent collective bargaining agreement described in Core Component 3.C.

Departments may include mid-term student evaluations in their options faculty from choose each year, which also addresses student preferences for evaluations to be offered more frequently. The Center for Educational Innovation [provides faculty with resources for seeking feedback mid-term](#).

As described in Core Component 3.D. UMD's undergraduate admissions requirements have been modified since 2018 to be test-optional, involve high school course completion "guidelines" instead of "requirements," and allow for unofficial documentation and/or self-reported data. After students receive [notification of their acceptance to UMD](#), they are [encouraged to submit their test scores at a later date for use in course placement](#).

Sources

- 2018-2019 Teaching Evaluation Task Force Report
- Admissions - Application Tracker
- Admissions - Test-Optional FAQs
- CEI Early Term Feedback on Teaching

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1. Every UMD undergraduate and graduate academic degree program is reviewed on a [regular and ongoing cycle](#) of six to eight years, except [specialized accredited programs](#) that follow their accrediting agency timelines. Academic support programs, including the Honors Program, International Programs and Services, and the Liberal Education program, are reviewed on a seven- to nine-year cycle. The Executive Vice Chancellor for Academic Affairs (EVCAA) oversees the academic program review procedures, which include self-study and external peer evaluation ([academic program peer review process](#); [academic support program review process](#)).

The academic program review self-study involves evaluation of faculty, curriculum (including assessment), graduate program (if applicable), scholarship and creative activities, outreach, alumni relations (including graduate placement), resources, administration, and planning. The self-study also provides a response to the previous review (example: [Department of Mathematics and Statistics Self-Study](#)).

The external peer evaluation requires a site visit. At the end of the visit, the reviewers present a key findings summary to the EVCAA, Associate Vice Chancellor(s), and Dean. These administrators

discuss the final external review report with the department, and the Dean sends a summary report to the department indicating areas of agreement and disagreement as well as suggestions and concerns from the external reviewers to pursue, such as programmatic and/or curricular changes (example: [Department of Mathematics and Statistics External Review Report](#), [Dean's Report](#)).

The subsequent program review includes actions and outcomes related to the Dean's report as part of closing-the-loop processes (example: [Department of Mathematics and Statistics Department Report](#)).

The Doctorate of Education (Ed.D.) program review conducted in 2013-14 demonstrates the extent to which review data and findings are analyzed. After careful consideration of external reviewer concerns and a follow-up [internal Graduate Council review](#), academic administrators suspended admissions to the program until concerns could be adequately resolved (admissions currently remain suspended). Education Department graduate faculty have worked to update the Ed.D. program, and satisfactory resolutions to the issues are still being developed. The focus of UMD and graduate faculty is supporting the remaining students in the current cohorts to successfully complete the program (the most recently admitted cohort began in Summer 2014). Upon current students' completion of the program, the capacity of the college to support the Ed.D. will be reassessed.

4.A.2. UMD faculty evaluate credits the institution transcripts. Campus policies establish standards for [assigning credits](#) and [course numbers](#) and for ensuring quality (described in Subcomponent 4.A.3).

[Transfer course review decisions](#) involve whether UMD credit will be awarded, in what subject area, and for which course number. An approved transfer course is accepted as a direct equivalent to a UMD course, a departmental elective without direct equivalent, or "Tran" to indicate the course transfers without a specific departmental designator. A student may submit an [Academic Petition](#) to request review of a departmental elective or "Tran" course to fulfill a Liberal Education Program category, which is determined by the Associate Vice Chancellor for Undergraduate Education based on the category criteria and learning outcomes.

[Transfer evaluation procedures](#) are presented to students on the One Stop student services website. The procedure depends on the type of educational experience evaluated for credit:

- Coursework:
 - Regionally accredited U.S. colleges/universities: The Office of the Registrar initiates transfer reviews for any course not previously reviewed at UMD. Students are encouraged to submit a course syllabus whenever possible to attach to the [Transfer Course Evaluation form](#). The form and syllabus are sent to the department where the course is most likely to be offered, and one or more faculty review the course to determine the transfer decision. In cases where a syllabus is not available, Registrar staff initiate the review using the Transfer Evaluation System (TES) from CollegeSource, and program evaluators determine course equivalency based on the course description and additional details available through provided online college/university resources.
 - Postsecondary colleges/universities outside the U.S.: International transfer credit evaluations must come to the Registrar from [approved external credit evaluation services](#), including Education Credential Evaluators, World Education Services, or an affiliate of the National Association of Credential Evaluation Services. The review

follows the same process described above, using the Transfer Course Evaluation form. TES is not used.

- Study Abroad Programs: UMD students who intend to participate in a Study Abroad program are instructed to have potential courses reviewed prior to departure. The [process is coordinated through the Study Abroad office](#) and requires students to consult with faculty for course reviews using the [Study Abroad Academic Planning form](#).
- Examinations: Registrar staff coordinate the process for faculty to review exams administered by [College Level Examination Program \(CLEP\)](#), the [Defense Activity for Non-Traditional Education Support \(DANTES/DSST\)](#), [International Baccalaureate \(IB\)](#), and [College Entrance and Examination Board Advanced Placement \(AP\) Program](#). Students may also request [credit by examination at the department level](#).
- [Prior Learning](#): A currently enrolled student may initiate a request for review of prior experience, such as participation in government, military, or employment, for credit within one year of matriculation or completion of the experience(s). Reviews are completed by academic departments.

The Registrar documents transfer course decisions, which are valid for five years, and initiates the re-review process. The Registrar also tracks UMD course changes in the University course-management system that could affect transfer course equivalencies. Externally, the Registrar monitors course changes at UMD's top ten transfer institutions and surrounding community colleges.

4.A.3. UMD policies that assure the quality of credits accepted for transfer include:

- [Transfer of Undergraduate Credit](#): Non-remedial, credit-bearing courses with a grade of D or higher from regionally accredited institutions may be accepted based on faculty review.
- [Transfer of Graduate Credit](#) (University Graduate School Policy): A limited number of non-thesis credits may be transferred to master's or doctoral degree plans based on program approval.
- [Exams for Credit or Proficiency](#): Credits may be earned by successfully completing CLEP, AP, IB, and department exams that have been approved by the faculty.
- [Credit for Prior Learning](#): Credits may be awarded for non-course-based educational experiences based on evaluation by the appropriate faculty/department.
- [Articulation Agreements](#): Academic programs may review and accept transfer courses for undergraduate or graduate credit previously described and establish corresponding agreements with Minnesota community colleges. An articulation agreement must clearly outline the institution's courses that will transfer to UMD and the manner in which they are accepted for course equivalency.

UMD participates in the [Minnesota Transfer Curriculum](#) collaborative to help students transfer general/liberal education credits. UMD transfer students who completed the Minnesota Transfer Curriculum elsewhere meet UMD's Liberal Education Program requirements.

UMD colleges provide program [Transfer Guides](#), which are posted on college advising websites and linked to the One Stop website.

4.A.4. Course oversight and authority involves faculty, departments, colleges, shared governance committees, and Academic Affairs administrators.

Primary oversight of course reviews and approvals resides within each college and their respective curriculum committees (undergraduate and/or graduate) as stated in college bylaws:

- College of Education and Human Service Professions: [Article III, Sections 3 and 4](#)
- College of Liberal Arts: [Article II, Section 1](#)
- Labovitz School of Business and Economics: [Article IV, Numbers 4 and 8](#)
- School of Fine Arts: [Article II, Section 1](#)
- Swenson College of Science and Engineering: [2017-18 Amendment](#)

Departments initiate new courses and course changes for undergraduate and graduate programs using the [Course Proposal or Change Form](#). Undergraduate courses are initially reviewed at the department level, whereas graduate courses need the program's Director of Graduate Studies approval before moving to the department level. Once the academic department approves a course proposal, the proposal is forwarded to the college curriculum committee for review. After receiving committee approval, the proposal is reviewed/approved by the Dean and forwarded to Academic Affairs.

Oversight of the Liberal Education Program occurs at the campus level within the [Liberal Education Subcommittee](#). The Liberal Education Subcommittee [reviews courses proposed for the Liberal Education Program](#) using category-specific forms: [Oral Communication and Languages](#), [Logic and Quantitative Reasoning](#), [Natural Sciences](#), [Social Sciences](#), [Humanities](#), [Fine Arts](#), [Global Perspectives](#), [Cultural Diversity in the U.S.](#), [Sustainability](#). The Writing and Information Literacy category has no form because WRIT 1120 is the only course that fulfills the category (see also Core Component 3.B.). The review process ensures courses meet the specified category criteria and have direct measures for assessment aligning with category course learning outcomes. The Liberal Education Subcommittee includes faculty representatives from all colleges.

Additional graduate course oversight is provided by the [Graduate Programs Committee \(GPC\)](#). All 7xxx- and 8xxx-level graduate courses require completion of the Course Proposal or Change Form as well as the [Graduate Course Addendum](#). Once Academic Affairs receives the proposal and addendum, the Associate Vice Chancellor for Graduate Education presents the forms to the GPC. The GPC, comprised of all UMD Directors of Graduate Programs, discusses relevancy across programs and possible resource implications. This process was last reviewed and updated in Fall 2015 ([October 28, 2015 minutes](#)).

Consistent with the [UMD Credit Standards for Instruction and Student Work Policy](#), faculty also complete the [Online Course Addendum](#) for any new course proposed for delivery in any type of online format. Faculty submit the same form to request a change from classroom to any type of online format. Online course addenda reviews follow the course review process.

Faculty determine course prerequisites in accordance with the [Establishing, Enforcing, and Waiving Prerequisites Policy](#). Prerequisites are included in the University's [Electronic Course Approval System](#), which feeds information to the online course schedule and registration system as well as the

Catalog (examples: [Accounting](#); [Chemistry](#)). Students are not allowed to take a course without having the prerequisite(s) except in unique circumstances, based on faculty and department head recommendations ([UMD Academic Petition form](#)).

Faculty communicate details regarding course rigor and student learning expectations in the course syllabus provided the first week of the course, as specified in the [UMD Syllabus Policy](#) and the [Instructor and Student Responsibilities Policy](#).

UMD provides students with course-related learning resources as appropriate to our undergraduate and graduate students.

- The Kathryn A. Martin Library includes “Research & Learning” Librarians for the collegiate units to support students in meeting course learning expectations. In addition to [online student resources](#), the Librarians work directly with faculty and students to provide [library instruction](#).
- Information Technology Systems & Services (ITSS) provides students with resources related to technology, including UMD’s [secure Wi-Fi network](#), [technology for courses](#), [course software and computer labs](#), [technology assistance for online and hybrid courses](#), and [UMD Google Account usage](#).
- Student services available within the [Securian Learning Commons](#) include the Tutoring Center ([subject listing](#)), Writers’ Workshop ([student information](#)), Supportive Services Program ([available opportunities](#)), the Math Learning Lab, and Multi-Media Hub.
- [North Star STEM Alliance student services](#) are available through the Multicultural Center.
- [Disability Resources](#) provides learning resources such as assistive technologies, low distraction accommodations, and interpreters to students with documented disabilities.
- International Programs & Services (IPS) support students’ opportunities to study abroad so that students can more effectively learn from the course(s) and experiences ([Study Abroad Handbook](#)). IPS also supports faculty who teach an approved UMD Study Abroad Short-Term Program; this process requires submission of the [Short-Term Program Proposal](#) for review by IPS and the Study Abroad Faculty Advisory Council.
- Career and Internship Services provides [resources for students seeking internships](#), which may count as course credit.

UMD has worked to ensure faculty are qualified based on [UMD’s Faculty Qualifications Policy](#) and verification form, which took effect Fall 2017. The EVCAA granted approval for Labovitz School of Business and Economics to use a set of faculty qualifications developed within the college that meets specialized accreditation standards ([policy](#)). Faculty may also obtain Graduate Faculty status in accordance with the [Qualified Graduate Faculty Policy](#).

Faculty qualifications for teachers of dual-credit courses through College in the Schools (CITS) are determined and verified using a collection of [application materials](#) by (1) the UMD department

faculty liaison who teaches in the same discipline as the CITS course, (2) the faculty liaison's department head, (3) the Dean, (4) the CITS unit director, and (5) the EVCAA or Academic Affairs designee. The [existing applicant review process](#), which requires an additional memo describing an applicant's strengths if the teacher lacks a master's degree, is currently under revision to be consistent with the campus policy. In 2017, HLC granted UMD the 5-year extension for demonstrating that CITS teachers meet the Faculty Qualifications standard ([letter](#)). According to the [December 2016 extension application](#), 19 percent of UMD's CITS teachers met HLC faculty qualifications standards of a master's degree and 18 graduate credits in the discipline as of September 1, 2017.

UMD oversees CITS course curriculum, whereas the high school districts manage [course administration and costs](#). A high school principal initiates the course review process along with the teacher application materials. Approved [CITS teachers assume course responsibilities](#) under the direction of a [UMD faculty liaison](#) in the discipline being taught to approve the course curricula, text, syllabus, assessments, and grade standards and to ensure consistency with the UMD academic department's expectations for teaching and learning. The faculty liaisons conduct one or more on-site visits, ensure CITS teachers submit assessment results, and address any issues that arise or that surface through course evaluations.

In addition to CITS, UMD offers the Post-Secondary Enrollment Option (PSEO) to high school students. UMD faculty teach PSEO students who may enroll in available courses taught on campus, which follow the course review process described in Subcomponent 4.A.4.

4.A.5. UMD seeks and maintains specialized accreditations for specific academic programs through an evaluation process accounting for costs and benefits as well as professional licensure requirements. The academic departments and collegiate units monitor the accreditation standards for their respective programs on an ongoing basis and coordinate the accreditation/reaffirmation of accreditation processes. The required accreditation reviews by the [eight organizations that have accredited specific UMD programs](#) serve as the formal program review process and [schedule](#) for those programs.

Since the 2008 HLC comprehensive review, UMD's programs with specialized accreditations have maintained their accreditation status ([accreditation agency letters](#)). The Minnesota Board of Teaching (BoT) - now called the Professional Educator Licensing and Standards Board (PELSB), which approves all UMD teacher licensure programs, temporarily suspended the programs in 2015-2016 while documentation was updated and reviewed. A follow-up BoT visit during February 2016 confirmed compliance work was completed, and all teacher licensure programs were reinstated in May 2016. In Fall 2017 the regular and extensive, seven-year PELSB review was conducted, for which UMD's teacher education programs passed with full approval across all areas ([summary and timeline](#)).

In addition to specialized academic program accreditations, education-related programs may have specialized accreditations. UMD's CITS program is [accredited by the National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#). The Tutoring Training Program within the Academic Writing and Learning Center is [certified by the College Reading and Learning Association](#).

4.A.6. Surveys conducted by UMD Career and Internship Services are the primary means by which the institution evaluates graduate success. Statistics include employment and continuing education rates, location of employment, annual salaries, and job relevance to major. This data is reported for undergraduate-degree programs by major and by school and for graduate-degree programs ([most recent report](#)). The undergraduate report also includes statistics for Study Abroad and internship participation. The 2015-16 undergraduate class report presents comparison data for the most recent five-year period, and reports [date back to 2000-01](#). The graduate-program survey was initially conducted for the [class of 2014-15](#).

Departments may collect additional information regarding graduate success. The Accreditation Office in the College of Education and Human Services Professions sends annual surveys to Education alumni to solicit feedback about their respective program(s) and how well their preparation translated to teaching. The department also [collects and shares data on licensure pass rates from the Minnesota PELSB](#). Information is reviewed with program contacts and the department head during annual data retreats to discuss program management and potential improvements.

The Communication Sciences and Disorders Department tracks students' [Praxis II results and posts pass-rate outcomes online](#). Within the Swenson College of Science and Engineering, Engineering departments keep and track the results of the Fundamentals of Engineering (FE) exam and the Professional Engineering (PE) exam for specialized accreditation purposes. Similarly, the Department of Chemistry and Biochemistry maintains the results of the American Chemical Society (ACS) exams, and the Department of Mathematics and Statistics maintains pass rates for students taking the Actuarial exam ([college exams tracked and FE exam results sample](#)).

YEAR 4 ASSURANCE REVIEW UPDATE

UMD's academic degree program review process was updated in 2018 to include a [team evaluation form](#) with 24 items across 6 categories:

1. The program is appropriate for higher education in all formats and locations in which the program is delivered.
2. The exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are sufficiently integrated within the program.
3. The program has the faculty necessary to deliver an effective and high-quality program that is aligned well with UMD's mission and goals for (a) teaching, (b) research, and (c) public engagement.
4. The program has sufficient structures and resources to support its primary stakeholders and to fulfill the missions of the department, college, and institution.
5. The program demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
6. The program engages in systematic and integrated planning and evaluation.

Teams rate each item as met, met with concerns, or not met; provide explanations for ratings; and identify strengths, concerns, and potential opportunities for program improvement. Programs use the team evaluation as one source for informing program improvements, which they articulate in the program response. The dean confirms receipt of the program response and provides their perspective and expectations on the dean's response. Example: Anthropology [self-study](#); [schedule](#); [team evaluation](#); [program response](#); [dean response](#).

Additionally, the ratings can be aggregated to determine areas of strength and opportunities for improvement across the campus. During spring 2022 the Council of Deans and the Strategic Planning and Budget Committee received the [2018-2021 program review summary](#) as a resource to be aware of when they discuss program improvement in future conversations. Related to planning and goal items 19 and 20 on the program review summary, programs may access the campus's [program development resources](#) for guidance in identifying trends and baseline data, conducting a SWOT analysis, using the information to inform goals, and creating action plans.

Since 2018 the following policies related to credits and transfer courses have been updated:

- [Credit Standards for Instruction and Student Work Policy](#) - revised to clarify standards for student workload per course credit and for internship and practicum-type courses.
- [Course Numbering Policy](#) - revised to clarify numbering related to undergraduate versus graduate courses.
- [Transfer of Undergraduate Credit](#) - revised to address transfer options available to faculty evaluators and criteria used to govern transferability of coursework.
- [Student Travel and Education Abroad Policy](#) - revised to include undergraduate requirement of working through an education abroad office for credit-bearing programs.
- [Application of Credits for Students Earning Graduate Degrees](#) - revised to define minimum core or unique credits that can be applied toward one University graduate degree and allow the discretion for individual programs to allow transfer credits.

The Study Abroad preparation process has been updated: [planning process](#); [planning form](#).

The One Stop Student Services website remains the primary location for prospective and current students to find transfer course and program resources: [transfer credit](#) (includes links to college transfer guides and the Minnesota Transfer Curriculum); [transfer agreements](#); [international transfer credit](#).

The Office of the Registrar (OTR) continues to coordinate the transfer course evaluation process for any course not previously reviewed at UMD. OTR staff initiate the review using the Transfer Evaluation System (TES) from CollegeSource, and program evaluators determine course equivalency based on the course description and additional details available through the institution's online resources. Students are able to pursue different articulation decisions using the [Transfer Course Evaluation form](#) with additional course information for re-review.

International transfer credit evaluations must come to OTR from approved external credit evaluation services, including Education Credential Evaluators, World Education Services, or an affiliate of the National Association of Credential Evaluation Services. Once OTR receives the course information, the review follows the same process described above.

OTR staff coordinate the process for faculty to review [exams for transfer credit](#) that are administered by the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES/DSST), International Baccalaureate (IB), and the College Entrance and Examination Board Advanced Placement (AP) Program. Students may also request credit by examination at the department level.

OTR documents transfer course decisions, which are valid for five years, and initiates the re-review

process. OTR also tracks UMD course changes in the University course-management system that could affect transfer course equivalencies. Externally, OTR monitors course changes at UMD's top ten transfer institutions and surrounding community colleges.

Colleges and their curriculum committees continue to maintain primary oversight of course reviews and approvals as stated in the following documents:

- College of Arts, Humanities, and Social Sciences Bylaws - [Article IV, Section 1](#) (approved by the CAHSS faculty and staff [[May 2022 voting results](#)] and pending campus approval)
- College of Education and Human Services Professions Bylaws - [Article III, Sections 3 and 4](#))
- Labovitz School of Business and Economics Bylaws - [Article IV, Numbers 4 and 8](#), Revised May 2018
- Swenson College of Science and Engineering Bylaws - [Article 1, Section 2](#); [Standing Committees](#), Revised May 2018

Current course proposal forms and addenda are used by all colleges:

- [Course Proposal Form](#)
- [Graduate Addendum](#)
- [Online Addendum](#)
- [Community Engaged Learning Addendum](#)

The Liberal Education Subcommittee continues to review courses for approval in the program, using recently updated course proposal forms:

- [Oral Communication and Languages](#)
- [Logic and Quantitative Reasoning](#)
- [Natural Sciences](#)
- [Social Sciences](#)
- [Humanities](#)
- [Fine Arts](#)
- [Global Perspectives](#)
- [Cultural Diversity in the U.S.](#)
- [Sustainability](#)

Policies that guide instructor communications to students regarding class requirements and expectations have also been updated since 2018: [Syllabus Policy](#); [Instructor and Student Responsibilities Policy](#).

Access to learning resources were adapted to meet student needs for remote learning during the covid pandemic, such as:

- Kathryn A. Martin Library:
 - Home delivery of physical item requests. The library mailed 183 items directly to library users during the pandemic March 2020-March 2022.
 - Expanded e-resources. The library acquired additional e-resources, including streaming videos, databases, and e-book packages, using federal stimulus funds provided by campus

- leadership to support the increase in online and hybrid classes. These resources included: Academic Search Ultimate, Academic Video Online, Broadway films collection, EBSCO Academic Ebook Collection, JoVE Chemistry & Environment + Biological Sciences, JSTOR Evidence-Based Acquisition Ebook Collection, DSM-5 Library Online, and 32 individual streaming videos.
- Online information literacy instruction. Librarians created three asynchronous Canvas information literacy modules that were used by 118 sections of College Writing, visited 46 online synchronous class sessions, and delivered 142 asynchronous modules from March 2020-March 2022.
 - Group study rooms for online classes. Spaces to support students in online learning were used 13,319 times March 2020-March 2022.
 - HathiTrust emergency temporary access. When the library was closed during the period of remote learning and working, HathiTrust provided free, full-text access to 1.9 million digitized books from March 2020 to August 2020.
 - Online research support. Live chats and emails increased with 940 transactions and 658 consultations March 2020-March 2022.
 - Digitization on demand. Requests for resources, such as scans of dissertations, and interlibrary loan delivery of digitized articles and book chapters were provided.
- Writers' Workshop: The writing center, which is staffed by professional consultants and serves students, faculty, and staff, transitioned to offering completely online sessions in March 2020 through the use of its scheduling software WOnline that includes an online consultation platform. Because writers had been using this online tool to schedule appointments since the center opened in 2013, using the same system for online rather than in-person writing consultations went smoothly for all involved. However, as Zoom quickly became the preferred tool being used across campus both within and outside the classroom, the Writers' Workshop also moved to using Zoom during the 2020-2021 academic year. Post-pandemic, Writers' Workshop has continued offering writing consultations both in-person and online.
 - Tutoring Center: The Tutoring Center, which is staffed by undergraduate peer tutors and serves undergraduate students, began using WOnline to schedule its appointments as of fall 2019. Therefore, the Center also moved to using WOnline's video, audio, chat, and text capabilities for appointments at the same time the Writers' Workshop transitioned to online sessions. Since tutors serve primarily STEM and business-related courses, the Center also made GoBoard accessible to the tutors, which enabled them to access tools for drawing, equation editing, calculating, etc. In 2020-2021, the Tutoring Center also moved to using Zoom; however, because students prefer in-person tutoring, the Center resumed in-person sessions in fall 2021, with online appointments by special request only.

When faculty are hired the academic departments complete the [Faculty Qualifications Verification Form](#) to initiate the approval process ([policy](#)). The same form is used to approve high school teachers for UMD's dual credit College in the Schools (CITS) program. To help ensure CITS instructors are appropriately qualified by September 1, 2023, faculty liaisons reviewed teacher CVs and identified the number of graduate credits and equivalencies needed and developed teacher qualification plans (examples: [CAHSS 1](#); [CAHSS 2](#); [CEHSP](#); [LSBE](#)). As of spring 2022, 64 of UMD's 77 CITS instructors meet the faculty qualifications standards, and the remaining 13 instructors are on target to be fully qualified by September 1, 2023.

Faculty liaisons ensure CITS courses are taught with the same learning outcomes as the same courses taught on campus (examples: [ECON 1003](#), [MATH 1296](#), [WRIT 1120](#)).

[Nine specialized accrediting agencies](#) have accredited UMD degree programs. Since 2018, UMD has received formal notifications reaffirming accreditation for the respective programs:

- [Association to Advance Collegiate Schools of Business-International \(AACSB\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [National Association of Schools of Art and Design \(NASAD\)](#)

In fall 2021, the Accreditation Board for Engineering and Technology (ABET) and its Computing Accreditation Commission conducted the regularly scheduled review for the UMD undergraduate engineering and computer science programs ([review process timeline](#)); the formal notification will not be sent until July 2022. Additionally, this year the Public Health program sought and successfully earned specialized accreditation from the Council on Education for Public Health ([self study](#); [site visit schedule](#); [visit report](#); [CEPH letter](#)).

Letters from specialized accrediting agencies included in the 2018 HLC review were part of the Federal Compliance Form ([Appendix W](#)).

The CITS program's accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP) was [reaffirmed in 2019](#). The College Reading & Learning Association (CRLA) [recertified the Tutoring Center in 2020](#).

UMD Career and Internship Services continues to evaluate graduate success by surveying graduates each year in both undergraduate and graduate programs and [preparing the reports](#).

Recent data on teacher education licensure pass rates from Minnesota PELSB are [posted online for program faculty for their assessment activities \(about teacher licensure exams\)](#). The Communication Sciences and Disorders Department [publicly provides a variety of current data](#), including the ETS Praxis Examination in Speech-Language Pathology results and program completion rates; students must pass the exam to earn their certification. The MBA program monitors student scores on the [ETS MBA Major Field Test](#). The Social Work Department monitors student exam pass/fail rates for [bachelors and masters tests](#) administered by the Association of Social Work Boards.

Sources

- 2018 Federal Compliance - Comprehensive evaluation reports and action letters specialized accrediting agencies
- AACSB Letter 2020
- ABET Review Process and Criteria
- Academic Affairs - Curriculum Website
- Academic Affairs - Curriculum Website (page number 5)
- Academic and Academic Support Program Review Schedule - Updated January 2018
- Academic Petition

- Academic Program Review - Dean Summary Report - Math-Stats Dept
- Academic Program Review - Department Response - Math-Stats Dept
- Academic Program Review - External Review Report - Math-Stats Dept
- Academic Program Review - Self-Study - Math-Stats Dept
- Academic Program Review Process and Details
- Academic Program Specialized Accreditations
- Academic Support Program Review Process and Details
- Anthropology Review Dean Response
- Anthropology Review Program Response
- Anthropology Review Schedule
- Anthropology Review Self-Study
- Anthropology Review Team Evaluation
- AP Credits List
- Application of Graduate Credits - Updated 2018
- Application of Graduate Credits to Degree Requirements Policy
- Articulation Agreements Policy
- CAHSS Constitution - pending University approval
- CAHSS Constitution - pending University approval (page number 10)
- CAHSS Constitution Voting Results May 2022
- Career and Internship Services - Graduate Follow-up Report - 2015-16
- Career and Internship Services - Graduate Follow-up Report - Graduate Programs 2014-15
- Career and Internship Services - Graduate Follow-up Report Archive
- Career and Internship Services - Graduate Reports
- Career and Internship Services - Internship Information
- CEHSP - Communication Sciences and Disorders - Student Outcome Data including Licensure
- CEHSP - Constitution 2003
- CEHSP - Constitution 2003 (page number 14)
- CEHSP - Department of Education Board of Teaching Summary and Timeline
- CEHSP - Education Department Accreditation Website and Licensure Completion Rates
- CEHSP Constitution
- CEHSP Constitution (page number 13)
- CITS - Faculty Liaison Responsibilities
- CITS - NACEP Accredited Programs Listing
- CITS - New Teacher Application and Review Process
- CITS - School District Responsibilities and Participating Schools
- CITS - Teacher Application Form
- CITS - Teacher Responsibilities
- CITS ECON 1003 Syllabus_McGregor HS
- CITS Faculty Development Plan - CAHSS Example 1
- CITS Faculty Development Plan - CAHSS Example 2
- CITS Faculty Development Plan - CEHSP Example
- CITS Faculty Development Plan - LSBE Example
- CITS MATH 1296 Syllabus_Grand Rapids HS
- CITS WRIT 1120 Syllabus_AEO HS
- CLA - Constitution
- CLA - Constitution (page number 7)
- CLEP Credits
- College Program Transfer Guides
- Communication Sciences and Disorders - Student Success Data

- Community Engaged Learning Addendum - Updated 2019
- Course Catalog - Accounting Courses
- Course Catalog - Chemistry Courses
- Course Numbering Policy
- Course Numbering Policy - Updated 2020
- Course Prerequisites Policy
- Course Proposal Form
- Course Proposal Form - Updated 2020
- Credit by Examination Request Form
- Credit for Prior Learning Policy
- Credit Standards Policy
- Credit Standards Policy - Updated 2020
- CRLA Certification approval letter 2020
- CSWE Letters 2021
- DANTESS-DSST Credits
- Disability Resources - Home Page
- Doctorate of Education - Graduate Council Follow-up 2015
- Exams for Credit or Proficiency Policy
- Faculty Qualifications Policy - Fall 2021
- Faculty Qualifications Verification Form
- Graduate Council - Minutes - 10-28-15
- Graduate Course Addendum
- Graduate Faculty Qualifications Policy - Fall 2017
- Graduate School Addendum for 8xxx Level Courses - No Changes
- HLC Dual-Credit Faculty Qualification Application for Extension
- HLC Dual-Credit Faculty Qualification Application for Extension (page number 5)
- HLC Dual-Credit Faculty Qualification Extension Approval
- Instructor and Student Responsibilities Policy
- Instructor and Student Responsibilities Policy - Updated 2019
- International Baccalaureate Credits
- ITSS - Course Tools
- ITSS - Students - Course Software and Labs
- ITSS - Students - Living and Connecting on Campus
- ITSS - Students - Online and Hybrid Courses
- ITSS - Students - UMD Google Account
- LEP Cultural Diversity in the United States Liberal Education Program course proposal
- LEP Fine Arts Liberal Education Program course proposal
- LEP Global Perspectives Liberal Education Program course proposal
- LEP Humanities Liberal Education Program course proposal
- LEP Logic and Quantitative Reasoning Liberal Education Program course proposal
- LEP Natural Sciences Liberal Education Program course proposal
- LEP Oral Communication and Languages Liberal Education Program course proposal
- LEP Social Sciences Liberal Education Program course proposal
- LEP Sustainability Liberal Education Program course proposal
- Liberal Education Program - Academic Affairs
- Liberal Education Program - Academic Affairs (page number 4)
- Liberal Education Program - Cultural Diversity in the U.S. - S18 Proposal Form
- Liberal Education Program - Fine Arts - S18 Proposal Form
- Liberal Education Program - Global Perspectives - S18 Proposal Form

- Liberal Education Program - Humanities - S18 Proposal Form
- Liberal Education Program - Logic and Quantitative Reasoning - S18 Proposal Form
- Liberal Education Program - Natural Sciences - S18 Proposal Form
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- Liberal Education Program - Social Sciences - S18 Proposal Form
- Liberal Education Program - Sustainability - S18 Proposal Form
- Library - Instruction - Website
- Library - Research Resources for Students - Website
- LSBE - Constitution 2005
- LSBE - Constitution 2005 (page number 12)
- LSBE - Faculty Qualifications - Definitions and Evaluation Policy
- LSBE Constitution and Bylaws - 2018
- LSBE Constitution and Bylaws - 2018 (page number 11)
- MFT Assessment-RESULTS 2021 Memo
- Minnesota Transfer Curriculum
- NACEP Letter - 2019
- NASAD Letter 2021
- North Star STEM Alliance Student Services
- One Stop - Transfer Credit Information for Students
- One Stop - Transfer Credit Information for Students (page number 5)
- One Stop - Types of Transfer Credit - includes exams
- One Stop International Transfer Credit - March 2022
- One Stop Transfer Agreements - March 2022
- One Stop Transfer Information - March 2022
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- SCSE - Exams Summary and FE Exam Results Sample
- SCSE Constitution 2018
- SCSE Constitution 2018 (page number 12)
- SCSE standing committees
- Securian Learning Commons
- SFA - Constitution 2016
- SFA - Constitution 2016 (page number 13)
- Short-Term Study Abroad Proposal
- Social Work Exam Reports
- Specialized Program Accreditations - Action Letters
- Specialized Program Accreditations May 2022
- Student Travel and Education Abroad Policy - Updated 2019
- Study Abroad - Academic Planning Form
- Study Abroad - Handbook 2016-2017
- Study Abroad - Planning Courses
- Study Abroad Academic Planning Form

- Study Abroad Process
- Supportive Services Program - Student Services
- Syllabus Policy
- Syllabus Policy - Updated 2019
- Teacher Licensure Assessment Webpage
- Teacher Licensure Exam webpage
- Transfer Course Evaluation Form
- Transfer of Undergraduate Credit Policy
- Transfer of Undergraduate Credit Policy - Updated 2020
- Tutor Training Program Certification
- Tutoring Center
- UMD Academic Degree Program Review - Team Evaluation Form
- UMD Constitution (2014) and Bylaws (2017) Approved
- UMD Constitution (2014) and Bylaws (2017) Approved (page number 7)
- UMD Constitution (2014) and Bylaws (2017) Approved (page number 8)
- UMD Faculty Qualifications Policy - Fall 2017
- UMD Transfer Course Evaluation Form
- Writers Workshop - Student FAQ

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. UMD's undergraduate and graduate learning goals are prominently displayed on the [Assessment of Student Learning website](#) (the differentiation between undergraduate and graduate levels is described in Subcomponent 3.A.2.).

Undergraduate Learning Goals:

1. Knowledge -- acquisition, construction, integration, application
2. Thinking -- cognitive complexity
3. Self-realization -- interpersonal development
4. Relationships -- interpersonal competence
5. Social responsibility -- civic engagement and humanitarianism
6. Life skills -- practical competence

Graduate Learning Goal Categories:

1. Knowledge and scholarly formation
2. Research and methodological skills relevant to the field
3. Communication skills
4. Leadership and collaborative skills
5. Cultural competence and global context formation of the field

Through HLC Assessment Academy participation beginning Fall 2008 ([view application](#)), UMD established a campus-wide assessment plan that included undergraduate student learning goals, learning outcomes, and related assessment processes. Assessment Academy participants included members of UMD's Council for the Advancement of Student Learning (CASL). At the same time, the Student Development Assessment Team (SDAT) was tasked with developing UMD co-curricular program assessment; one SDAT member sat on CASL.

During Spring 2009, CASL and SDAT learning outcomes development merged into one process. The SDAT outcome domains became undergraduate campus learning goals, and CASL's learning outcomes were aligned to the goals (CASL minutes: [April 13, 2009](#); [April 17, 2009](#); [May 4, 2009](#)). Soon thereafter, SDAT merged into the CASL membership.

CASL endorsed the use of one set of learning outcomes for undergraduate curricular and co-curricular programs May 4, 2009. CASL finalized the learning goals and outcomes [August 31, 2009](#). In Fall 2009, UMD governance approved the learning outcomes ([Educational Policy Committee: September 30, 2009](#); [Campus Assembly November 10, 2009](#)). The undergraduate learning outcomes follow, with the goals to which they align in parentheses:

Students will be able to:

1. Demonstrate competence in a major field. (Goal 1: Knowledge)
2. Construct, integrate, and apply knowledge from instruction and experience. (Goal 1: Knowledge)
3. Think critically and creatively in seeking solutions to practical and theoretical problems. (Goal 2: Thinking)
4. Use ethical reasoning to make informed and principled choices. (Goals 3 and 5: Self-Realization and Social Responsibility)
5. Demonstrate self-knowledge across a range of developmental areas. (Goal 3: Self-Realization)
6. Communicate effectively through writing, speaking, and interpersonal and group interactions. (Goal 4: Relationships)
7. Apply understanding of cultural differences in diverse environments. (Goal 5: Social Responsibility)
8. Contribute to local, national and global communities in which they live. (Goal 5: Social Responsibility)
9. Apply life skills to succeed in college and beyond. (Goal 6: Life Skills)

CASL led the development of the original campus assessment processes for undergraduate curricular and co-curricular programs throughout the Assessment Academy:

- 2008-09: Undergraduate programs specified learning outcomes, aligned program outcomes with campus outcomes, and began formulating assessment plans within the campus's three-year assessment and reporting cycle ([initial timeline and process](#)); CASL began creating faculty and staff development programs on assessment topics.
- 2009-10: The program annual assessment report format was created and student learning assessment was launched for undergraduate curricular and co-curricular programs (CASL identified 68 programs to conduct assessment; [May 2011 Report](#)); programs submitted assessment plans; faculty and staff development opportunities were implemented (example: [2009 Student Learning Mini-Conference agenda](#)).
- 2010-11: Program annual assessment reports were submitted; CASL conducted report reviews using an assessment rubric; Liberal Education Program assessment practices were drafted ([May 2011 CASL report](#)).
- 2011-12: The program peer review process was implemented; Program Assessment Liaison (PAL) training was offered; Liberal Education Program assessment practices were piloted with volunteers from the Humanities and the Logic and Quantitative Reasoning categories ([December 2011 CASL report](#)).
- 2012-13: The Campus Labs database Compliance Assist was implemented for assessment reporting ([December 2012 CASL report](#)).

As part of the HLC Assessment Academy, CASL provided an overall evaluation of its assessment work during Fall 2012 ([August 31, 2012 minutes](#)). A second structured evaluation was conducted internally in Spring 2013 ([April 26, 2013 minutes](#)). Both reviews identified strengths of assessment processes developed and implemented, as well as opportunities for improvement as the campus

moved forward.

In 2013-14, UMD implemented a revised governance structure that embedded oversight for campus assessment of student learning into shared governance, and the new Assessment Subcommittee replaced CASL. While the Assessment Subcommittee discussed its charge to establish actionable agenda items, campus assessment work continued under the direction of Dr. Julia Williams, the faculty member originally appointed in January 2014 to assist the former Director of Student Learning Assessment. Dr. Williams served on CASL since 2011-12 and was elected to the Assessment Subcommittee in Fall 2013.

Under Dr. Williams' leadership, undergraduate campus assessment work continued to ensure programs established student learning outcomes, completed annual assessment reports, and participated in the annual peer review process ([2015 report](#)). Numerous professional development opportunities were provided to faculty and staff during this period of time, including PAL workshops; training for programs, departments, and colleges/units; and assessment learning community cohorts ([2014-2018 list](#)).

The Liberal Education Subcommittee, also new to the 2013-14 governance structure, renewed discussions of Liberal Education Program assessment in Spring 2015 ([March 24, 2015 minutes](#)) for [implementation during Fall 2015](#) ([September 2, 2015 minutes](#)). The assessment plan requires all courses approved for the Liberal Education Program be assessed and reported on during the institution's standardized three-year cycle. Dual-credit, College in the Schools (CITS) faculty liaisons have also been instructed that CITS courses in the Liberal Education Program must conduct program assessment ([Fall 2016 email](#)). Based on faculty discussion sessions during Fall 2016, the Liberal Education course reporting process was updated to utilize Google Forms for 2016-17 submissions ([current reporting process](#) and [assessment schedule](#)).

The Graduate Programs assessment process, which had been put on hold in Spring 2013 in order to explore the potential for following the University of Minnesota Twin Cities lead ([CASL April 23, 2013 minutes](#)), was reinstated at UMD in Fall 2014 by a subcommittee of the Graduate Council ([September 4, 2014 minutes](#)). Through a multi-year process of establishing program learning outcomes and assessment plans (minutes: [February 2015](#), [September 2015](#), [February 2016](#), [September 2016](#), [March 2017](#)), cohorts established the current Graduate Programs assessment process ([September 22, 2015 email](#)). The Graduate Programs Committee formally adopted the graduate program learning goals and agreed to follow the same three-year assessment cycle for all programs [September 8, 2017](#).

In 2016-17, the Assessment Subcommittee conducted a comprehensive review of campus assessment activities to identify positive aspects for continuation and areas for improvement. Based on HLC expectations for student learning assessment, the review primarily examined assessment involvement, annual program assessment reports, documentation of improvements to teaching and student learning, the peer review process, organizational structure and culture related to assessment, and course syllabi (learning outcomes only). Findings from the [assessment review report](#) and additional needs provided the Assessment Subcommittee with its [charge for the 2017-18 academic year](#).

According to the Assessment Subcommittee's review report ([p. 10-12](#)), a total of 75 programs with one or more program learning outcomes aligned to campus-level outcome(s) were entered in the Compliance Assist information system between 2013 and 2016. Based on data collected and analyzed, the Assessment Subcommittee acknowledged some uncertainty regarding the programs that

should be reporting assessment of student learning and therefore recommended clear definitions to identify programs accurately ([p. 5](#)).

In Fall 2017, the Assessment Subcommittee clarified curricular and co-curricular programs with [definitions \(summarized below\), characteristics, and expectations \(October 2, 2017 minutes\)](#).

- Curricular: Credit-bearing programs that include the undergraduate Liberal Education Program, undergraduate majors, graduate programs, undergraduate certificates, and post-baccalaureate certificates.
- Co-Curricular: A structured, student-centered program that promotes students' academic, personal, and/or professional growth and development.

The Assessment Subcommittee also approved an [updated Assessment Plan form](#) (October 2, 2017 minutes) to ensure all programs required to conduct assessment have processes in place to conduct and report program assessment results in accordance with campus practices. With new program definitions and expectations, the Associate Vice Chancellor (AVC) charged with campus assessment worked with department heads and Program Assessment Liaisons (PALs) during 2017-18 to accurately identify programs for student learning assessment. Programs updated their assessment plans for the AVC review and approval before being publicly posted on the [Assessment Plans page](#) of the Assessment of Student Learning website ([February 28, 2018 summary](#)).

Program assessment data are aggregated at the campus level to view and analyze assessment information for campus learning outcomes. Both CASL and the Assessment Subcommittee chose to examine three undergraduate learning outcomes for each year of the campus three-year reporting cycle. The Assessment Subcommittee implemented processes for formal review of campus assessment data and related communications to shared governance committees and administrators during 2017-18. The [schedule of reports](#) and completed reports listed below are publicly available on the Assessment of Student Learning website.

CASL assessment activity reports and dates:

- Outcomes 1, 7, and 9 - May 2011
- Outcomes 3, 5, and 6 - December 2011
- Outcomes 2, 4, and 8 - December 2012

The Assessment Subcommittee wrote and distributed [one report in Spring 2018](#) that includes the following annual undergraduate learning outcomes and graduate goal category summaries:

- Outcomes 1, 2, 3 (Goals 1, 2) - 2013, 2016
- Outcomes 4, 7, 8 (Goals 3, 5) - 2014, 2017
- Outcomes 5, 6, 9 (Goals 3, 4, 6) - 2015
- Graduate Goal Category 2 - 2017

According to the 2018 report, curricular and co-curricular programs conducting and reporting assessment demonstrate use of assessment results to inform program improvements and resource needs. Numerous recommendations are provided to various campus stakeholders on ways assessment findings can inform their work and decisions related to teaching and learning.

4.B.2. The required annual program assessment report forms include fields for quantitative information and explanations of assessment, including descriptions of assessment measures, data

analysis, and recommendations for program development (templates: [undergraduate](#); [graduate](#)). Sample reports are provided for [English](#), [Graphic Design](#), [Political Science](#), [Secondary Education](#), [Disability Resources](#), [Health Services](#), and [Master of Geological Science](#).

Since campus assessment occurs at the program level, student learning improvements also focus on the program level. Programs identify actions for program development as part of the annual reporting process. Based on the 2017 Assessment Subcommittee review, program improvements directly related to student learning were classified as program/curricular changes and teaching changes ([p. 26-27](#)). Changes for assessment methods were also documented.

Colleges engage their faculty in inter-department/program discussions concerning assessment reports and closing-the-loop activities (examples: [College of Education and Human Service Professions](#); [College of Liberal Arts](#); [Labovitz School of Business and Economics](#); [Swenson College of Science and Engineering](#)). Departments and colleges are also encouraged to review Liberal Education Program assessment results to account for ways their programs could be influenced by student learning within Liberal Education foundational courses (example: [October 31, 2017, Council of Deans Meeting Assessment Update](#)). Another example of inter-department/program discussions is shown in the [assessment plan for WRIT 31xx](#), which is the upper-division writing requirement for most majors on campus.

Programs are expected to improve student learning and [document updates within the program reports as part of closing the loop](#). Then, the next time the program learning outcome is assessed and reported, programs provide information regarding the impact changes had on student learning. This information is also required for the internal program review process, described in Subcomponent 4.A.1.

The program assessment peer review process includes use of analysis and continuous improvement as expected assessment practices ([rubric](#)). The Assessment Subcommittee's review included an evaluation of this rubric category scores, for which data indicated that undergraduate programs overall are nearing the "at standard" rating ([p. 26](#)). The rubric's "at standard" performance means 1) an ongoing, inclusive, systematic, process is in place for using data to make decisions and improve learning within the program, appropriate to the program internal and external constituencies (advisory board, alumni, employers, etc.); and 2) analysis of student learning relative to outcomes reported has generated documented changes within the program that are routinely adjusted in response to monitoring and have resulted in increased student achievement.

4.B.3. UMD's assessment processes were developed initially as part of the HLC Assessment Academy during 2008-2012, which involved planning and implementation under the guidance of assessment experts (Academy Student Learning Portfolio Projects/Feedback reports: [2008-09](#), [2009-10](#), [2010-11](#), [2011-12](#)).

Assessment processes also evolve with input from administrators, faculty, and staff as they review assessment activities, utilize professional networks, and participate in professional development. For example, the program assessment peer review process was initiated by a CASL member who attended a 2011 HLC conference session in which the practice was presented ([April 20, 2011 minutes](#)). The peer review process enables programs to receive peer feedback to improve their assessment practices. In part based on feedback from PALs who participate in the peer reviews ([review report, p. 16](#)), the 2017-18 Assessment Subcommittee reviewed and revised the review rubric for implementation Fall 2018 ([workgroup update February 9, 2018](#)).

The comprehensive review of campus assessment conducted 2016-17 evaluated the extent to which processes used at that time were effective. Based on Assessment Subcommittee members' ratings for review criteria, primarily adopted from HLC expectations for student learning assessment ([p. 3](#)), average scores were computed and used to inform areas for recommended improvements. In addition to reflecting good practice, conducting the assessment review demonstrates UMD's commitment to strengthening a culture of continuous improvement that builds upon survey results presented within the review ([p. 17-19](#)).

The assessment review highlighted good practices of regular program reviews (annual reporting process, [p. 21-22](#)) and involvement of faculty and staff throughout the assessment process ([p. 24](#)). For example, faculty developed the rubrics for all Liberal Education Program categories through working sessions and iterative reviews (example: [rubric development communications](#)). Liberal Education faculty are also encouraged to attend category review sessions to discuss initial category results (example: [category discussion communication](#)).

Numerous campus assessment items updated during 2017-18 were informed by the Assessment Subcommittee review in addition to best practices in higher education:

- A [new assessment of student learning website](#) launched November 2017 based on the Transparency Framework from the National Institute for Learning Outcomes Assessment.
- [Definitions, characteristics, and expectations for curricular and co-curricular program assessment](#) providing clarity for what is assessed.
- A [new assessment plan format](#) for undergraduate programs to have a common structure for program documentation; assessment plans are a required part of the website's Transparency Framework to ensure program learning outcomes are publicly available.
- The new peer review rating scale for clearer assessment expectations.
- The Assessment Subcommittee review of campus assessment data with recommendations forwarded through campus governance and to other relevant stakeholders.
- A plan to recognize programs for their assessment work for implementation Fall 2018.

YEAR 4 ASSURANCE REVIEW UPDATE

In fall 2021 the campus Assessment Subcommittee endorsed updated definitions of curricular and cocurricular for student learning assessment to include free-standing minors and HLC's guidance for cocurricular ([November 8, 2021 minutes](#)):

- [Curricular](#) encompasses undergraduate and graduate degrees, undergraduate and post-baccalaureate certificates, and free-standing minors.
- [Cocurricular](#) refers to learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

Academic programs and cocurriculars conducting assessment of student learning have publicly available assessment plans listing their learning outcomes, how and where learning outcomes are

measured, and curriculum maps.

- Undergraduate majors, certificates, and free-standing minors:
 - [College of Arts, Humanities, and Social Sciences](#)
 - [College of Education and Human Services Professions](#)
 - [Labovitz School of Business and Economics](#)
 - [Swenson College of Science and Engineering](#)
- [Liberal Education Program](#)
- [College and Advanced Writing Program](#)
- [Graduate Programs](#)
- [Cocurriculars](#)

Programs and cocurriculars conduct and report assessment data for the years specified on their assessment plans so that all learning outcomes are assessed within the campus's [standard three-year cycle](#). The [annual reporting template](#) is made available during the assessment year, and program assessment liaisons are encouraged to share the file with individuals contributing to the report. The report includes information about learning outcomes assessed with measures; data; and recommendations for improvement; faculty and staff involved in reviewing the data and identifying the recommendations; and an overall summary with action plan. Report examples: [Computer Science BA/BS](#); [Art History BA](#); [Master of Arts in Psychological Science](#); [KAM Library Supplemental Instruction](#).

Completed reports for curricular programs are due in September following each assessment year (e.g., 2020-21 reports were submitted September 2021) through the online Campus Assessment Data Form ([graduate form example](#); [guide](#)). Shortly thereafter, program assessment liaisons participate in peer review in which groups of liaisons discuss and rate one another's assessment practices ([rating form](#); [guide](#)).

Reports are used in the peer review process, are shared with administrators, and are used by the Assessment Subcommittee in their review of nominations for campus assessment awards that [began in 2018](#). Programs and cocurriculars are able to share their reports with internal and external stakeholders and to reference reports in program reviews. The campus assessment office reviews the program report summary statements, following up with programs as necessary and sharing descriptions containing potential resource implications with the EVCAA (e.g., [fall 2021](#)). In April 2022, the UMD Seminar and the College and Advanced Writing assessment liaisons presented assessment information related to programs across campus at a [campus-wide department head meeting](#).

As of spring 2022, more than [90 undergraduate programs and cocurriculars have learning outcomes mapped to campus learning outcomes](#); all 23 graduate programs continue to align their program learning outcomes with the graduate learning goal categories. In fall 2021 reports submitted for undergraduate curricular programs exceeded the number expected (two programs reported in years not noted on their assessment plans [[programs and reporting years](#)]); the only cocurriculars that did not report were prohibited from having students during 2020-21 because of covid; and all graduate programs reported.

The Assessment Subcommittee prepares annual summaries of programs and cocurriculars submitting their reports and participating in peer review. Aggregate data are used to monitor the effectiveness of

annual reporting and program assessment practices. The Subcommittee also prepares annual campus learning goals and outcomes reports from Campus Assessment Form submissions, which include data for the undergraduate and graduate programs and for cocurriculars. Data include numbers assessed and met satisfactory performance as well as assessment measures and types of recommendations identified for teaching and learning improvements. These data are also summarized for the current three-year cycle on the campus assessment dashboard ([screenshot examples of SLO 1 and GLGC 1](#)).

In all Assessment Subcommittee reports the group makes recommendations for themselves and for other groups and individuals to improve teaching, learning, and assessment practices as informed by the report data. For example, in the 2018 Campus Learning Goals and Outcomes Report ([page 4](#)), the Subcommittee stated they would “provide information to the campus regarding acceptable ranges for results in terms of what this means as a generalization for student learning assessment across programs at both the undergraduate and graduate levels, as well as what scores outside of the range prompt in terms of the committee’s action.” Subcommittee workgroups completed their analyses during 2019 and 2020 and, as stated in the 2021 Campus Learning Goals and Outcomes Report ([page 2](#)), “concluded that programs are the most appropriate level for measuring their success” and that they “would not apply specific cut-off points as campus-level performance indicators and instead situate the data within context to the extent possible.” All reports are publicly available on the campus assessment website.

- Assessment Peer Review Reports
 - [2018](#)
 - [2019*](#)
 - [2020*](#)
 - [2021*](#)

- Campus Learning Goals and Outcomes Reports
 - [2018*](#)
 - [2019](#)
 - [2020](#)
 - [2021](#)

*Includes the fall assessment reporting summary

The campus assessment office also administers a form at the end each academic year for programs to provide an update of their program improvement activities. The form and resulting report include information regarding the types of activities and their status, as well as selected open-ended questions that can provide insights into program developments. As examples, the [2019-20 form](#) asked programs to describe possible impacts to student learning of the spring’s emergency remote teaching for the program as a whole. The [2020-21 form](#) asked programs to describe what they had learned by changing to online, remote, and/or hybrid course delivery methods when most courses were delivered remotely. The [2021-22 form](#) asked programs to briefly describe what the program’s faculty did to support student learning during the year. Completed reports, provided below, are used by campus assessment to inform potential assessment activities in the following year and learn if assessment liaisons are changing. The aggregate data demonstrate types of improvements impacting teaching and learning on an annual basis.

- [2018](#)
- [2019](#)
- [2020](#)
- [2021](#)

Because the Assessment Subcommittee is the campus governance group engaged in campus assessment activities and advisement for campus assessment practices, they form workgroups to complete their activities each semester. In fall they review nominations for assessment awards and prepare the two annual campus reports described previously. In spring they identify activities to work on that can advance campus assessment. Recent years' workgroups focused on campus-level cocurricular assessment (student workers; internships; student leadership) ([April 2019 minutes](#)), the learning outcomes data review described previously ([April 2020 minutes](#)), the peer review rating form revision ([April 2021 minutes](#)), and community engagement topics related to the Carnegie designation application ([March 2022 minutes](#)).

In spring 2021 the Subcommittee aligned items from the National Survey of Student Engagement to campus learning outcomes, and the campus assessment office used the information to compile a [summary of strengths and opportunities for improvement](#). The summary was shared with the Council of Deans, Strategic Planning and Budget Committee, and the Teaching and Learning Committee. The Teaching and Learning Committee used the summary and other assessment data to create a [dashboard of student learning data for undergraduate programs](#) ([March 2022 minutes](#)). The overview is intended to serve as a baseline and metrics will be monitored over time as plans impacting student learning are developed and implemented.

In spring 2022 the Subcommittee made progress for the campus cocurricular assessment of internship and practicum courses started in 2019. During 2019 a workgroup developed [draft learning outcomes with indirect measures](#). During 2020 the campus assessment office brought a [refined draft assessment plan to the Subcommittee](#), and after the campus pivoted to emergency remote teaching and working all attention was focused elsewhere and the review process was put on hold. During 2020-21, a graduate intern developed and [administered a campus survey](#) to solicit input regarding learning expected through internship and practicum experiences. The survey results informed an [updated revised assessment plan](#) for these cocurricular experiences that was shared in 2022 for campus input and will be completed fall 2022 ([April 2022 minutes](#)).

Faculty and staff development on assessment topics are primarily provided by the University of Minnesota Center for Educational Innovation (CEI) and UMD's Information Technology Services and Systems (ITSS) ([list of workshops offered 2020 through spring 2022](#)). Additionally, the campus assessment office provides [assessment updates](#), [sessions for new program assessment liaisons](#), and communications throughout the year ([examples](#)).

Sources

- 2018 Excellence in Assessment Awards
- 2019-20 Program Development Update Form

- 2020-21 Program Development Update Form
- 2021-22 Program Development Update Form
- 3-Year Assessment Cycle Webpage
- APA Report Example - Art History Fall 2019
- APA Report Example - Computer Science Fall 2018
- APA Report Example - KAM Library Fall 2021
- APA Report Example - MAPS Fall 2020
- APA Report Template 2021-22
- April 13 2020 Meeting Minutes - Assessment Subcommittee
- April 18 2022 Meeting Minutes - Assessment Subcommittee
- April 2 2019 Meeting Minutes - Assessment Subcommittee
- April 26 2021 Meeting Minutes - Assessment Subcommittee
- Assessment Closing the Loop Email Announcement - April 2017
- Assessment Message Examples
- Assessment of Student Learning - Fall 2017 Updates Summary
- Assessment of Student Learning - Landing Page
- Assessment of Student Learning - Program Peer Review Rubric
- Assessment of Student Learning Website - Assessment Plans Page
- Assessment of Student Learning Website Wireframe - October 2017
- Assessment Peer Review Report - Fall 2018
- Assessment Plan - LEP
- Assessment Plan -College and Advanced Writing
- Assessment Plans Approved as of February 28 2018.pdf
- Assessment Plans -CAHSS
- Assessment Plans -CEHSP
- Assessment Plans -Cocurricular
- Assessment Plans -LSBE
- Assessment Plans -SCSE
- Assessment Plans -UMD Graduate School
- Assessment Reporting and Peer Review Report - Fall 2019 FINAL
- Assessment Reporting and Peer Review Report - Fall 2020 - Final
- Assessment Reporting and Peer Review Report - Fall 2021
- Assessment Subcommittee - Minutes - 10-02-17
- Assessment Subcommittee Charge - 2017-18
- Assessment Subcommittee Minutes Nov 8 2021
- Assessment Webinars 2020-2022
- Campus Assembly - Minutes - 11-10-09 - Campus SLOs and Liberal Education
- Campus Assessment - Professional Development List
- Campus Assessment Activities Report - 2011 - December
- Campus Assessment Activities Report - 2011 - May
- Campus Assessment Activities Report - 2011 - May (page number 4)
- Campus Assessment Activities Report - 2012 -December
- Campus Assessment Activities Report- 2015 - July
- Campus Assessment Dashboard Screenshot Examples
- Campus Assessment Learning Goals and Outcomes Report - 2013 through 2017
- Campus Assessment Learning Goals and Outcomes Report - Fall 2018
- Campus Assessment Learning Goals and Outcomes Report - Fall 2018 (page number 4)
- Campus Assessment Learning Goals and Outcomes Report - Fall 2019
- Campus Assessment Learning Goals and Outcomes Report - Fall 2020

- Campus Assessment Learning Goals and Outcomes Report - Fall 2021
- Campus Assessment Learning Goals and Outcomes Report - Fall 2021 (page number 2)
- CASL - 2009 Mini-Conference Agenda
- CASL - 2009 Mini-Conference Assessment Presentation - Timeline and Plans
- CASL - Minutes - 4-13-09 - SDAT Proposal Meeting 1
- CASL - Minutes - 4-17-09 - SDAT Proposal Meeting 2
- CASL - Minutes - 4-20-11 - Peer Review Process
- CASL - Minutes - 4-26-13 - Internal Review and Graduate Programs Information
- CASL - Minutes - 5-4-09 - One Set Campus SLOs
- CASL - Minutes - 8-31-09 - Learning Goals and Outcomes Approved
- CASL - Minutes - 8-31-12 - Assessment Academy Review
- CEHSP - Assessment Meeting - August 2017
- CEHSP - Education Program Compliance Assist Report Sample
- CLA - Assessment Closing the Loop - Spring 2017
- CLA - English Compliance Assist Report Sample
- CLA - Political Science Compliance Assist Report Sample
- CLA - WRIT 31xx Undergraduate Assessment Plan
- Co-Curricular Assessment Community of Practice
- Cocurricular Student Learning Assessment Description
- Compliance Assist Graduate Program SLO Annual Report Form
- Compliance Assist Undergraduate Program SLO Annual Report Form
- Council of Deans Meeting - October 31 2017 - Assessment Update.pdf
- Curricular and Co-Curricular Program Definitions, Characteristics, Expectations - Endorsed October 2, 2017
- Curricular Program Learning Assessment Description
- Disability Resources - Compliance Assist Report Sample
- Educational Policy Committee - Minutes - 9-30-09 - Learning Goals and Outcomes Approval
- Fall 2021 Assessment Summary Items for EVCAA
- Graduate Council - Minutes - 2-16-16
- Graduate Council - Minutes - 2-4-15
- Graduate Council - Minutes - 3-31-17
- Graduate Council - Minutes - 9-14-16
- Graduate Council - Minutes - 9-2-15
- Graduate Council - Minutes - 9-4-14
- Graduate Programs Assessment - Cohort Email - 9-22-15
- Graduate Programs Committee - Minutes - 09-08-17.pdf
- Guide for Completing the Campus Assessment Data Form
- Health Services - Compliance Assist Report Sample
- HLC Assessment Academy SLP 2008-09
- HLC Assessment Academy SLP 2009-10
- HLC Assessment Academy SLP 2010-11
- HLC Assessment Academy SLP 2011-12
- Internship and Practica Learning Survey and Results 2021
- Internship and Practicum Co-Curricular Assessment Plan - 2020 Draft
- Internship Draft SLOs and Survey Items - 2019
- Internship-Practicum Course Co-Curricular Assessment Plan - 2022 DRAFT
- Liberal Education Program - Assessment - CITS Email 9-19-16
- Liberal Education Program - Assessment - SLOs, Reporting, and More - Email August 2017
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- Liberal Education Program - Course Assessment Report Instructions
- Liberal Education Program - Rubric Development Communications - Fall 2015
- Liberal Education Subcommittee - Minutes - 3-24-15
- Liberal Education Subcommittee - Minutes - 9-2-15
- LSBE - Assessment Description and Example
- March 21 2022 Meeting Minutes - Assessment Subcommittee
- Matrix - Program Assessment Years for 3-Year Cycles
- Matrix - Program PLOs Mapped to Campus SLOs
- NSSE Student Learning Report Fall 2021
- PAL Introduction Spring 2022
- Peer Review Rating Form - Effective Fall 2021
- Peer Review Rating Form Guide - Effective Fall 2021
- Peer Review Rubric Workgroup Update February 9, 2018
- Program Assessment Liaison Updates Fall 2019
- Program Assessment Reports - Closing the Loop Fields
- Program Updates S2018
- Program Updates S2019
- Program Updates S2020
- Program Updates S2021
- Schedule of Campus SLO Reports Beginning 2013
- SCSE - Assessment Description and Example
- SCSE - Master of Geological Science - Program Assessment Report Example
- SFA - Graphic Design Compliance Assist Report Sample
- TLC minutes 3-23-22
- TLC Student Learning Assessment Summary Spring 2022
- UMD Application for HLC Assessment Academy
- UMD Campus Assessment Data Form - Fall 2020 - Graduate Learning Goal Category 2
- UMD Campus Assessment Review April 2017 - Complete Report
- UMD Campus Assessment Review April 2017 - p. 10-12
- UMD Campus Assessment Review April 2017 - p. 16
- UMD Campus Assessment Review April 2017 - p. 17-19
- UMD Campus Assessment Review April 2017 - p. 21-22
- UMD Campus Assessment Review April 2017 - p. 24
- UMD Campus Assessment Review April 2017 - p. 26-27
- UMD Campus Assessment Review April 2017 - p. 3
- UMD Campus Assessment Review April 2017 - p. 5
- UMD Campus Assessment Review April 2017 - p. 5-6
- UMD Campus Assessment Team Responsibilities
- Undergraduate Program Assessment Plan - Instructions and Blank Form
- VCAA-DH Meeting Notes April 20 2022

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. In October 2015, the University of Minnesota Board of Regents established a set of [System-wide goals called the "Progress Card"](#) that includes objectives such as graduation rates, graduate degrees conferred, student persistence to graduation within the University of Minnesota system, undergraduate debt at graduation, and Minnesota high school graduate enrollment. Data collected since 2007 was used to formulate the baseline and determine the stretch goals.

Subsequently, each campus established campus-level goals as appropriate for the [Gold and Maroon Measures](#). The Strategic Enrollment Management (SEM) Subcommittee adopted the ["4-Pro's" \(Profile, Progress, Process, Promise\)](#) retention framework as principles and guiding questions to identify goals relevant to UMD's mission, offerings, and student profile (initial discussion [March 12, 2015](#)). For example, UMD established an undergraduate retention goal of 80 percent, based on [analysis of internal data and peer institutions](#). An update regarding progress toward the retention goal was shared across campus in [February 2017](#).

4.C.2. The [University of Minnesota Office of Institutional Research](#) manages System-wide data collection and reporting and provides breakdowns by campus (example: [UMD Fall 2017 enrollment](#)). [UMD maintains an Office of Institutional Research \(OIR\)](#), led by the Assistant Vice Chancellor (AVC) for Enrollment Management and Institutional Research, to conduct campus-specific data analysis and reporting. UMD OIR staff work with campus and unit decision-makers to identify needed data and conduct analysis at the appropriate level (program, department, school). OIR has an [annual project schedule](#) to ensure reports such as retention and graduation rates, course success rates, and credits at graduation are disseminated in a timely manner. Samples of annual reports include:

- Graduation and retention rates summarized across multiple years in reports for (1) [Campus and by Unit](#), and (2) [Students of Color and International Students](#).

- Retention rates by program and gender are reported (1) [By Unit](#), and (2) by program upon request (example: [Swenson College of Science & Engineering](#)).
- The retention rates of [New Advanced Standing Students by Program](#) shows program-level data by college.
- Course [DFW Rates for 1xxx Courses](#) summarizes data for multiple semesters. Additional course reports are completed upon request (examples: [Chemistry 1153](#), [Philosophy 1018](#)).
- The [Strategic Enrollment Key Performance Indicators Updates](#) report includes enrollment statistics such as student enrollment (by college and by students of color), student academic profile, and persistence rates for multiple years.

OIR conducts additional analyses related to retention and graduation based on campus needs and opportunities. Examples include:

- [Retention and Graduation by Race/Ethnicity](#): to identify achievement gap(s) between race/ethnicity subpopulations
- [Student Satisfaction](#): to explore student retention relative to National Survey of Student Engagement (NSSE) indicators
- Attrition Risk Analysis by Unit (examples: [College of Education and Human Services Professions](#), [School of Fine Arts](#)): to identify factors of at-risk students for each college

The University of Minnesota Graduate School maintains data and provides online reports including completion rates and median time to degree for graduate students. Reports are available by college and by program, and data may be reported by gender and for international and minority students ([report list and UMD program example](#)).

4.C.3. The Board of Regents expects the University to effectively use data to improve student retention, persistence, and graduation rates. The Board specified its expectations within [enrollment management principles](#) and related guidelines for making decisions. Similarly, UMD has adopted a set of [guiding principles, planning assumptions, and guiding questions](#) to focus the campus on institutional needs and resources. Primary decision-makers who use UMD OIR reports include campus administrators, Deans, and the SEM Subcommittee. Additional faculty and staff receive reports and descriptions of data analyses related to their work affecting program, department, and/or school-level retention, persistence, and completion.

The undergraduate and graduate [Student Retention Action Plan](#) tracks specific decisions implemented for retention and persistence improvements. The model was launched at a [Chancellor's Town Hall Meeting on Student Success and Retention](#), attended by more than 120 faculty, staff, and student leaders from across campus. [Academic Affairs funds small grants \(\\$97,046 Spring 2016-Spring 2017\)](#) for a wide variety of academic and academic-support activities aligning with the 4 Pro's framework. Because activities such as quality of interactions with faculty and other students, effective teaching practices, and supportive environment relate to student satisfaction ([summary](#)), impact will be monitored in part through analysis of the 2018 NSSE results compared to previous

years.

College-level decisions have also been used to improve student persistence and retention by using the Attrition Risk Analysis reports. Throughout Summer and Fall 2017, OIR met with each college's professional academic advisors who developed [action items](#) targeted to improve student persistence and retention.

Additionally, OIR reports provide information used to make decisions specific to certain groups, for which outcomes are monitored over time to track improvements and inform additional changes. These action plan summaries, including goals, SEM strategies, actions, measurable outcomes, timelines, and progress updates with units/individuals responsible, are:

- [Students of Color Retention](#)
- [International Student Enrollment](#)
- [New High School Student Retention](#)
- [New Advanced Standing Student Retention](#)

During 2016-17, the SEM Subcommittee addressed the [Retention and Graduation by Race/Ethnicity report](#) to inform recommendations, such as improved mechanisms for identifying at-risk students and for providing academic and financial support as presented within the [Subcommittee's Spring 2017 report](#) (minutes: [October 26, 2016](#); [November 30, 2016](#); [February 13, 2017](#)).

Units often use additional data to inform decisions to improve student retention, persistence, or completion. For example, the Labovitz School of Business and Economics monitors its [course enrollments](#) on a weekly basis once registration begins to determine whether to add [more course sections](#) that will facilitate student persistence in their programs toward timely graduation.

UMD advising directors are working with the AVC for Enrollment Management and Institutional Research on the University of Minnesota Institutional Research Curriculum Analysis Project, which is identifying ways to report data to view students' paths through their degree programs. Interpretation of the results can help departments plan course schedules and make adjustments as needed to foster timely graduation.

4.C.4. The University's core definitions and business rules for collecting and analyzing information on student retention and completion of programs are based on [Integrated Postsecondary Education Data System \(IPEDS\) Graduation Rate Survey protocols](#). Base cohorts represent fall term, first-time, full-time, new entering freshmen (defined as having no post high school college level completed credits, excluding summer in the high school graduation year). These base cohorts are pulled from official enrollment files that are captured on the census date and frozen each term.

Retention is measured by tracking fall-to-fall term enrollments as of census date. Graduation rates measure baccalaureate degrees received by year, with each year defined as a year's fall through summer terms. For example, "degrees granted" in 2016-17 includes Fall 2016, Spring 2017, and Summer 2017. The University defines persistence as the act of continuing towards an educational goal.

Two key components to data collection and analysis include UMD OIR staff, which has increased its size from one to three since 2013, and the formalization of the SEM Subcommittee in 2011. OIR has

a [regular schedule](#) of updating and providing regular campus reports, in addition to creating reports on an as-needed basis. The SEM Subcommittee reviews reports and collects additional information to analyze data and make well-informed recommendations to administrators across campus. Recommendations often draw upon best practices from higher education (examples: [4 Pro's Framework](#), [30-60-90 Student Success Model](#), [High Impact Practices](#)).

[SEM's operational framework](#) involves communication and stakeholder involvement in a continuous loop of analysis, goal setting, implementation, and revision based on outcomes. [SEM Subcommittee members](#) include individuals from campus units impacting student retention, persistence, and completion outcomes: Admissions, Financial Aid, International Programs and Services, Housing, Diversity and Inclusion, Graduate Education, UMD Marketing, and each college (faculty, department head, and/or associate dean). Campus updates for broad audiences are communicated in visually appealing ways with data highlights and relevant implications (examples: [Fall 2014 Campus Enrollment Update](#); [Spring 2017 Student Success and Retention Update](#)).

In April 2015, the University of Minnesota transitioned to the PeopleSoft information technology platform supporting all operations. Administrators, staff, and faculty access [student-related reports](#) from the system as relevant to their work. Additional advising-related software is used to monitor student persistence on an ongoing basis (examples: [Graduation Planner](#) and [APLUS](#)). The [Academic Progress Audit System \(APAS\)](#) is the University of Minnesota's degree audit system.

YEAR 4 ASSURANCE REVIEW UPDATE

UMD continues to use IPEDS definitions (institutional ID 174233; [current report data](#)).

The University of Minnesota's Systemwide strategic plan known as MPact 2025 identified UMD's undergraduate enrollment goal of 9,100. Considering MPact had been in development since early 2020 (pre-covid), UMD's stated enrollment target is aspirational. A more realistic undergraduate enrollment goal of 8,660 was determined through a campus-specific strategic enrollment planning process conducted in 2021. The [2022-2026 UMD Strategic Enrollment Management \(SEM\) Plan](#) focuses on undergraduates, and accounts for environmental factors such as declining student populations in the region, shifting student demographics, cost of attendance, and available campus housing.

UMD's strategic plan initiatives for undergraduate student success align with MPact, and they inform the SEM initiatives intended to bolster enrollment from the fall 2021 figure of 8,084 students. Data used for measures include 4-year and 6-year graduation rates, the gap between the graduation rates of Pell-eligible and non-Pell-eligible students, retention rates, gift aid, and international student enrollment. UMD also monitors student data such as ACT composite score means and the percentage of students employed or continuing education within one year after graduation. The UMD Office of Institutional Research (OIR) publicly provides student data on or [through their website](#).

Graduate student data are available for University users through the University of Minnesota's [Graduate Data Portal](#). The UMD Graduate School will develop an updated graduate student enrollment plan by fall 2022 in accordance with [initiative 3.1](#) stated in the UMD strategic plan.

[Additional data provided internally by OIR, internal dashboards OIR maintains \(enrollment](#)

[management, academic departments](#)) and [internal data resources provided by the Office of the Registrar \(OTR\)](#) include information such as credits at graduation, DFW rates, and years to degree. These data and dashboards are shared with Academic Affairs leadership, deans, associate deans, and department heads for use in course planning and for determining types of student support services (example: [February 2020 presentation](#)). Following are a few examples of how colleges use these data to inform decisions.

The Labovitz School of Business and Economics (LSBE) uses student data to determine class cancellations for the summer term. The college also uses enrollment data from the previous year together with enrollment data for new students in the coming fall to determine the number of sections for core courses and the number of elective courses to offer in the following year. As enrollment for fall semester unfolds, they monitor enrollments carefully to adjust the number of sections based upon real-time demand. LSBE monitors the number of students in each of its majors to identify declining majors and schedule information for students on campus to bolster enrollment in those majors.

In the College of Education and Human Services Professions (CEHSP), the Associate Dean and the Administrative Manager use multiple pieces of data when reviewing instructional budgets and course schedules proposed by Department Heads ([decisions and data sources summary](#)).

Within CEHSP, the Psychology Department most frequently uses the OIR Historical Course Fill Rates - Course Capacity and Enrollment dashboard. Data are used to determine the number of sections of each course to offer. For example, they offered one fewer section of PSY 3020 (Statistical Methods) when enrollment levels warranted the change. They also recognized lower retention in the online program by using the Retention & Graduation Rates dashboard. In response, the department assigned all students in the online undergraduate psychology program to one faculty advisor designated to only support these majors.

During 2021-22, UMD participated in a collaboration between the Association of Public & Land-Grant Universities (APLU) and the Association for Institutional Research to improve data literacy on campus with the ultimate aim of improving student success outcomes. The 21 faculty and staff across Academic Affairs and Student Life worked in groups on three data projects aligned with MPact 2025 for this Data Literacy Institute.

1. MPACT 2025: Reduce gap between 4-year and 6-year grad rates of Pell-eligible and non-Pell-eligible students by 50% by 2025. [Pell Project Executive Summary](#)

Using NSSE data to compare Pell-eligible and non-Pell-eligible students' out-of-classroom experience, very few differences surfaced. Pell-eligible students participated in co-curricular activities at a slightly lower rate.

After analyzing various possible causal explanations for the relationship between Pell status and graduation rate, we found no statistically significant relationship other than that Pell-eligible students have a lower 2-year retention rate. These findings led to a change in direction for our group. Based on our research, if a Pell-eligible student is retained at UMD beyond semester 4, they graduate at very similar rates to non-Pell-eligible students.

The findings showed that Pell-eligible students who are not retained after semester 4 have decreasing GPAs and fewer earned credits per semester. These students appear to be struggling academically but are not yet at the threshold of academic warning or probation interventions.

The fewer earned credits likely indicate that students are failing, withdrawing, or repeating coursework, as 91% are enrolled full time.

2. MPACT 2025: Decrease 4-year and 6-year graduation gaps between white and BIPOC students. [BIPOC Executive Summary](#)

While first term GPA was higher for students who graduated in 4 years, there was no correlation between first term GPA and the NSSE indicators. We did not find a link between most NSSE Engagement Indicators and a 4 year graduation rate. The two exceptions to this are Effective Teaching Practices, which was lower for BIPOC students who graduate within 4 years and Higher-Order Learning, which was reported as higher for BIPOC students who graduated in 4 years. The factors contributing to Higher-Order Learning seem to be a prime candidate for disparity intervention.

3. MPACT 2025: Reduce average student debt for those who borrow to less than \$25,000 upon graduation. [Student Loan Debt Executive Summary](#)

Students in the middle two quartiles of Expected Family Contribution (EFC) tend to take out more loans than those in the other two quartiles. Targeted outreach to these populations holds significant potential for positively impacting the average amount of debt at graduation. Of greater challenge is obtaining additional gift aid resources to reduce these students' overall loan burden.

Students who take longer than four years to graduate have 33% higher debt upon graduation than those who graduate in four years. Expanded financial education will enhance student awareness; however, the institution holds a large part of responsibility in ensuring that four-year graduation is obtainable and providing clear pathways to achieve that.

Students' first year UMD GPA strongly correlates to the total loan debt at graduation. Every 0.10 drop in first year GPA equates to approximately \$1,000 of additional loan debt at graduation. This points to the intrinsic link between academic success and financial wellbeing.

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- University System - UM Reports List - Student Data

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Since the 2018 comprehensive review, UMD has added programs into student learning assessment to assess the entire curriculum. In 2016-17, an estimated 75 programs had done at least one year's worth of assessment reporting (stated in the Assurance Argument), and in 2022 the number of programs has grown to 115 ([programs are listed on the 3-year assessment cycle matrix](#)). The campus assessment office will continue to work with free-standing minors and other programs in 2022-23 to prepare their plans.

The Assessment Subcommittee will also continue their work to prepare and conduct campus-wide cocurricular assessments based on the [revised definition](#). This work has started with internship and practicum courses. Student support and success programs within Student Life are no longer included in the campus definition of cocurricular, however, they may choose to continue assessment of student learning for the division's internal reporting purposes.

Sources

- Cocurricular Student Learning Assessment Description
- Matrix - Program Assessment Years for 3-Year Cycles

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1. UMD's model of shared governance includes three levels: 1) the University System, 2) the campus, and 3) collegiate units. All levels involve administrators, faculty, staff, and students.

System governance is the University Senate ([homepage](#), [organization chart](#)). UMD representation in University Senate includes Faculty Senate ([1 Academic Professional Senator](#)), Professional & Administrative (P&A) Senate ([4 Senators plus 3 Alternates](#)), Civil Service Senate ([4 Senators](#)), and Student Senate ([7 Student Senators](#)). University Senate policies and procedures are specified in the [constitution](#), [bylaws](#) (including [committee charges](#)), and [rules](#). Due to federal and state labor laws, UMD representation on University Senate is limited to non-unionized faculty and staff employees.

The University President delegates authority of the UMD campus to the UMD Chancellor ([Board of Regents Reservation and Delegation of Authority Policy](#)). According to the [UMD Constitution](#), the Chancellor has general administrative authority over the UMD campus, and UMD campus governance serves as advisory to the institution's administration. The [current campus governance structure](#), effective Fall 2017, includes a total of 15 standing senates, committees, and subcommittees with members comprised of administrators, faculty, staff, and students. Thirteen of the committees consist of elected voting members, which include 70 faculty, 38 staff, and 26 students.

The Chancellor may establish additional advisory committees as allowed by UMD's Constitution. Currently, Chancellor Black has two advisory councils: the [Chancellor's Leadership Council](#), comprised of campus leaders meeting monthly throughout the year, and the [Chancellor's Advisory Council](#), comprised of external stakeholders meeting twice per year. Both councils receive information and provide feedback to the Chancellor regarding UMD activities, policies, processes, and strategic directions.

UMD's Constitution recognizes that college constitutions establish their own rules and policies (Article IV), consistent with the Board of Regents [College Constitutions Policy](#). College governance committees are specified in collegiate constitutions and bylaws: [College of Education and Human Service Professions](#), [College of Liberal Arts](#), [Labovitz School of Business and Economics](#), [School of Fine Arts](#), [Swenson College of Science and Engineering](#). All units involve administrators, faculty, staff, and students in their committee structures as members with or without voting rights, as appropriate. These and other procedures are specified in the constitutions.

5.A.2. The institution's administration uses data to inform decisions and strives to maintain the best interests of the institution in making decisions, which are documented by several examples.

During the campus-wide Program Prioritization process in FY2014, all academic and academic support programs were evaluated to help inform [UMD's budget requirements established by the System. Recommendations](#) stemming from faculty and staff committees provided actionable steps presented to the System's decision-makers ([process](#)). The recommendations focused mostly on academic support programs, with few changes to academic programs as a whole.

[Additional budgetary changes were implemented in FY2016](#) with further [plans proposed for FY2017](#). FY2017 data analyses focused on [collegiate unit enrollment](#) and instructional costs, which led to actions focused on realigning resources to enrollment levels ([FY2018 summary](#)). FY2018 analyses led to additional reallocations for academic programs based on [longer-term enrollment data](#).

A FY2016 Strategic Enrollment Management (SEM) priority to make more efficient use of existing resources involved identifying programs with capacity. Based on further analysis of program demand, SEM allocations occurred to increase enrollment and retention in targeted programs. Academic administrators determined enrollment goals and allocated non-recurring funds for years one and two of the plan (FY2016, FY2017). In year three (FY2018), SEM initiatives covering the reallocated costs through increased tuition revenues may receive funding on a recurring basis. [Projected net revenue gains were \\$3.8M by FY2020](#), and actual gains were expected to vary based on whether programs successfully meet the enrollment goals. Additional details regarding enrollment management data and their uses are presented in Subcomponent 4.C.3.

Employee engagement was assessed across the System in 2013, 2014, 2015, and 2017 (now on a 2-year cycle) to monitor and improve upon operational drivers such as employee support, work-related resources, and work processes ([website](#)). Reports are provided at the unit level for discussion, action planning, and implementation ([2015 Action Planning resource](#), [2017 supervisor resources](#)), and longitudinal engagement data may indicate where improvements have occurred. Examples of specific changes in Student Life made after consultation of results include:

- After the 2014 engagement survey, UMD Health Services worked to improve job conditions in order to allow employees to be more productive. New computers were purchased, and a phased computer replacement plan was designed and implemented. The engagement survey scale score improved on the 2015 results.
- After the 2014 results, UMD Stores formed an engagement team to focus on the topic of professional development. Changes were implemented that encouraged employees to use work time to attend on-campus seminars, take classes through the Regents scholarship, participate on campus committees, participate in webinars, and attend off-campus meetings and conferences. The score for that engagement survey result improved significantly in 2015.

Non-academic programs have conducted external reviews to obtain data for informing improvements.

Every three years, UMD Health Services goes through an accreditation review with the Accreditation Association for Ambulatory Health Care (AAAHC). The Fall 2017 accreditation review, which resulted in the unit's reaccreditation for a full three-year period, showed substantial compliance ratings in all categories with the exception of the physical facility that received a partial compliance rating due to inadequate space. The unit conducted a needs assessment to address the space issue, and findings are included in discussions to inform future capital project decisions.

In FY2017 the UMD Police Department requested additional allocations to increase staffing, which was at 50 percent of the appropriate size for the campus. Data showed growing demands for increased police patrols, more investigations, more comprehensive reporting (such as the Clery Act), and additional officer training. [UMD's funding request was approved](#) for one investigator/detective position and three additional sworn officer positions, as well as support for training and other necessary operating costs.

5.A.3. Recommendations and decisions for academic requirements, policies, and processes are established through structures involving administrators, faculty, staff, and students as appropriate for the respective items. Administrators maintain decision-making authority and rely upon their councils and shared governance committees to provide advice in the form of recommendations.

Academic items at the department level, such as program proposals described in Core Component 4.A., are initiated within academic departments. Once an item is vetted through an academic department, the proposal is forwarded to the appropriate curriculum committee in the department's college. Faculty, staff, and students on the committees conduct reviews and provide input; voting on curricula matters is limited to faculty. After the academic item is approved by the college's Dean, the item goes to the respective campus administrator in Academic Affairs.

Academic items at the college level may stem from a Dean's office, college administration group, or college governance committees. Decisions are vetted throughout these groups for discussion and input, and may proceed to the college's senate or assembly for vote depending upon the item prior to the Dean's final decision.

Academic items at the campus level apply to programs across the institution and are brought forth through UMD shared governance. During 2012-13, Campus Governance was reviewed and significantly modified to better fit the needs of the institution ([old structure](#); [new structure](#) [including [bylaws edits completed 2014](#)]). The revised structure, which was [reviewed and updated in Spring 2017](#), currently includes several academic-oriented committees:

- Faculty Senate (formerly Faculty Council) and subcommittees:
 - Curriculum Subcommittee
 - Liberal Education Subcommittee
 - Graduate Programs Committee (formerly Graduate Council)
- Teaching and Learning Committee and subcommittee:
 - Assessment Subcommittee

The 2013 shared governance revision also created the [University Coordinating Council \(UCC\)](#) to facilitate collaboration across the committee structure. UCC has representation from all primary committees and serves as the mechanism by which the primary committees share information regarding agenda items. UCC facilitates policy input across the primary committees (example: Instructor and Student Responsibilities and Mid-Term Grade Alerts at [Teaching and Learning February 10, 2016](#); [UCC March 4, 2016](#); [Faculty Council March 25, 2016](#); [UCC April 1, 2016](#)). UCC

also [provided guidance and coordinated processes for the Spring 2017 Constitution and Bylaws review](#).

Members of all committees are responsible for sharing information with their respective units/constituent groups and for providing input from their units/groups to the committees to facilitate widespread contributions and collaborations from faculty, staff, and students.

YEAR 4 ASSURANCE REVIEW UPDATE

Since the 2018 review, the [Board of Regents Bylaws](#) were updated two times to include the following items:

- October 12, 2018 ([agenda](#); [docket](#); [minutes](#)): Meeting notices and other reports to be sent via electronic communication; special meetings to be called by the Chair within 30 calendar days of written request; determining standing committees; Regents participation via phone without a vote; and the Board functioning in a limited capacity if a quorum is unavailable.
- February 14, 2020 ([agenda](#); [docket](#); [minutes](#)): Modified language from “Code of Ethics” to “Code of Conduct,” and added a vote to impose sanctions on a Regent will require a two-thirds vote of the Board.

UMD’s [Constitution](#) was updated in spring 2020 with revised [amending procedures](#) that include the vote outcome (quorum = 50%+1) and when votes can be held (during the regular fall or spring semesters while classes are in session) ([explanations](#); [minutes](#)). The process for the revision was organized by the University Coordinating Council (UCC), which includes faculty, staff, and student members from standing governance groups. Governance group membership has not changed since the previous review in 2017 ([Bylaws](#)), other than having fewer faculty in the groups due to the merger of the College of Liberal Arts and the School of Fine Arts (now the College of Arts, Humanities, and Social Sciences). Each college has the same number of faculty representatives on the governance groups that include faculty membership.

In 2019, UMD Student Association adopted [Student Representation Guidelines](#) to formalize the importance of including student representatives when temporary committees are created. One example of this was in 2021-22, when a workgroup of faculty, staff, and students from multiple shared governance groups was formed to explore details regarding the implementation of a new syllabus management tool ([request for members](#)). Faculty were from the Faculty Senate/Curriculum Subcommittee and the Teaching and Learning Committee. Staff on the workgroup represented the Staff Senate and the Graduate Programs Committee. Students on the workgroup were from [Student Association](#). The group’s work resulted in [an addition](#) to the campus Syllabus Policy that formalized the campus practice of department syllabus archives; the addition was developed in consultation with University Education Association leaders.

At times the process for soliciting input may not follow the process established through the UCC because of time constraints and the function of multiple committees being asked for input. As noted in the 2018 Assurance Argument, UCC facilitates policy input across the primary committees. This UCC process involves the draft policy first going to UCC, which includes the item on a meeting

agenda and UCC members are asked if the policy is applicable to their respective standing committees. Then, those members take the draft to their committees for discussion and comment. Once the committees have completed their reviews, the policy is included on another UCC agenda. During this meeting, the UCC members may describe the comments discussed within their committees, and they determine whether the policy should go back to the policy owner for further revision or if the policy and comments can be forwarded to the appropriate campus administrator for final review and approval.

During fall 2021 the standard UCC process for input was not followed due to timing concerns and the need to revise the UMD Student Academic Integrity Policy to comply with the Board of Regents Student Conduct Code. Not knowing when UCC would meet during fall 2021, the campus Accreditation Liaison Officer identified a [process for the policy review](#) that provided a pathway for the Director of the Office of Student Conduct and Conflict Resolution to contact the shared governance committees separately and directly rather than wait for the UCC to meet first and then distribute the draft policy. Had the policy waited for the UCC process, the policy would not have been in place prior to spring term; UCC's first and only meeting fall semester was November 12, 2021 ([agenda](#), [minutes](#)), and the first day of spring term was January 12. Using the expedited process, the policy was still reviewed by governance groups represented on UCC (examples: Faculty Senate ([October](#)); Teaching and Learning Committee ([September](#); [October](#))), so that governance input was collected to inform the final policy that was approved by the EVCAA December 15, 2021 ([policy](#); [procedure](#)).

Faculty, staff, and students may be asked to provide input outside of the formal shared governance structures as well. For example, in spring 2022 the Duluth campus conducted a search for the Chancellor position. The [search committee](#) was composed of faculty, staff, one current student, a recent alumnus who was the previous year's Student Association President, and two additional alumni who are senior leaders in local companies. Additionally, the search process involved collecting input from a variety of campus stakeholders ([on campus and off campus](#)) to inform the position profile and to evaluate the candidates invited for on-campus interviews ([interview schedule](#)).

The Systemwide Employee Engagement survey continues to be administered every two years, most recently in 2019 and 2021 ([website](#)). Units share their results with employees and coordinate action steps informed by the data to guide improvements (examples: [2019 results - Facilities Management](#); [2021 results - College of Education and Human Service Professions](#); [2021 results - Natural Resources Research Institute](#)).

Another example of data-informed decision-making is the external review conducted of the UMD Police Department. The review was completed in spring 2021 ([report](#)) with recommendations across five categories. Shortly after the external review was completed, UMD was named the [safest campus in Minnesota](#) by YourLocalSecurity.com. Even with the recognition, UMD Police implemented a [variety of action steps during 2021-22](#) to enhance campus safety further.

Formal procedures for determining academic requirements, policies, and processes have not changed since the 2018 review. However, because the pandemic represented a crisis, extenuating circumstances did warrant certain decisions be made without broad consultation, including System-level decisions impacting all campuses and some campus-specific decisions. UMD's Chancellor,

Executive Vice Chancellor for Academic Affairs, and Vice Chancellor for Student Life and Dean of Students served on the [Systemwide Academic Scenarios Advisory Team](#) that guided many of these decisions. A few examples include:

- The Twin Cities, Rochester, Crookston and Morris campuses provided precedent for flexibility in grading policies by allowing students to opt for S/N grades, and UMD soon followed ([EVCAA message March 2020](#)).
- The [System announced student fee refunds](#) for a portion of spring 2020, and UMD refunded more than \$5 million ([Student Life 2019-20 Annual Report](#)).
- The [System followed CDC guidelines for 6-foot physical distancing](#) starting fall 2020, so UMD determined [allowable capacities](#) in instructional spaces based on physical distancing requirements and necessary air flow. From this information, colleges were able to determine how to deliver their curricula during the 2020-21 academic year.

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- University Senate - Bylaws - Committee Charges
- University Senate - Civil Service Senators
- University Senate - Constitution
- University Senate - Faculty Senators
- University Senate - Governance - Organization Chart
- University Senate - Governance - Website
- University Senate - P and A Senators
- University Senate - Rules
- University Senate - Student Senators
- University System - Strategic Plan - Campus Sessions Spring 2017
- University System - Strategic Plan - Oversight Committee 2017-18

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1. UMD staff are appropriately qualified and trained to support and strengthen educational programs and work toward achieving the mission.

The creation of a new Professional and Administrative (P&A) or Civil Service staff job requires the hiring department to complete a [Position Description form](#) specifying the job's essential functions, budget responsibilities, and supervisory duties and identifying appropriate levels of education and work experience necessary. This form, or the respective form for jobs within bargaining units, is also completed in order to [reclassify a current job](#) in cases of reorganization, revised job duties, or reconsideration of job class. Jobs are placed into classifications for compensation purposes and to create job postings guiding the recruiting and selection processes. This process was recently used as part of the System-wide job family study to realign staff positions (example: [AFSCME clerical reclassifications](#)).

Ensuring staff employees are qualified for their respective jobs begins during recruiting and selection processes, which are centrally coordinated at the System level in three phases: post and recruit, screen and select, offer and accept. Hiring departments work with UMD's Human Resources (HR) staff as well as the System's Office of Human Resources (OHR) to [complete steps within each phase](#).

New staff training occurs during [Systemwide new employee orientation](#) and at the campus level through [guidelines provided to employees through their supervisors](#). Additional and ongoing training in 11 subject areas is provided through [ULearn](#) to ensure employees remain qualified for their jobs as policies, practices, and systems evolve:

- Data management
- Development
- Diversity, equity and inclusion
- Facilities and security
- Financial management
- Health and safety
- Human resources
- Institutional requirements
- Research education

- Software applications
- Student administration

Supervisory training is available through the System's [Leadership and Talent Development programs](#), and UMD HR provides training on a regular basis specific to UMD's needs (example: [2017 Supervisory Training Part 1](#)). [Training for academic department heads](#) has been provided at the college level, and a campus-wide training program is in development for implementation in April 2018. All employees (75% FTE and greater) are also eligible for the [Regents Scholarship Program](#), which covers a portion of tuition costs for the University's credit-bearing courses.

The employee performance evaluation process was established by the Board of Regents [Employee Performance Evaluation and Development Policy](#), which includes language relevant to Core Component 5.B.:

- Guiding Principle (b): "the University is committed to assessing and supporting the development of the behavioral and functional competence of its employees, consistent with expressed academic and administrative needs"
- Section VI: "employees are expected to understand the importance of their contribution to the University's mission, values, and success"

The [staff performance appraisal process](#) is administered at the campus level through UMD HR; units are allowed to use internal, HR-approved forms.

Primary budget allocation and reallocation considerations involve maintaining appropriate resources and infrastructure to support the institution's academic and co-curricular programs. [Student-faculty and student-staff ratios from Fall 2009 to Fall 2017](#) demonstrate UMD's commitment to maintain sufficient levels of human resources to deliver academic and co-curricular programs. Student-to-faculty ratios over this timeframe ranged from 18.4 to 1 (2009) to 17.9 to 1 (2017), and student-to-staff ratios ranged from 10.8 to 1 (2009) to 10.2 to 1 (2017). Academic and non-academic areas review data and needs regularly to determine where personnel resource allocations may be necessary.

Budgetary decisions account for and determine the physical and technological infrastructures for delivering academic and co-curricular programs. Each year, the System budget office requests a [six-year capital budget plan](#) for campus physical facilities to be considered within the System's Capital Projects Plan (example: [2018-2023](#)). UMD is building the [Chemistry and Advanced Materials Sciences \(CAMS\) facility](#), which is included in the current plan.

The System requests [Higher Education Asset Preservation and Renovation \(HEAPR\) funding](#) from the State of Minnesota when the legislature's agenda includes a Bonding Bill. HEAPR dollars fund projects to extend the life of the University's physical infrastructure and to meet code and accessibility requirements. [FY2019 HEAPR requests](#) include repurposing the Chemistry building, which will be left vacant when existing facilities move to the CAMS building. The project entails converting laboratories into classrooms, offices, and other space while updating the building's infrastructure to support its operations. The Humanities renovation will provide properly functioning air systems to avoid classroom issues due to [extreme temperatures](#) that can exist during summer and early fall. The floor replacement request for the Ward Wells Field House will extend the life of the property, which is used for classes, recreational sports, and athletics.

UMD also funds [renovation and repair projects from state Operations and Maintenance \(O&M\)](#)

[allocations through Facilities Management](#). These projects ([FY2018 list](#)) address immediate campus needs to keep building infrastructures operational.

Ongoing technology investments maintain and anticipate the infrastructure needed for delivering academic programs. System-wide, the Office of Information Technology (OIT) provides services that are broadly consumed and/or core to central operations for realizing economies of scale (example: [Developing an Online Course](#)). Recent System-wide investments include:

- Transition to PeopleSoft ([“The Upgrade”](#)) in 2015 that introduced a new web portal for the University community
- Participation in the [Unizin consortium](#) since 2014
- A two-year [pilot test of the Canvas Learning Management System](#) (Fall 2015 through Spring 2017) with a decision to transition to Canvas effective Fall 2017
- [“Next Generation Network” system upgrade](#) beginning 2017

UMD’s Information Technology Systems and Services (ITSS) Office provides local services specific to UMD faculty, staff, and student needs and implements System-wide OIT initiatives on the Duluth campus. Among the [many ITSS teams](#), the [Educational Technology and Training Team](#) supports faculty using technology for teaching and learning by partnering with collegiate units, delivering faculty workshops, and consulting on pedagogical use of academic technology such as Moodle or Canvas. ITSS also ensures effective use of technology in classrooms and computer laboratories.

To further support technological infrastructures to deliver programs, UMD’s [Blueprint for Online Learning](#) provides a plan to increase the online presence of programs and courses in response to a University System request ([July 21, 2017, Online Programs Task Group Reports and Next Steps](#)).

5.B.2. [UMD’s recently revised strategic goals](#), originally developed in 2011 to fit the institution’s mission, were reaffirmed as relevant and rephrased in 2017-18 (described in Core Component 1.A.). Having a broad set of goals allows for flexibility as the institution’s capabilities, resources, and opportunities change over time. While the goals provide breadth and coverage for the campus as a whole, each goal’s initiatives and specific measures establish a framework and direction for moving the campus forward.

In FY2011 and FY2012, internal grants from new, one-time resources helped launch the Strategic Plan. [Strategic Initiative Grants](#) allowed faculty and staff to develop and expand projects aligned with the strategic goals; total funding available was approximately \$500,000. Since FY2014, UMD has made progress toward the goals primarily through reallocations and continuous improvement activities such as those described as part of [UMD’s Quality Initiative](#).

5.B.3. UMD’s fiscal resources are allocated annually at the System level, through Board of Regents approval of annual operating budgets as well as operating and capital budget appropriations from the State of Minnesota (Board of Regents Policy: [Reservation and Delegation of Authority, Section VII](#)). The State’s biennial budget process requires the University of Minnesota System to present a two-year budget request to the State legislative and executive branches. The most recent biennial budget request preparations [began July 2016](#) and concluded with State legislation passed May 2017 for FY2018 and FY2019 ([Chapter 89, Sec. 4](#)).

While the biennial budget request is in progress, the annual expenditure budget process begins ([summary of expenditure budget processes by month](#)). The annual [cost pool budgeting](#) process begins the August prior to the budget’s fiscal year, approximately 10 months prior to the July 1 fiscal year

start date. System support units prepare their budget requests in fall months, and academic units prepare theirs in winter months for the System's spring meetings. The President determines the budget for the next fiscal year, which is reviewed and approved by the Board of Regents in June. After receiving the President's annual budget letter for the campus, information from the letter is presented to the campus community (examples: [September 14, 2017 SPB minutes](#); [Chancellor email, September 21, 2017](#)). Budget plans developed in response to the letter are also shared with the campus community (example: [January 2018 town hall invitation](#)) and posted publicly on the [Vice Chancellor for Finance and Operations \(VCFO\) website](#).

UMD's administration and finance representatives meet with the President and System finance officers regularly to monitor budgets as well as actual revenues and expenses. The System's finance and budget leaders monitor unit balances and deficits (example: [FY2013-2017 summary, UMD data p. 37-38](#)). Units with balances must justify the existence and use of fund balances, whereas accounts running deficits over an identified threshold or over two or more years must establish plans to resolve such deficits. The System also conducts annual independent financial audits to monitor finances and reporting (example: [2016 audit report](#)).

At various University levels, employees may be assigned one or more financial [roles with clear delineation of responsibilities](#) to facilitate the operation of the [University's Financial System framework](#). Employees are expected to follow the [System's finance policies](#), which include practices such as accounting and financial oversight, budget, cash management and investments, equipment and inventory, procurement and payment, and travel. All employees have access to the [UM Reports system](#), where financial reports are generated to monitor revenues and expenses. Additionally, employees with access to the Enterprise Financial System (EFS) within PeopleSoft can run various queries to obtain information beyond standard UM Reports. Financial positions at the University require [training provided by the System](#) to utilize this feature.

5.B.4. UMD is one [Resource Responsibility Center \(RRC\)](#) within the University of Minnesota System ([RRC listing](#)). The System maintains oversight of UMD allocations at the campus level and ensures that no funds are disbursed to a superordinate entity other than the funds retained by the System to pay for centralized support services called "cost pools" ([UMD Cost Pool summary](#)).

UMD supports educational programs through budgeted allocations and reallocations as needed to maintain the institution's mission and meet program needs. At a campus level, these decisions depend upon the annual allocations determined by the System that are outlined in a letter from the President (examples: [FY2017](#); [FY2018](#)). Faculty position allocations are reviewed and approved annually by the Executive Vice Chancellor for Academic Affairs (EVCAA). Deans submit annual requests for filling expected instructional vacancies based on completed course schedules for the next academic year. The EVCAA reviews all requests and reallocates centrally held "course access" funds ([FY2018 course access allocation summary](#)). Additionally, as tenure or tenure-track faculty lines become open through phased retirements, resignations, and attrition, the related salary and fringe resources move from the department level to the college level. With EVCAA approval, Deans reallocate these resources, referred to as the "[faculty position pool](#)," to academic departments in their colleges to meet the unit's academic needs and priorities.

Budget deficits have resulted from a combination of stagnant or declining [State allocations](#), several years of decreased [campus enrollment](#) (Fall enrollment data provided), and expenditures increasing more than revenues. As noted in the campus enrollment graph, UMD's O&M revenue increased \$11M while expenditures increased \$15M from FY2012 to FY2016, and budgeted revenues remain less than expenditures ([FY2017](#), [FY2018](#)). A [Fall 2016 model](#) developed to resolve the institution's

structural imbalance and sequestered deficit over a period of time was [modified in 2017-18](#) to address new challenges specified in the President's FY2018 budget letter.

UMD's [Composite Financial Index \(CFI\) data](#) summarizes fiscal resource capabilities. As a measure of financial strength and flexibility, the Primary Reserve Ratio declined over the past six years; increases to expendable net assets would improve the ratio. Net Income Ratios indicate UMD operates within its available resources with the exception of FY2014. During FY2014, UMD conducted formal Program Prioritization to reduce operating expenses, which is reflected in the improved FY2015 ratio. Return on Net Assets Ratios hold steady since FY2014, reflecting economic returns approaching appropriate levels; negative figures in FY2012 and FY2013 are attributed to enrollment declines. Viability Ratios are zero because the institution has no long-term debt recorded; such debt is accounted for at the System level in accordance with the Board of Regents [Debt Transactions Policy](#). Overall, UMD's CFI falls within the range that allows the institution to direct resources under its control, including budget allocations from the System described previously.

YEAR 4 ASSURANCE REVIEW UPDATE

[Composite Financial Index \(CFI\) data](#) continue to demonstrate UMD's fiscal resource capabilities to adequately support the institution's educational offerings. Between 2018 and 2021, total CFI ranged from a low of 4.70 to a high of 6.67.

The System's budget request procedure called the compact has remained consistent since 2018, with changes to the instructions based on circumstances like the pandemic that are expected to impact the following year's budget (examples: [FY 2021 instructions](#); [FY 2023 instructions](#)). In the spring term UMD's Office of Budget & Analysis [sends instructions to financial managers internally](#) for setting their annual budgets. Because a portion of budgeted revenues are based on tuition, student enrollment is monitored closely [once a term's registration begins](#). UMD's campus leadership has regular conversations with the System's finance and budget administrators regarding enrollments that fall short of targets after each term's census date, which help to inform planning for internal budget cuts and reallocations should they be necessary ([example letter](#)).

For two years since 2018 the UMN System increased UMD's Operation and Maintenance fund allocation (O&M; i.e., general funds the State allocates to the System plus tuition revenues) to help eliminate the campus's \$7.1 million structural deficit. The increased allocations for the structural deficit were \$3 million in [FY 2020 \(p. 4\)](#) and \$2.445 million in [FY 2021 \(p. 4\)](#). The [FY 2022 allocation letter \(p. 4\)](#) acknowledged the pandemic and impacts that were still unknown at the time to identify a structural imbalance.

Shortly after the UMN System moved to remote learning and operations in spring 2020, they began making adjustments to monitor and maintain the overall budget. By May a temporary [hiring freeze with System review for exceptions](#) was instituted, and temporary pay reductions were implemented ([President message](#)). In July the Board of Regents approved a Retirement Incentive Option (RIO) for faculty and staff meeting specific employment criteria ([docket \[p. 70\]](#), [minutes](#)). As of December 2020 at UMD, 7 faculty and 40 staff had opted for the RIO, which was projected to save approximately \$870,000 in recurring O&M funds. An additional \$1.1 million was expected to be saved from more than 60 faculty and staff lines remaining vacant for a period of time. Ultimately, [94 UMD employees opted for the RIO](#) by the January 2021 deadline.

Student enrollment has declined alongside employment impacts during the same pandemic period, such that the [ratios of faculty and staff to students were not harmed](#). The ratio of faculty to students steadily declined from 1:17.4 in fall 2018 to 1:15.9 in fall 2021, and the ratio of staff to students in the same period was 1:10.1 in 2018 and 1:9.7 in 2021. Although [decreases in student enrollment](#) are attributed to factors common across higher education, the declines are also partially influenced by positive measures of student success, such as an increase in the [percentage of students who graduate in less than four years](#).

Since 2018 the UMN System's platform for employee required and optional training has transitioned from ULearn to "[Training Hub](#)", which employees access through their MyU portal. Training Hub is where staff will find training for topics related to their work in functional areas such as finance, operations, and human resources. When an employee is assigned training such as the required course on preventing sexual misconduct described in Core Component 2.A., the course is added to their "[My Training](#)" list. Employees can also search for courses through the Hub's catalog. As of May 2022, the catalog included 687 courses ([page 1 listing](#)). The System's Office of Human Resources also provides leadership development programs internally, which include [standardized courses and customized opportunities](#).

During 2021, UMD made the decision to replace its performance appraisal Word templates with the UMN-developed, online [Performance Appraisal Tool](#) system to complete staff reviews for the 2021 calendar year. The tool requires the inclusion of goals for each person, with instructions for the [employee](#) and the [supervisor](#) to use the year's goals for regular check-ins. Once the formal review period opens in January following the performance year, then the employee writes a self-evaluation of behaviors and accomplishments. After the supervisor adds their evaluation, then the supervisor discusses their review and rating with the employee. The tracking of completed steps occurs within the tool.

Since the 2018 HLC review, the [Heikela Chemistry and Advanced Materials Sciences building](#) has been occupied by the Department of Chemistry and Biochemistry for instruction, research, and offices. This move left a majority of space in the Chemistry building vacant, which has since been abated, and the remainder of the space continues to be used for instruction and research. During 2021-22, a firm was selected through the [State's selection process](#) to complete a predesign plan for renovating the building for the next occupants ([project charter](#)).

The other significant building project, already well underway, is the AB Anderson Hall renovation. During 2020-21, the predesign was replaced with a [new design plan](#), and construction began fall 2021 for a projected winter/spring 2023 occupancy date. The renovated building will include updated instructional labs for the Department of Art & Design as well as several classrooms plus offices for faculty and staff in multiple academic departments. The renovation is also updating HVAC and fire and safety systems throughout the building.

Additional maintenance projects for the campus are provided on the [FY 2022 HEAPR request list](#). The System has scheduled UMD for a [facilities condition assessment fall 2022](#), which will help to inform these requests in upcoming years.

Sources

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- Agreement between System and UMD - 2014 Budget
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- Board of Regents Policy - Employee Performance Evaluation and Development
- Board of Regents Policy - Reservation and Delegation of Authority
- Board of Regents Policy - Reservation and Delegation of Authority (page number 4)
- Budget Reduction Model with Narrative - January 2018 Version
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- Composite Financial Index Data FY11-21
- Coordinated Planning Memo for Chancellors 4-18-2022
- Council of Deans Meeting - October 31 2017 - Department Head Training
- Declining State Support - Graphs
- EVCAA Email to Faculty RE Temperatures in Specific Buildings
- Facilities Management - Approved and Pending Projects September 2017
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- Faculty and Staff to Student Ratios 2012-2021
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- Final Updated UMD Strategic Plan - December 4, 2017
- FY23 Reallocation Academic Administration - 10315
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- HEAPR Description
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- Hiring Freeze Exception Request Form
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- ITSS - Next Generation Network Project
- ITSS - The Upgrade - Website Reference
- July 2020 BOR Docket
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- Student-Faculty and Student-Staff Ratios 2009-2017
- Town Hall Announcement for January 11 2018
- Training Hub - Course Catalog May 2022
- Training Hub - Menu in MyU
- Training Hub - Required Training Examples
- ULearn - Employee Screenshot Example
- UMD 3-year graduation rates
- UMD Allocation Letter FY 2020
- UMD Allocation Letter FY 2020 (page number 4)
- UMD Allocation Letter FY 2021
- UMD Allocation Letter FY 2021 (page number 4)
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- UMD Allocation Letter FY 2022 (page number 4)
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- UMD Allocation Letter FY18
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- UMD Budget Planning Memo FY 2023
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- UMD Capital Projects FY2018-2023 Plan - Submitted to System
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- UMD Enrollment Trends Figure with Budget Points
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- UMD HR - Supervisory Training Part 1
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- University HR - Realignment of AFSCME Clerical Classifications

- University HR - Reclassification Position Description Form
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- University System - Support to Develop an Online Course
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1. UMD continually reviews and updates resource allocation decisions to ensure alignment with the mission and priorities while working within the bounds established by the System's finance and budget processes described in Core Component 5.B.

In FY2012, UMD was [allotted \\$500,000 to assist in implementing the Strategic Plan](#) described in Criterion 1. The [initial round of Strategic Initiative Grants](#) was awarded through an [application process](#) for Goals 1, 5, and 6. Faculty fellow positions were established to assist with [overall implementation processes](#) and to facilitate specific pieces of the Strategic Plan, [such as the Faculty Fellow for Intercultural Initiatives aligned with Goal 2](#).

During FY2014, UMD's senior leaders launched Program Prioritization to inform resource allocations and reallocations (described in Subcomponent 5.A.2.). Subsequent years resulted in [additional reallocations](#), which also aligned with the [President's 2014 initiative to reduce administrative costs](#). The mission remains at the center of administrative decisions as new challenges arise. For example, the [proposal for resolving budget deficits in 2016](#) stated, "UMD has a significant structural budget deficit that must be systematically addressed within the context of the campus Strategic Plan and our shared governance system."

The Student Life division includes four "auxiliary" units (Dining Services, Housing and Residence Life, UMD Stores, and Parking Services) as well as three units funded through student services fees (Kirby Student Center, Health Services, and Recreational Sports Outdoor Program). Auxiliary unit and student services fee-supported capital projects require System approval and are self-funded from revenues and fees generated.

The Director of Student Life Operations and other leaders in the Office of Student Life (Vice Chancellor, Associate Vice Chancellor, Council of Student Life Directors) develop annual plans for prioritization and completions of capital projects for all Student Life units. In FY2018, auxiliary units submitted \$3M in [projects for their six-year capital spending plan](#). Recent projects include Lake

Superior Tower roof (\$525,000), Goldfine Hall A window replacement and fire upgrade (\$550,000), and Oakland Balsam Apartments window replacement (\$550,000).

Operations and Maintenance resources are also allocated annually for facility repair and maintenance projects, which are informed by the System's Facility Condition Assessment reviews (example: [September 2014 Board of Regents meeting agenda item](#); [2015 Facility Condition Needs Index](#)) and by campus priorities, such as [updating classroom facilities](#) or [converting classrooms into active learning spaces](#).

5.C.2. UMD utilizes processes that link assessment of student learning, evaluation of operations, planning, and budgeting.

Major campus-level planning projects have included the 2012-2013 UMD Internationalization Initiative and FY2014 Program Prioritization. The Internationalization Initiative process involved [workgroups](#) addressing undergraduate curricula and co-curricula, graduate education, and infrastructure, technologies, and resources (information, human, and financial) to develop the [UMD Global 2020 Strategic Plan](#). These themes were also evident in Program Prioritization, which provided a comprehensive evaluation of all [academic](#) and [academic support programs](#), by using rubric ratings for assessment and operations criteria. Ratings provided the framework for informing planning and budget recommendations.

Ongoing mechanisms for linking assessment, operations, planning, and budget at the campus level include the program review process and the shared governance structure. [Academic program review](#) requires a self-study that incorporates assessment of student learning reports, program operations (scholarship and creative activities, outreach, administration), resources, and strategic planning. [Academic support program review](#) also requires a self-study involving assessment, analysis of operations (staff qualifications, size and composition of staff, rationale for activities), resources, and program plan.

The shared governance structure includes committees whose work relates to 5.C.2. Because integration of assessment, operations, planning, and budget is expected to occur within the shared governance system ([March 3, 2017 meeting minutes](#)), the Assessment Subcommittee adopted a process for reporting data with related recommendations during Spring 2018. The process involves forwarding assessment reports to campus governance groups and any other group identified within the recommendations. This practice of sharing assessment data that can inform decisions resembles the Assessment Subcommittee's [review of campus student learning assessment practices during 2016-17 that was distributed](#) with recommendations to multiple committees and campus administrators for their consideration.

5.C.3. Planning at the institutional level considers internal and external constituent groups, as appropriate for the plan under development/revision.

UMD's 2010-11 [Strategic Planning process](#) involved administrators, faculty, staff, undergraduate students, graduate students, community members, and alumni. In addition to providing survey responses regarding UMD's strengths, weaknesses, opportunities, and threats, community members provided input on the campus's vision and the proposed plan. UMD Global 2020, a strategic plan for comprehensive internationalization, followed similar principles of inclusion through the development process by involving administrators, faculty, staff, and students from across the institution ([committee report](#)). Input was also provided by an external review team who conducted a site visit ([review team report](#)).

Internal and external involvement is also embedded within planning for campus facilities. The 2012-13 facilities [Campus Master Plan Update Committee](#) sought external input for effectively informing traffic issues related to buildings, parking, and roadways on campus as well as sustainability impacts. The planning process included City of Duluth officials and an open public forum. The City of Duluth was also represented on the [UMD Energy Action Plan Committee](#) in 2011.

Transportation and Parking Services completed a [comprehensive parking and transportation study](#) in 2016, with extensive information collected from internal stakeholders. Additionally, the Duluth Transit Authority regularly provides bus ridership data, which allows Transportation and Parking Services to evaluate and improve upon practices affecting campus commuters.

The [2013-14 Program Prioritization process](#) accounted for the institution as a whole based on the evaluation of all academic and academic support programs by internal committees. Prioritization evaluation Category 6A incorporated program assessment, a process that encourages the inclusion of faculty, staff, and students and the consideration of external stakeholders (also refer to assessment expectations outlined in the [assessment peer review rubric](#)).

Enrollment management is an ongoing planning and monitoring mechanism focused on student recruitment, retention, and graduation. Faculty and staff input is sought throughout planning processes, with focused consideration on current and potential students ([Guiding Principles](#)). Recommendations require comprehensive data collection and analysis, such as internal student surveys ([2013-2016 results comparison](#)) and institutional comparisons ([2012 Competitor Analysis](#), [2016 Peer Institutions and ACT Scores](#)).

5.C.4. As described in Subcomponent 4.C.3., UMD collects and analyzes data to understand capacity across academic programs (examples: [2012 data](#); [2014 update](#)). Results are used to set goals (example: [2014 SEM goals](#)) and to plan recruiting and retention strategies ([2017 action plan update](#)). As predicted, the State's number of high school graduates has declined during the past several years, placing pressure on the institution to recruit a sufficient number of students to maintain its revenues. Recent work in enrollment management emphasized the need to retain current students, which requires comprehensive and collaborative partnerships across the institution, especially for retaining at-risk students ([2017 report](#)).

Updates to the Campus Master Plan require similar understandings of capacity for facilities impacting academic and student affairs divisions. The Campus Master Plan Update finalized in 2013 assumed a 1-2% enrollment increase each year ([assumptions](#)). Although the increase was desired, the likelihood of achieving the goal based on SEM projections described previously was low.

To better align enrollment management and facilities planning, the Strategic Enrollment Management Council and Facilities Subcommittee were placed into the restructured shared governance system in 2013. Both groups report to the Strategic Planning and Budget (SPB) Committee with the intent to better integrate these functions within campus strategy discussions. For example, the Facilities Subcommittee determined after considerable discussion in Fall 2016 to recommend suspending the addition of a planned parking lot on campus ([Subcommittee report](#)). At the [December 15, 2016, SPB Committee meeting](#) the Subcommittee's recommendation was further discussed. During Spring 2017, the new Chemistry and Advanced Materials Sciences (CAMS) building that was thought to have been placed on hold was included in the State Legislature's budget discussions, prompting campus leaders to proceed with the parking lot addition ([May 5, 2017, SPB minutes](#)).

5.C.5. Plans prepared at the campus level account for emerging trends. The [SWOT Analysis](#) conducted as part of the 2017 Strategic Plan update process included identification of demographic, social/cultural, political/legal, global, and technological factors to formulate opportunities and threats. Similarly, the [2011 SWOT survey](#) sought to obtain perceptions regarding a variety of potential trends impacting UMD, such as high school enrollments and State resources.

Enrollment management plans account for demographic and economic changes contributing to recruiting, retention, and graduation efforts (example: [2017 Student Retention Report](#)). [Undergraduate Program Prioritization Category 2C in 2013-14](#) accounted for the enrollment outlook of academic majors, provided by Hanover Research. Plans developed within the International Programs and Services office are mindful of political and legal impacts related to recruiting international students and developing partnerships with international institutions, as directed by [University System Global Programs & Strategic Alliances](#).

Building projects across campus are intentionally developed for sustainable outcomes. In addition to [LEED Certified Silver, Gold, and Platinum and other “green” structures](#) built within the past decade, new [parking lots](#) promote environmental sustainability.

In December 2017, UMD described the development of a master housing plan to the Board of Regents, accounting for emerging factors such as on-campus student living preferences and data trends, opportunities to grow learning communities, and growth in specialized academic programs ([docket narrative and presentation](#)).

Because technology trends impact academic and operational plans, emerging technology factors are identified at the System level through [six-year planning models](#) that draw on the collective expertise of Communities of Practice (example: [FY2017 project: Next Generation Network](#)).

5.C.6. UMD’s HLC Quality Initiative within the current accreditation review cycle focused on institutional learning and continuous improvement ([2014 proposal](#); [2017 report](#)). Important points documented in the report informing improvements include continued widespread involvement in strategic planning (281 survey participants, 88 town hall participants, multiple committees reviewed drafts) and development of tasks and processes within shared governance related to institutional effectiveness (example: [Policy Recommendation Review and Approval Process](#)).

The campus identified specific performance measures for assessing progress toward its strategic goals ([listing, as revised in 2016](#)). In Spring 2017, the SPB Committee coordinated a process to obtain information from units across campus regarding how their plans and activities aligned with campus goals ([May 2017 summary](#)). Campus units have also developed plans with measures and documented outcomes to track improvements for their unit-level goals (examples: [Dining Services](#), [Health Services](#), [Housing and Residence Life](#)).

Additional operational plans with performance indicators include campus budgets as described in Core Component 5.B.; ITSS measures, such as improved system and customer service indicators ([ITSS report](#)); and various sustainability-related measures as guided by the Board of Regents [Sustainability and Energy Efficiency Policy](#).

Clear measures of operational performance are used to plan and improve campus sustainability efforts, as demonstrated by UMD’s Silver STARS ratings. UMD’s August 2011 score was 40.44 points ([Bronze rating](#)), which established a campus baseline. By 2016, UMD progressed in multiple categories to earn 57.78 points ([Silver rating](#)). The most notable progress was in Academics

(integration into coursework across colleges, establishing a Liberal Education requirement in Sustainability) and Research (measurement of academic research reach, and support for student research in sustainability). The 2019 STARS goal is a Gold rating, which requires 7.22 more points than the 2016 review earned. UMD's [Sustainability Committees in Education and Operations](#) facilitate continued incorporation of sustainability within and across campus ([Chancellor Cabinet recommendations, 2015](#)).

Along with 800 schools across North America, UMD [tracks and reports greenhouse gas inventory emissions via the Carbon Commitment reporting system through Second Nature](#). The data trend for UMD shows greenhouse gas emissions have stayed relatively steady over time despite an expanding campus footprint. This positive effect is primarily due to planned energy efficiency investments in new building construction, such as Swenson Civil Engineering (LEED Gold) and Bagley Classroom (LEED Platinum), as well as sustainable renovation choices and creative re-use of spaces in Kirby Student Center, Superior Dining, and Cina Hall.

The University of Minnesota Office of Internal Audits maintains a regular cycle of audits across the system to evaluate unit operations so units can plan as needed to ensure improvements are made ([process](#); [FY2017 audit list](#); example: [Swenson College of Science and Engineering 2017 control report](#)). UMD's plans and performance are also documented within System reports (example: 2016 University Plan, Performance, and Accountability Report approved February 2017 by the Board of Regents [[minutes](#)]; UMD information is presented on [p. 13-17](#) and [p. 44-50](#)).

YEAR 4 ASSURANCE REVIEW UPDATE

Since [MPact 2025](#) was adopted in spring 2021 the UMN System has emphasized budget alignment with mission and priorities. Starting that spring the [annual Operations and Maintenance \(O&M\) fund budget process](#) called the compact included a [template](#) that the System's finance and budget allocations committee used to identify how priorities across the University contributed to the new strategic plan action items. Additionally, UMN Institutional Analysis provided the committee with [UMD's metrics for the action items](#) to help inform their Systemwide allocation decisions for FY 2022.

That year [UMD's FY 2022 budget request](#) included investments specific to three MPact 2025 commitments. (1) The DEI request included funds to hire a Vice Chancellor for DEI and support staff as well as to add a position to the student-facing Office of Disability Resources. (2) The student recruiting and retention request included funds to adopt a new client relations management platform and to implement a new coaching program for Pell recipients. (3) The applied research request was for hiring researchers to support natural resource research initiatives.

[UMD's FY 2022 allocation](#) shows \$32.2 million expenditures dedicated to "MPACT 2025 & Program Enhancement and Compliance," which is 36.7 percent of the total incremental expenditures. However, UMD's requests for new funds in support of the strategic priorities were not approved. When this occurs, UMD campus leaders determine whether the priorities can be funded in other ways or adjusted in a manner to move the institution forward. For example, since the Vice Chancellor for DEI request was not funded, the Chancellor reallocated existing funds in order to hire an [Ombudsperson](#) for the campus. The position was [posted in March 2022](#).

The Natural Resources Research Institute (NRRI) engages in ongoing strategic and operational

planning, so the organization was well poised to align with MPact 2025 during the 2020-21 academic year. Although the natural resources research request for O&M funding was not approved for FY 2022, NRRI was able to reallocate their resources after the Retirement Incentive Option (ROI) was finalized and use additional funding sources to continue reorganization into five research platforms. The institute introduced [three strategic initiatives during 2021](#) that continue to inform their work and related investments during FY 2022 (example: [six NRRI positions open May 2022](#)).

The [FY 2023 compact process \(p. 8-9\)](#) outlined ways for the greater Minnesota campuses to convey their top priorities and explain their contributions to MPact 2025 action items to support budget requests. [UMD's compact submission](#) detailed several initiatives aligned with strategic plan commitments, with funding requests highlighting international enrollment and Native American student success and additional requests focused on student well-being, UMD's Liberal Education Program revisions, and applied research. UMD will not receive the System's formal budget letter for FY 2023 until late summer 2023. Importantly, MPact action items are integrated within [UMD's strategic plan initiatives](#) as described in Core Component 1.A.

UMD has a few initiatives not specified in MPact that provide direction for the institution's distinct challenges and opportunities. Specific strategic plan items, along with the undergraduate enrollment management plan, provide a renewed focus for ways to allocate resources to student learning:

Initiative 1.5: Develop and implement a campus plan to increase international educational experiences. UMD's office of International Programs and Services will be prepared to launch a collaborative planning process with the findings from their [external program review](#) that was conducted in spring 2022 (still awaiting the team's report). Plus, the System has identified the UMD campus as the potential site for a third-party English-language pathway program with degree-seeking admission pathways to all five campuses ([compact request, p. 6](#)).

Initiative 1.6: Develop additional living-learning communities between academic colleges and residential life. New communities are possible based on the [guidelines developed by UMD Housing & Residence Life](#) that were [published in February 2020](#). The [World Languages & Cultures community joins BizDogs and University Honors communities fall 2022](#), and a community specific to [Sustainability was recently proposed for fall 2023](#).

Initiative 1.7: Establish and implement a campus-wide experiential learning plan based on high-impact practices. The campus assessment offices collected information from undergraduate programs regarding the inclusion of high-impact practices. [These aggregate results](#) and input from campus stakeholders (e.g., [preliminary responses from academic department heads](#)) will help to inform the campus-wide plan and identify resources that may be necessary.

Members of the 2018 HLC Review Team asked for a demonstration of the campus's assessment management system during their site visit to confirm information in the Assessment Subcommittee's 2016-17 review and comments they heard from faculty and staff. In the [Team's report \(p. 41\)](#), they noted UMD's assessment system did not allow for easy access to the data and may have been impacting reporting outcomes. The campus and HLC team evaluations led the campus assessment office to seek input during May 2018 from program assessment liaisons (PALs) who submitted their reports and updates in the system. [PAL feedback](#) helped shape changes to campus assessment operations that continue to evolve.

First, in fall 2018 the campus replaced the assessment management system based on overwhelming responses to do so; nearly 50 percent of PALs who responded to the questionnaire preferred something else while only 17 percent wanted to keep that system. Cost-wise, UMD's expense for the system was included in the technology cost pool paid to the UMN System each year, and UMD was not able to incur an additional expense for a different assessment tool. Furthermore, because a new tool would have taken months to explore and implement, the replacement was developed with existing available software to meet both program and campus needs with the goal to keep reporting simple.

As described in Core Component 4.B., the new tool was a [Word template file](#) that PALs could easily share with their colleagues; the previous system did not have that capability. Also, PALs no longer needed training on how to use an assessment management system each year, and they could reallocate their time to holding the program discussions that are essential within the assessment process. Of course, the assessment information on the reports also needed to be easily compiled for campus purposes, such as the annual Campus Learning Goals and Outcomes Reports ([example: 2018](#)). Therefore, a [Qualtrics form](#) was created for PALs to enter their program-level data from completed reports, and these data are also used to populate the new campus assessment [dashboard](#). PALs upload their program report file to this Qualtrics form, and the campus assessment office organizes report files for [peer review groups](#) and for campus users to access on the [assessment website](#). Program improvements informed by their data are described in their reports. Aggregate data are used to inform recommendations to improve campus assessment and student learning as described in Core Component 4.B.

Second, as assessment practices shifted and became more institutionalized, the campus assessment office was able to be reorganized. The elimination of the assessment management system immediately resulted in the ability to transition the campus assessment staff position, which had been necessary to manage the system, to a staff position in the new Bulldog Resource Center described in Core Components 1.A. and 3.D. Additionally, the role of the Faculty Fellow on Special Assignment for Campus Assessment shifted from broad education about the importance of assessment and assessment practices to more individualized assistance to programs reformulating their [assessment plans using the new template](#) that launched in fall 2017.

In January 2020 when the person in the Faculty Fellow position retired, nearly all program assessment plans were completed. And because the Assessment Subcommittee had adopted responsibility for campus assessment reporting and the assessment awards event described in Core Component 4.B., the campus assessment office decided to wait to see how assessment evolved instead of automatically filling the position. Throughout the pandemic, the easy-to-use tools and well-established assessment practices served UMD's programs well. Evidence from campus reporting ([fall 2020](#); [fall 2021](#)) showed near perfect levels of programs completing their reports as scheduled for their assessment cycles as well as peer review participation. In 2020 the campus assessment office reallocated its funds to [implement a syllabus management system](#) available to all academic departments.

Employee retirements present opportunities to reconsider what work is done and how the work is done, and the RIO initiative implemented in 2020 allowed for more of these types of examinations across the campus than usual. Plus UMD is keenly aware of and is involved with the Systemwide PEAK Initiative, described in Core Component 2.C., which has spurred proactive efforts to think about how work can be more effective and efficient. Examples of reorganizations since fall 2020

include:

- The Swenson College of Science and Engineering centralized budget staff within the Dean's Office that had previously been in each department.
- Academic Affairs eliminated one of the four Associate Vice Chancellor positions due to a retirement, and created a new project manager/analyst position for assessment, curriculum, and enrollment management functions.
- The Enrollment Management area within Academic Affairs pulled existing marketing positions from multiple departments in its portfolio to create an office of Enrollment Management Marketing and Communications.
- Facilities Management restructured reporting lines and promoted from within when faced with the loss of 19 staff due to the RIO.

The pandemic also forced the institution to deliver services virtually, which continues to impact considerations for where work is done, especially for non-student facing roles that can be done remotely. In preparation for employees returning to their respective work locations in August 2021, the UMN System implemented guidelines for allowing employees to continue working remotely ([Chancellor message](#)). As of May 2022, the System is [reviewing the guidelines](#) based on what was learned during the academic year with the goal of refining them for next year. These guidelines are particularly important for many units at UMD so that they can retain their staff in a highly competitive job market where individuals can work remotely regardless of employer locations.

As described throughout various core components, the UMN System and UMD implement plans to the extent possible given the myriad of challenges and opportunities for improvement. UMD continues to formulate plans informed by data and adjust the implementation of plans as necessary based on environmental factors, which have been impacted significantly by the pandemic. In addition to items described previously and in Core Components 1.A., 2.C., 4.B., 4.C., and 5.B., a few more examples include:

- The plans to build a new residence hall and expand the student dining center were put on hold in 2020. The auxiliary dollars earmarked for the projects were reallocated to cover unexpected expenses from the pandemic to preserve employee jobs while also refunding student fees.
- Plans developed to [demolish a hazardous building](#) years ago and to [install reliable internet access](#) at the Research and Field Studies Center resurfaced in 2022 and are expected to move forward.
- [Classroom technology renovation plans](#) have been prioritized for completion since 2020. In addition to ensuring instructional spaces are Zoom-enabled, airtimes have been installed in all general purpose classrooms, and podiums are being replaced with accessible units.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

The 2018 Review Team acknowledged that UMD was operating under a strategic plan without clearly defined metrics and was in the process of adding them. As of 2022, UMD's strategic plan initiatives and related metrics are integrated with action items in MPact 2025, the Systemwide strategic plan adopted in 2021. [Baseline data are included](#) and will be used to inform campus- and unit-level plans moving forward.

Since the 2018 HLC review, the Division of Academic Affairs opted to allow colleges to make program prioritization decisions within their respective units to address budgetary challenges. Although no campus-wide prioritization has occurred, the campus Academic Affairs office has provided tools and resources for [academic program-level strategic planning and development](#). The process involves collecting baseline data to analyze for informing programmatic decisions impacting enrollment, student success, and other key outcomes each program identifies.

Additionally, all departments within the Division of Student Life have continued to conduct strategic planning on an ongoing basis, and they [provide annual reports on their goals, activities, and accomplishments](#).

The Division of Finance and Operations kicked off strategic planning efforts for their departments with a [retreat in February 2020](#); subsequent planning activities were postponed due to the pandemic.

Sources

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