Board of Regents

March 2019

March 8, 2019

9:00 a.m. - 12:00 p.m.

Boardroom, McNamara Alumni Center
1. Recognition of Faculty Consultative Committee Outgoing Chair
   Docket Item Summary - Page 4

2. Approval of Minutes - Action
   Minutes - Page 5

3. Report of the President
   Docket Item Summary - Page 27

4. Report of the Chair
   Docket Item Summary - Page 28

5. Receive & File Reports
   Docket Item Summary - Page 29
   Quarterly Report of Grant and Contract Activity - Page 30
   Eastcliff Annual Report - Page 37

6. Consent Report - Review/Action
   Docket Item Summary - Page 50
   Gifts Report - Page 52
   Central Reserves General Contingency Allocations - Page 61
   Purchase of Goods and Services $1,000,000 and Over - Page 62
   Approval of Debt Underwriters - Page 63

7. Report of the Student Representatives to the Board of Regents
   Docket Item Summary - Page 64
   Report - Page 65
   Presentation - Page 107

8. UMC, UMD, UMM, UMR Enrollment Plans - Review
   Docket Item Summary - Page 114
   Enrollment Plans - Page 116
   Resolution - Page 146
   Presentation - Page 147

   Docket Item Summary - Page 173
   Presentation - Page 175

10. Resolution Related to the Approval and Financing of the Purchase of 2515 University Avenue SE, University Village (Twin Cities Campus) - Action
    Docket Item Summary - Page 184
Board of Regents

March 8, 2019

AGENDA ITEM: Recognition of Faculty Consultative Committee Outgoing Chair

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent David J. McMillan
             President Eric W. Kaler

PURPOSE & KEY POINTS

The purpose of this item is to recognize Joseph A. Konstan, outgoing chair of the Faculty Consultative Committee. Konstan is a Distinguished McKnight Professor in the Department of Computer Science and Engineering in the College of Science and Engineering.
A meeting of the Finance & Operations Committee of the Board of Regents was held on Thursday, February 7, 2019 at 7:45 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Thomas Anderson, presiding; Richard Beeson, Linda Cohen, Michael Hsu, Dean Johnson, Peggy Lucas, David McMillan, Abdul Omari, Kendall Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Acting Executive Vice President and Provost Robert McMaster; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Kathryn Brown, Christopher Cramer; Michael Goh, Bernard Gulachek, and Matt Kramer; General Counsel Douglas Peterson; Executive Director Brian Steeves; Associate Vice Presidents Stuart Mason, Julie Tonneson, and Michael Volna.

Student Representatives present: Austin Kraft and James Pathoulas.

The docket materials for this meeting are available here.

PUBLIC HEARING ON AMENDMENTS TO REGENTS OF THE UNIVERSITY OF MINNESOTA TRAFFIC REGULATION ORDINANCES

Regent Anderson called to order a public hearing on amendments to the Regent of the University of Minnesota Traffic Regulation Ordinances. Anderson invited Vice President Berthelsen to provide a brief overview of the proposed amendments.

The docket materials for this item begin on page 5. The closed captioned video of this item is available here.

Anderson noted that one individual signed up to participate in the public hearing. He invited Sina Roughani, a Twin Cities campus undergraduate student, to address the committee.

Anderson asked if there were any additional speakers. There being none, a motion was made and seconded to close the public hearing. The motion was unanimously approved and the public hearing was closed at 7:52 a.m.

AMENDMENTS TO REGENTS OF THE UNIVERSITY OF MINNESOTA TRAFFIC REGULATION ORDINANCES

Regent Anderson invited Vice President Berthelsen, Ross Allanson, Director, Parking and Transportation Services, and Daniel Piper, Senior Associate General Counsel, to present for action...
proposed amendments to the Regents of the University of Minnesota Traffic Regulation Ordinances, as detailed in the docket.

The docket materials for this item begin on page 6. The closed captioned video of this item is available here.

Regent Omari moved to amend the ordinances by striking Article III, Section 3, 5, d of Ordinance 2. The motion was seconded. After discussion, the motion was withdrawn.

A motion was made and seconded to recommend approval of the resolution related to the adoption of amendments to the Regents of the University of Minnesota Traffic Regulation Ordinances.

Regent Hsu moved to postpone action on the proposed amendments. The motion was not seconded.

The committee voted 11-1 to recommend approval of the resolution related to the adoption of amendments to the Regents of the University of Minnesota Traffic Regulation Ordinances. Hsu voted no.

COLLEGE OF SCIENCE AND ENGINEERING TUITION SURCHARGE

Regent Anderson invited Mos Kaveh, Dean of the College of Science and Engineering, Twin Cities campus and Associate Vice President Tonneson to present for action a proposed surcharge for the College of Science and Engineering, as detailed in the docket.

The docket materials for this item begin on page 27. The closed captioned video of this item is available here.

A motion was made and seconded to recommend approval of the resolution related to Tuition Surcharge for the College of Science and Engineering, Twin Cities Campus.

Regent Sviggum moved to amend the resolution by striking $1,000 and inserting $750 and striking the last sentence. There was a second. The committee voted 5-7 and the Sviggum amendment failed. Regents Hsu, Johnson, Powell, Rosha, and Sviggum voted in favor of the amendment.

The committee voted 10-2 to recommend approval of the resolution related to Tuition Surcharge for the College of Science and Engineering, Twin Cities Campus. Regents Rosha and Simonson voted no.

CAPITAL BUDGET AMENDMENT: EASTCLIFF RENOVATION & REPAIR

Regent Anderson invited Vice President Berthelsen to present for action an amendment to the FY 2019 Annual Capital Improvement Budget for Eastcliff renovation and repair, as detailed in the docket.

The docket materials for this item begin on page 41. The closed captioned video of this item is available here.
A motion was made and seconded, and the committee voted unanimously to recommend approval of the amendment to the FY 2019 Annual Capital Improvement Budget for Eastcliff renovation and repair.

**FY 2020 ANNUAL OPERATING BUDGET FRAMEWORK**

Regent Anderson invited President Kaler and Associate Vice President Tonneson to discuss the FY 2020 Annual Operating Budget framework, as detailed in the docket.

The docket materials for this item begin on page 46. The closed captioned video of this item is available here.

**ANNUAL REPORT ON WORKFORCE AND TOTAL COMPENSATION**

Regent Anderson announced that due to time restraints, the discussion of the Annual Report on Workforce and Total Compensation would be postponed until the May meeting.

**COLLECTIVE BARGAINING AGREEMENT:**

**AFSCME LOCALS 3937 AND 3801, TECHNICAL EMPLOYEES**

Regent Anderson invited Vice President Brown and Patti Dion, Senior Director, Office of Human Resources to present for review and action a collective bargaining agreement with AFSCME Locals 3937 and 3801, Technical Employees, as detailed in the docket.

The docket materials for this item begin on page 202. The closed captioned video of this item is available here.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the proposed labor agreement with AFSCME Locals 3937 and 3801, Technical Employees.

**CAPITAL BUDGET AMENDMENT: VOLLEYBALL PERFORMANCE CENTER REMODEL, MATURI PAVILION (TWIN CITIES CAMPUS)**

Regent Anderson invited Assistant Vice President Bruce Gritters and Mark Coyle, Director of Intercollegiate Athletics, Twin Cities campus, to present for review and action an amendment to the FY 2019 Annual Capital Improvement Budget for the Volleyball Performance Center remodel, Maturi Pavilion, Twin Cities campus, as detailed in the docket.

The docket materials for this item begin on page 205. The closed captioned video of this item is available here.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the amendment to the FY 2019 Annual Capital Improvement Budget for the Volleyball Performance Center remodel, Maturi Pavilion, Twin Cities campus.
RESOLUTION RELATED TO THE APPROVAL AND FINANCING OF THE PURCHASE OF
2515 UNIVERSITY AVE SE, UNIVERSITY VILLAGE (TWIN CITIES CAMPUS)

Regent Anderson invited Senior Vice President Burnett, Associate Vice President Mason, and
Assistant Vice President Leslie Krueger to present for review a resolution related to the approval
and financing of the purchase of 2515 University Ave S.E., as detailed in the docket.

The docket materials for this item begin on page 218. The closed captioned video of this item is
available here.

CONSENT REPORT

Senior Vice President Burnett presented the Consent Report, as detailed in the docket.

The revised docket materials for this item begin on page 238. The closed captioned video of this
item is available here.

General Contingency:

• There were no items requiring approval this period.

Purchase of Goods and Services $1,000,000 and Over:

• To Acquia, Inc. for an estimated $1,945,000 for Acquia Cloud Enterprise for Drupal hosting
  for the Office of Information Technology (OIT) for the period of September 16, 2019
  through September 15, 2024. This requirement is currently budgeted and will be funded
  utilizing O&M funds. Acquia, the current supplier, was selected as the result of a
  competitive Request for Proposal (RFP) process conducted by Purchasing Services. Two
  suppliers responded to the RFP.

• To EAB Global, Inc. for an estimated $3,060,000 for direct marketing products and services
  for undergraduate admissions at the University of Minnesota Twin Cities campus for the
  Office of Admissions for the period of March 1, 2019, through June 30, 2022, with the option
  to renew for two additional one-year terms through June 30, 2024 for an additional
  $2,040,000. Total contract value if all options are exercised would be $5,100,000. Direct
  marketing services will be funded through O&M funds and is identified as a line item in the
  Office of Admissions annual budget. EAB Global, Inc., a new supplier relationship, was
  selected as the result of a competitive Request for Proposal (RFP) process conducted by
  Purchasing Services. Six suppliers responded to the RFP.

• To Envigo RMS, Inc. for an estimated $2,500,000 for bulk research animal feed orders for
  The bulk animal feed orders will be purchased with centralized departmental funds
  currently available for these purchases. See enclosed documentation for basis of supplier
  selection.

• To Ortega y Gasset Foundation (Spain), University Paul-Valery (Montpellier, France), CAPA
  (Sydney & London), Jose Suarez & Dolores Lopez (MSID-Ecuador), Fundacion Ortega y
  Gasset, Argentina (Buenos Aires, Argentina), Mohamud Jama (MSID-Kenya), Ousmane Sene
  (MSID Senegal), CIEE, Accent, and others for an estimated $18,000,000 to provide services
  to support overseas study abroad programs for FY 2018-19 for the Learning Abroad Center.
The program fees cover both the costs of the academic program and the administrative costs for the Learning Abroad Center. See enclosed documentation for basis of supplier selection.

- To PIER Group, LLC for $2,850,000 for High Performance Computing hardware/Mesabi expansion for Minnesota Supercomputing Institute (MSI) for the period July 15, 2019 through July 15, 2024. This will be purchased using funds earmarked in MSI’s budget specifically for this purpose. PIER Group, LLC (formerly Matrix Integration), the current supplier, was selected as the result of a competitive Request for Proposal (RFP) process conducted by Purchasing Services. Seven suppliers responded to the RFP. PIER Group is a registered Targeted Business Group (TGB) with the University of Minnesota.

- To Regional Contracting and Painting for an estimated $1,014,341 for providing contract painting and drywall labor services on the Duluth Campus for the Department of Facilities Management and Department of Housing and Residential Life for a period of March 1, 2019 through February 29, 2020 with possible contract extensions through February 28, 2023 for an additional $3,043,024. Total contract value if all additional options are exercised would be $4,057,365. This purchase of contract painting and drywall labor services will be funded by Facilities Management R&R projects, O&M funds, and the Department of Housing and Residence Life. Regional Contracting and Painting, the current supplier, was selected as the result of a competitive Request for Bid (RFB) process conducted by Purchasing Services. Five suppliers responded to the RFB.

- To Siemens Medical Solutions for $1,500,000 for Silver Service Agreement/ MAGNETOM Terra 7T for the Center for Magnetic Resonance Research (CMRR), Department of Radiology for the period of February 2021 through January 2026. Source of funding to cover the service contract will be from the 7T magnet Internal Service Organization funds. See enclosed documentation for basis of supplier selection.

- To Springer Nature for an estimated $5,248,000 for journal subscriptions available via SpringerLink as needed for the University Libraries for the period of January 1, 2019, through December 31, 2023. The estimated costs for this subscription to Springer Nature over the next five years is included in the University Libraries and system campus’ Libraries annual budgets. This is a consortia purchase (sole source) through the Big Ten Academic Alliance. The supplier was selected by University Libraries under the authority granted by Board of Regents Policy: Libraries and Archives and relevant University purchasing policies.

Employment Agreement

The purpose of this item is to seek approval for the following employment agreement:

- Amendment to employment agreement – Football Offensive Coordinator/Quarterbacks Coach, Twin Cities campus

Amendments to the Civil Service Employment Rules

Capital Budget Amendment

- M Health Clinics and Surgery Center Leasehold Improvements (Twin Cities campus)
### Schematic Designs

- Blakely Hall Instructional Classroom Improvements, Morris campus
- CMRR MDT Optical Imaging Renovation, Twin Cities campus
- Dowell Hall Classroom Improvements, Crookston campus
- Horticulture and Operations Headquarters Building, Minnesota Landscape Arboretum
- Humanities Instructional Classroom Improvements, Morris campus
- Owen Hall Lab Improvements, Crookston campus
- Pillsbury Hall Rehabilitation, Twin Cities campus
- Volleyball Performance Center Remodel, Maturi Pavilion, Twin Cities campus

A motion was made and seconded, and the committee voted unanimously to recommend approval of the Consent Report.

### INFORMATION ITEMS

Senior Vice President Burnett referred the committee to the information items in the docket:

- Annual Insurance and Risk Management Report
- Capital Finance and Debt Management Report
- Central Reserves Fund Report
- Knoll Area Infrastructure Improvements
- Legislative Reports
- Quarterly Purchasing Report

The docket materials for this item begin on page 298. The closed captioned video of this item is available here.

The meeting adjourned at 10:54 a.m.

BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, February 7, 2019 at 11:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Linda Cohen, presiding; Michael Hsu, Peggy Lucas, David McMillan, Abdul Omari, and Ken Powell.

Staff present: Chancellors Michelle Behr and Mary Holz-Clause; Acting Executive Vice President and Provost Robert McMaster; Senior Vice President Brian Burnett; Vice Presidents Kathryn Brown, Christopher Cramer, Michael Goh, and Bernard Gulachek; Executive Director Brian Steeves; Chief Auditor Gail Klatt; and Associate Vice President Michael Volna.

Student Representatives present: Jael Kerandi and Alexandra Ulland.

The docket materials for this meeting are available here.

**EXTERNAL AUDITOR’S REVIEW OF COMPLETED AUDIT WORK AND PROPOSED AUDIT APPROACHES FOR FY 2019**

Regent Cohen invited Suzanne Paulson, Controller; Katie Knudtson, Partner, Deloitte & Touche LLP; and Judi Dockendorf, Managing Director, Deloitte & Touche LLP (Deloitte) to present the external auditor’s review of completed audit work and to discuss proposed audit approaches for FY 2019, as detailed in the docket.

The docket materials for this item begin on page 3. The closed captioned video of this item is available here.

**UPDATE ON THE REMEDIATION OF TWIN CITIES UNDERGRADUATE ADMISSIONS AUDIT FINDINGS AND BENEFITS OF ACTIONS TAKEN**

Regent Cohen invited Acting Executive Vice President and Provost Robert McMaster and Heidi Meyer, Executive Director of Admissions, to discuss the remediation of Twin Cities undergraduate admissions audit findings and benefits of actions taken, as detailed in the docket.

The docket materials for this item begin on page 59. The closed captioned video of this item is available here.
INTERNAL AUDIT UPDATE

Regent Cohen invited Chief Auditor Gail Klatt to present the Internal Audit update, as detailed in the docket.

The docket materials for this item begin on page 118. The closed captioned video of this item is available here.

INFORMATION ITEMS

Chief Auditor Klatt referred the committee to the information items in the docket:

- Engagements Less than $100,000 Requiring After-the-Fact Reporting

The docket materials for this item begin on page 139. The closed captioned video of this item is available here.

The meeting adjourned at 11:44 a.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 7, 2019 at 11:00 a.m. in the Sixth Floor, West Committee Room, 600 McNamara Alumni Center.

Regents present: Richard Beeson, presiding; Thomas Anderson, Michael Hsu, Dean Johnson, Peggy Lucas, David McMillan, Abdul Omari, Kendall Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Eric Kaler; Acting Executive Vice President & Provost Robert McMaster, General Counsel Douglas Peterson, Executive Director Brian Steeves.

Others present: Sarah Dirksen, Dulce Foster, Charles Gross, David Hutchinson, Susan Kratz, Tim Pramas, Brian Slovut, and Jon Steadland.

The docket materials for this meeting are available here.

RESOLUTION TO CONDUCT NON-PUBLIC MEETING
OF THE LITIGATION REVIEW COMMITTEE

The meeting convened in public session at 11:08 a.m. A motion was made and seconded that the following resolution be adopted:

    WHEREAS, based on advice of the General Counsel, the Board of Regents Litigation Review Committee has balanced the purposes served by the Open Meeting Law and by the attorney-client privilege, and determined that there is a need for absolute confidentiality to discuss litigation strategy in particular matters involving the University of Minnesota.

    NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of Litigation Review Committee be held on February 7, 2019 at 11:00 a.m. in the West Committee Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

    I. Potential malpractice litigation by former employee

    II. Potential litigation by current student

    III. Potential litigation by former student

    IV. Yolanda Majors v. Regents of the University of Minnesota
V. Regents of the University of Minnesota v. Gilead Sciences, Inc.


VII. Regents of the University of Minnesota v. LSI Corporation and Avago Technologies U.S., Inc.

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 11:09 a.m.

The meeting adjourned at 12:34 p.m.

BRIAN R. STEEVES
Executive Director and Corporate Secretary
A meeting of the Mission Fulfillment Committee of the Board of Regents was held on Thursday, February 7, 2019 at 1:30 p.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Abdul Omari, presiding; Thomas Anderson, Richard Beeson, Linda Cohen, Michael Hsu, Dean Johnson, Peggy Lucas, David McMillan, Ken Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Acting Executive Vice President and Provost Robert McMaster; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Christopher Cramer, Michael Goh, Bernard Gulachek, and Matt Kramer; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice President Michael Volna.

Student Representatives present: Marta Dean and Mason Schlief.

The docket materials for this meeting are available here.

SYSTEMWIDE ENROLLMENT PLANNING: ROCHESTER CAMPUS

Regent Omari invited Lori Carrell, Chancellor, UMR and Lincoln Kallsen, Assistant Vice President, Institutional Analysis, to discuss enrollment planning at UMR, as detailed in the docket.

The docket materials for this item begin on page 4. The closed captioned video of this item is available here.

UPDATE ON TWIN CITIES 5-YEAR ENROLLMENT PLAN

Regent Omari invited Acting Provost McMaster and Beth Lingren Clark, Associate Vice Provost for Strategic Enrollment Initiatives, Office of Undergraduate Education, to provide an update on the Twin Cities 5-Year Enrollment Plan, as detailed in the docket.

The docket materials for this item begin on page 39. The closed captioned video of this item is available here.
GRADUATE AND PROFESSIONAL EDUCATION, PART IV:
IMPACT AND OUTCOMES OF PROFESSIONAL EDUCATION

Regent Omari invited Carissa Slotterback, Associate Dean, Humphrey School of Public Affairs; John Koepke, Professor, Landscape Architecture, College of Design; Holly Ainslie, Vice President, Capital Market Solutions, Ameriprise Financial; and Sheryl Ramstad, Chief External Relations Officer, Hennepin Healthcare, to discuss impacts and outcomes of professional education, as detailed in the docket.

The docket materials for this item begin on page 178. The closed captioned video of this item is available here.

HOLISTIC VIEW OF STUDENT FINANCIAL BURDEN

Regent Omari invited Acting Provost McMaster and Tina Falkner, Director, Office of Student Finance, to discuss the holistic view of student financial burden, as detailed in the docket.

The docket materials for this item begin on page 232. The closed captioned video of this item is available here.

CONSENT REPORT

A motion was made and seconded, and the committee voted unanimously to recommend approval of the following, as described in the revised Consent Report:

• Request for Approval of the 2019 Postsecondary Planning: Joint Report to the Minnesota Legislature

• Request for Approval of the 2019 MnDRIVE Biennial Report to the Minnesota Legislature

• Request for Approval of New Academic Programs
  • Medical School (Twin Cities campus)—Create fellowship in Gynecologic and Breast Pathology
  • College of Science and Engineering (Twin Cities campus)—Create B.A. and B.S. degrees in Environmental Geosciences
  • College of Liberal Arts (Twin Cities campus)—Create graduate minor in Race, Indigeneity, Gender, and Sexuality
  • College of Liberal Arts (Duluth campus)—Create Master of Professional Studies in Multidisciplinary Research and Creativity
  • College of Liberal Arts (Duluth campus)—Create B.A. degree in Cognitive Science
  • Morris Campus—Create undergraduate minor in Jazz Studies
  • Morris Campus—Create undergraduate minor in Sustainability Leadership

• Request for Approval of Changed Academic Programs
  • College of Liberal Arts (Duluth campus)—Create sub-plans in General History and Public History within the B.A. degree in History
• College of Education and Human Development (Twin Cities campus)—Change the name of the Ph.D. degree in Child Psychology to Developmental Psychology
• College of Liberal Arts (Twin Cities campus)—Deliver the M.S. degree in Scientific and Technical Communication fully online
• Rochester Campus—Add new delivery site to the B.S. degree in Health Professions

• **Request for Approval of Discontinued Academic Programs**
  • School of Public Health (Twin Cities campus)—Discontinue Ph.D. degree in Molecular and Systems Toxicology
  • College of Education and Human Service Professions (Duluth campus)—Discontinue the Post-baccalaureate certificate in Autism Spectrum Disorders
  • College of Liberal Arts (Duluth campus)—Discontinue the Master of Liberal Studies

• **Request for Conferral of Tenure for Outside Hires**
  • Patrick Nachman, Professor with tenure, Department of Medicine, Medical School
  • Ziad Nahas, Professor with tenure, Department of Psychiatry, Medical School

• **Request for Conferral of Tenure for Internal Hire**
  • Marco Pravetoni, Associate Professor with tenure, Department of Pharmacology, Medical School

The revised docket materials for this item begin on page 287. The closed captioned video of this item is [available here](#).

**INFORMATION ITEMS**

Acting Provost McMaster referred the committee to the information items in the docket.

The docket materials for this item begin on page 345.

The meeting adjourned at 4:48 p.m.

BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
A meeting of the Governance & Policy Committee of the Board of Regents was held on Friday, February 8, 2019 at 7:45 a.m. in the Boardroom, 600 McNamara Alumni Center.


Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, Lori Carrell and Mary Holz-Clause; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Christopher Cramer, Michael Goh, Matt Kramer, and Jakub Tolar; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

The docket materials for this meeting are available here.

**BOARD OF REGENTS POLICY: APPOINTMENTS TO ORGANIZATIONS AND BOARDS**

Regent Rosha invited Executive Director Steeves to review proposed amendments to Board of Regents Policy: *Appointments to Organizations and Boards*, as detailed in the docket.

The docket materials for this item begin on page 3. The closed captioned video of this item is available here.

Rosha proposed moving the item from review to review and action. There was no objection.

A motion was made and seconded, and the committee voted unanimously to recommend adoption of the proposed amendments to Board of Regents Policy: *Appointments to Organizations and Boards*.

**HIGHER EDUCATION STRATEGIC PLANNING**

Regent Rosha invited Executive Director Steeves and Sally Mason, Association of Governing Boards of Universities and Colleges Consulting, to discuss higher education strategic planning, as detailed in the docket.

The docket materials for this item begin on page 9. The closed captioned video of this item is available here.
INFORMATION ITEMS

Executive Director Steeves referred the committee to the information items in the docket:

- Completed comprehensive review of Board policy
  - Board of Regents Policy: *Mission Statement*

The docket materials for this item begin on page 19. The closed captioned video of this item is available here.

The meeting adjourned at 9:16 a.m.

BRIAN R. STEEVES
Executive Director and Corporate Secretary
A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 8, 2019 at 9:31 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: David McMillan, presiding; Thomas Anderson, Richard Beeson, Linda Cohen, Michael Hsu, Dean Johnson, Peggy Lucas, Abdul Omari, Kendall Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Acting Executive Vice President and Provost Robert McMaster; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Kathryn Brown, Christopher Cramer, Michael Goh, Bernard Gulachek, Matt Kramer, and Jakub Tolar; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice President Michael Volna.

The docket materials for this meeting are available here.

APPROVAL OF MINUTES

The Board voted unanimously to approve the following minutes as presented in the docket materials:

- Board of Regents Special Meeting – December 5, 2018
- Finance & Operations Committee – December 13, 2018
- Audit & Compliance Committee – December 13, 2018
- Litigation Review Committee – December 13, 2018
- Mission Fulfillment Committee – December 13, 2018
- Governance & Policy Committee – December 14, 2018
- Board of Regents – December 14, 2018
- Board of Regents Special Meeting – December 18, 2018

The docket materials for this item begin on page 4. The closed captioned video of this item is available here.

REPORT OF THE PRESIDENT

President Kaler delivered the report of the President. A copy of the Report of the President is on file in the Board Office.

The docket materials for this item begin on page 28. The closed captioned video of this item is available here.
REPORT OF THE CHAIR

Regent McMillan delivered the report of the Chair. A copy of the Report of the Chair is on file in the Board Office. McMillan also thanked departing Regent Linda Cohen for her service.

The docket materials for this item begin on page 29. The closed captioned video of this item is available here.

RECEIVE AND FILE REPORTS

Regent McMillan noted the receipt and filing of reports, as described in the docket materials, including:

- Summary of Expenditures

The docket materials for this item begin on page 30. The closed captioned video of this item is available here.

CONSENT REPORT

Regent McMillan presented for review and action the Consent Report as described in the docket materials, including:

- Gifts
- Report of the Naming Committee

A motion was made and seconded, and the Board voted unanimously to approve the Consent Report.

The docket materials for this item begin on page 34. The closed captioned video of this item is available here.

REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Regent McMillan invited Amy Pittenger, Chair of the Faculty Consultative Committee, to present the report of the Faculty Consultative Committee, as detailed in the docket.

The docket materials for this item begin on page 71. The closed captioned video of this item is available here.

2018 UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

Regent McMillan invited President Kaler and Acting Executive Vice President and Provost McMaster to present for action the 2018 University Performance and Accountability Report, as detailed in the docket.
The docket materials for this item begin on page 81. The closed captioned video of this item is available here.

A motion was made and seconded, and the Board voted unanimously to approve the 2018 University Performance and Accountability Report.

LAW SCHOOL METRICS AND INVESTMENT STRATEGY UPDATE

Regent McMillan invited Senior Vice President Burnett and Garry Jenkins, Dean of the Law School, to provide an update on the Law School Metrics and Investment Strategy, as detailed in the docket.

The docket materials for this item begin on page 232. The closed captioned video of this item is available here.

ANNUAL REPORT ON THE STATUS OF UNIVERSITY RESEARCH & COMMERCIALIZATION OF INTELLECTUAL PROPERTY

Regent McMillan invited Vice President Cramer to present the Annual Report on the Status of University Research & Commercialization of Intellectual Property, as detailed in the docket.

The docket materials for this item begin on page 244. The closed captioned video of this item is available here.

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

Regent Anderson, chair of the committee, reported that the committee voted to recommend the following items.

The committee docket materials can be found here. The closed captioned video of this item is available here.

1) Approval of Amendments to Regents of the University of Minnesota Traffic Regulation Ordinances. The committee docket materials for this item can be found on page 6. A motion was made, and the Board voted unanimously to approve the amendments, as follows:

WHEREAS, in accordance with Minnesota Statutes 1979, Chapter 169.965 and Chapter 137.12 the Regents of the University of Minnesota have adopted Traffic Regulation Ordinances; and

WHEREAS, the Regents of the University of Minnesota reserve the right to amend and update the Traffic Regulation Ordinances from time to time as recommended by the administration; and

WHEREAS, the administration has recommended amendments to the Traffic Regulation Ordinances to reflect new modes of transportation and other campus operational changes; and

WHEREAS, the Regents of the University of Minnesota reviewed the proposed amendments to the Traffic Regulation Ordinances at their meeting in December 2018; and
WHEREAS, having published the required public notices, the Regents of the University of Minnesota conducted a public hearing on the proposed amendments to the *Traffic Regulation Ordinances* on February 7, 2019, at 7:45 a.m., in the Boardroom, on the 6th floor of the McNamara Alumni Center, located at 200 Oak Street Southeast, Minneapolis, Minnesota.

NOW, THEREFORE, BE IT RESOLVED, that as recommended by the administration, having informed the affected communities and conducted the public hearing, the amendments to the *Regents of the University of Minnesota Traffic Ordinances* as presented to the Finance & Operations Committee are approved.

2) Approval of the resolution related to the College of Science and Engineering Tuition Surcharge. The committee docket materials for this item can be found on page 27. A motion was made, and the Board voted 10-2 to approve the resolution. Regents Rosha and Simonson voted no. The resolution is as follows:

WHEREAS, the University of Minnesota is committed to achieving standards of national and international excellence in all programs and colleges; and

WHEREAS, the current base undergraduate tuition rate for the Twin Cities campus is set consistently across colleges with a $1,000 per semester surcharge in the Carlson School of Management; and

WHEREAS, the College of Science and Engineering is experiencing significant demand, with exceptionally qualified applicants, for many of its majors; and

WHEREAS, the budget of the College of Science and Engineering does not currently allow for investments necessary to expand capacity or make required improvements in instructional spaces necessary to adequately serve existing enrollment levels; and

WHEREAS, communicating a change in the Twin Cities undergraduate cost of attendance as early as possible will benefit the process of financial aid packaging in anticipation of reaching enrollment goals;

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents approves an FY 2020 $1,000 per semester tuition surcharge for all undergraduate students enrolling first in the College of Science and Engineering in fall 2019 or after and College of Liberal Arts undergraduate students pursuing majors in the College of Science and Engineering (astrophysics, chemistry, computer science, earth sciences, mathematics, physics) enrolling first in the College of Liberal Arts in fall 2019 or after. In the College of Liberal Arts, the surcharge shall apply only in semesters after a student has been admitted to a major in the College of Science and Engineering. Students in both the College of Science and Engineering and the College of Liberal Arts who are UPromise or Pell-eligible shall receive a scholarship of equivalent value to fully offset the surcharge.

3) Approval of the Capital Budget Amendment: Eastcliff Renovation and Repair. The committee docket materials for this item can be found on page 41. A motion was made, and the Board voted unanimously to approve the amendment.

4) Approval of the resolution related to the Collective Bargaining Agreement: AFSCME Locals 3937 and 3801, Technical Employees. The committee docket materials for this item can be found on page 202. A motion was made, and the Board voted unanimously to approve the resolution. The resolution is as follows:
WHEREAS, the parties have met and negotiated and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, AFSCME Locals 3937 and 3801, Technical Employees ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Reservation and Delegation of Authority, approval of labor agreements by the Board of Regents is required; and

NOW, THEREFORE, BE IT RESOLVED that that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for February 7, 2019.

5) Approval of Capital Budget Amendment: Volleyball Performance Center Remodel, Maturi Pavilion (Twin Cities campus). The committee docket materials for this item can be found on page 205. A motion was made, and the Board voted unanimously to approve the amendment.

6) Approval of the Consent Report for the Finance & Operations Committee as presented to the committee and described in the February 7, 2019 committee minutes. The committee docket materials for this item can be found on page 238. A motion was made, and the Board voted unanimously to approve the Consent Report.

REPORT OF THE AUDIT & COMPLIANCE COMMITTEE

Regent Cohen, chair of the committee, reported that the committee did not take action on any items this month.

The committee docket materials can be found here. The closed captioned video of this item is available here.

REPORT OF THE LITIGATION REVIEW COMMITTEE

Regent Beeson, chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on February 7, 2019. At this meeting, a resolution was considered and adopted that authorized the closing of the meeting. In the closed meeting, discussion was held on matters subject to the attorney-client privilege.

The committee docket materials can be found here. The closed captioned video of this item is available here.

REPORT OF THE MISSION FULFILLMENT COMMITTEE

Regent Omari, chair of the committee, reported that the committee voted unanimously to recommend the following items.

The committee docket materials can be found here. The closed captioned video of this item is available here.
1) Approval of the revised Consent Report for the Mission Fulfillment Committee as presented to the committee and described in the February 7, 2019 committee minutes. The committee docket materials for this item can be found on page 284. A motion was made, and the Board voted unanimously to approve the revised Consent Report.

REPORT OF THE GOVERNANCE & POLICY COMMITTEE

Regent Rosha, chair of the committee, reported that the committee voted unanimously to recommend the following items.

The committee docket materials can be found [here](#). The closed captioned video of this item is available [here](#).

1) Approval of proposed amendments to Board of Regents Policy: Appointments to Organizations and Boards. The committee docket materials for this item can be found on page 3. A motion was made, and the Board voted unanimously to approve the amendments.

NEW BUSINESS

Regent McMillan invited President Kaler to present for review and action appointments to the University of Minnesota Health Clinics and Surgery Center, Inc. Board of Directors, as detailed in the docket.

The docket materials for this item begin on page 295. The closed captioned video of this item is available [here](#).

A motion was made and seconded, and the Board voted unanimously to approve the proposed appointments to the University of Minnesota Health Clinics and Surgery Center, Inc. Board of Directors.

RESOLUTION TO CONDUCT NON-PUBLIC MEETING OF THE BOARD PURSUANT TO MINNESOTA STATUTES SECTION 13D.05, SUBDIVISION 3(C)(3)

A motion was made and seconded that the following resolution be adopted:

WHEREAS, based on advice of the General Counsel, the Board of Regents has balanced the purposes served by the Open Meeting Law and determined that there is a need to review confidential or protected nonpublic real estate data involving the University of Minnesota.

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(c), a non-public meeting of the Board of Regents be held on Friday, February 8, 2019, in the Boardroom, 600 McNamara Alumni Center, for the purpose of developing or considering offers or counteroffers for the purchase, or other transactions related to the following real property:

- Property at approximately 2324 University Avenue SE
- Property at approximately 2218 University Avenue SE
- Property at approximately 2030 University Avenue SE

Board of Regents
February 8, 2019
The Board voted unanimously to adopt the resolution and the public portion of the meeting ended at 11:41 a.m.

The docket materials for this item begin on page 299. The closed captioned video of this item is available here.


Staff present for the non-public portion: President Eric Kaler; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen and Matt Kramer; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Others present for the non-public portion: Leslie Krueger, Jason Langworthy, Daniel Piper, Paige Rohman, Brian Slovut, and Jon Steadland.

The meeting adjourned at 12:49 p.m.

BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
Board of Regents

AGENDA ITEM: Report of the President

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler

PURPOSE & KEY POINTS

It is customary for the President to report on items of interest to the University community at each Board meeting.
AGENDA ITEM: Report of the Chair

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent David J. McMillan

PURPOSE & KEY POINTS

It is customary for the Chair to report on items of interest to the University community at each Board meeting.
AGENDA ITEM: Receive & File Reports

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Regent David J. McMillan

PURPOSE & KEY POINTS

The following items are included for receipt and filing:

A. Quarterly Report of Grant and Contract Activity
B. Eastcliff Annual Report
Meeting of the Board of Regents

Quarterly Report of Grant/Contract Activity

Fiscal Year 2019

Second Quarter Data: October - December, 2018
Executive Summary

Compared to second quarter FY2018, the University experienced a substantial ($31.4M or 18.9%) increase in sponsored research funding in second quarter FY2019. Within the $197.8M total, state and local funding was up significantly, with more high-dollar awards from the State than the previous year; these are the MN Partnership awards that have historically come in the first quarter, but this year shifted to the second quarter. Boosts in Federal (NIH and NSF) and Business and Industry funding also contributed to the increase in awards. By contrast, despite funding more awards this year than last, funding from Other Private sources declined slightly due to smaller award amounts.

Year-to-date (first and second quarter combined), sponsored funding was up $29.2M (6.0% increase). Within the sponsored categories, funding from NIH, Business and Industry, and Other Private sources was up, while NSF and State and Local funding dropped year over year. Funding for the Medical School had a whopping increase of $42.5M, and CSENG, CFANS, and the School of Public Health awards were also up. The units in Other Health Sciences experienced a funding decrease.
Quarter 2 Key Points

- Award count and amount were up in Q2 FY2019 (86 and $31.4M, respectively).
- The average award amount in Q2 FY2019 was $15.4K higher than that of Q2 FY2018.
- The increase in funding is primarily due to more NIH, NSF, and State & Local funding.
- Excluding high-dollar ($1M+) awards, there was a $6.7M increase in funding year-over-year and the average award amount was $1.2K smaller.
- There were eight more $1M+ awards and a total of $24.7M more funding this year.
- The State of Minnesota funded two more high-dollar awards this year, resulting in $15.1M more in high-dollar award funding. Excluding high-dollar awards from the analysis, State & Local funding decreased by $2.2M.
- Funding from NSF increased due to five high-dollar awards totaling $7.8M (versus no high-dollar awards last year).
- Other Private sources of funding awarded one $1M+ award for $2.2M (versus no high-dollar awards last year) and also funded more awards overall, but the sources' total fell $0.7M (year-over-year).
- The increase in NIH funding is due to a higher average award amount (higher by $16K).

- The $6.2M increase in funding for the Medical School is primarily due to more awards and a slightly higher average award amount.
- The Other Health Sciences group received three more $1M+ awards this year for a total of $10.2M more. This is the primary driver of the group's $10.3M increase.
- The $3.8M decline in the Other group is primarily due to two $1M+ awards last year totaling $2.9M to the Office of Information Technology.
- The $6.6M increase in the Other TC Provost group is primarily due to one $6.1M award to MN Extension.

### Comparison of FY19 Q2 to FY18 Q2

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**NOTE:** Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.
Figure 1: FY19 Q2 Award Dollars by Funding Source

- Federal: $106.7
- Private: $63.1
- Business & Industry: $20.0
- State & Local: $28.0
- NIH: $43.4
- NSF: $15.6
- Other Federal: $47.8

Figure 2: FY19 Q2 Award Dollars by College-Campus

- Medical School: $52.2
- College of Science and Engineering: $35.1
- Other Health Sciences: $26.1
- Other: $1.2
- Dentistry, Nursing, Pharmacy & Vet Med: $12.3
- Other TC Provost: $10.7
- CBS: $5.7
- UMC, UMD, UMM, UMR: $5.3
- CLA: $2.3

NOTE: Amounts are represented in millions, therefore details may not sum to totals due to rounding.
Quarter 2 Award Dollars by College/Campus

Figure 3: Units with Greater than $10 Million Awarded Annually

- Medical School
- Science & Engineering, Col of
- Academic Clinical Affairs, Ofc
- Public Health, School of
- Education/Human Dev, Col of
- Food, Ag & Nat Res Sci, Col of
- MN Extension
- Biological Sciences, Col of
- Veterinary Medicine, Col of
- UM Duluth
- Pharmacy, College of
- Liberal Arts, College of
- VP for Research, Office of
- AHC Shared Units

FY19 Q2 vs FY18 Q2

Figure 4: Units with Less than $10 Million Awarded Annually

- Dentistry, School of
- Acad Affairs&Provost, Exec VP
- Public Affairs, HHH School of
- Nursing, School of
- UM Morris
- Design, College of
- Other Units
- UM Crookston
- Law School
- Information Technology, Ofc of

FY19 Q2 vs FY18 Q2

*Other Units includes: Acad Affairs&Provost, Sr VP, Carlson School of Management, Equity & Diversity, Global Programs & Strategy, Health Sciences Administration, UM Rochester, University Libraries, Continuing/Prof Studies, Col of.

Amounts are in millions.
Fiscal Year-to-Date Summary

- Awards were up $29.2M in FY2019 through Q2 with 101 more awards than FY2018.
- There were eight more $1M+ awards, resulting in a $13.4M increase in funding from high-dollar awards.
- The average award amount was about $4K more than that of FY2018 YTD ($187.7K compared to $183.8K). Excluding $1M+ awards from the analysis, the average award amount is still $1.5K greater this year.
- Excluding high-dollar awards, funding is $15.8M higher than that of FY2018. This suggests that the higher award count, average award amount, and high-dollar awards all play a part in the increase in funding.
- Funding from Business & Industry sponsors increased by $7.3M. These sponsors funded $3.3M more this year in $1M+ awards, suggesting that a higher average award amount drove the increase.
- NIH funding increased $16.8M over last year with $3.2M less this year from $1M+ awards. This increase then is due to a higher average award amount this year ($31.5K higher).
- Funding from Other Private sources was up $14.0M; $12.2M of which was due to five more $1M+ awards this year.
- Despite a $24.6K (excluding high-dollar awards) greater average award amount, NSF declined $5.6M - due to 31 fewer awards.
- State & Local funding decreased $3.8M. Although more awards were received from these sources this year, the average award amount (excluding high-dollar awards) was $25.3K lower.

- The Medical School’s funding increased by $42.5M, receiving $34.2M more in funding from thirteen more $1M+ awards.
- CLA has received no $1M+ awards this year, contributing $6.1M to the college’s $5.9M decrease.
- The Other Health Sciences group’s $11.1M decrease is primarily due to three fewer $1M+ awards this year, resulting in a $9.8M deficit.

Comparison of FY19 Fiscal Year-to-Date (Q2) to FY18 Fiscal Year-to-Date (Q2)

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by College/Campus

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NOTE: Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.
Figure 5: 10-year trend of second quarter award dollars. Showing actual amount and rolling 3-year average. Includes ARRA awards.*

Figure 6: 10-year trend of second quarter award dollars. Showing actual amount and rolling 3-year average. Excludes ARRA awards.

Amounts are in millions.
ARRA was the one-time federal stimulus bill passed in 2009.
BACKGROUND

In 1922, Mr. Edward Brooks, a local lumber baron, and his wife Markell Conley Brooks, commissioned C.H. Johnston Jr., an architect of record for the University of Minnesota, to create a home for his family. The resulting two-story, twenty-room house reflects the family’s understated taste as well as the Brooks’ lumber heritage. Walnut, ash, cherry, cypress, knotty pine, and bleached oak were used in the construction and detailing; the unusually thick and wide, white clapboard siding was custom cut, and nine fireplaces allowed the Brooks family to burn wood from their lumberyards. Because of its perch atop the eastern cliffs of the Mississippi River, the Brooks family began calling the home Eastcliff – a name still used to this day.

In 1958, the Brooks family graciously donated their majestic home to the University of Minnesota. Today, surrounded by a white wooden fence, Eastcliff occupies approximately two acres and serves as a living laboratory. Faculty in design and architecture assist with renovations and improvements to the home and grounds. Artwork within the residence is on loan from University of Minnesota museum collections and in the gardens, sculpture further accentuates the property.

Since 1961, eight University of Minnesota presidents and their families have resided in Eastcliff. In addition to housing current president, Eric W. Kaler, and his wife, Karen Kaler, Eastcliff serves as a special gathering place for official University functions. Its historic architecture, welcoming public spaces, and manicured grounds provide a comfortable setting for friends of the University – students, faculty, staff, alumni, donors, community leaders, and public officials, as well as dignitaries from around the world. A carriage house, summerhouse, pool, and terraces enrich the property and extend the visitor’s experience beyond the main residence.

The Friends of Eastcliff (FOE) and Eastcliff Technical Advisory Committee (ETAC) were created by the Board of Regents in the late 1980s to provide assistance and advice on matters related to the oversight of Eastcliff. In 2014, FOE was repositioned as an advisory board and renamed the Eastcliff Advisory Board (EAB). Both committees report directly to the Board of Regents. The EAB plays a key role in advising the Board of Regents on plans and major expenditures related to Eastcliff, assisting in the solicitation of private resources to support Eastcliff, and bringing internal and external perspectives to conversations about Eastcliff. ETAC brings subject matter expertise to the management of Eastcliff by making recommendations for the improvement, maintenance, operations, and use of the home in accordance with its designation on the National Register of Historic Places and its unique public and private uses. These two committees ensure Eastcliff presents an image worthy of the University’s rich history and tradition.
EASTCLIFF ADVISORY BOARD

On February 14, 2014, the Board of Regents voted to reposition the Friends of Eastcliff committee as an advisory board rather than a fundraising committee. Renamed the Eastcliff Advisory Board, it now plays a key role in bringing internal and external perspectives to conversations about Eastcliff, nurturing public support for the home, and ensuring that the Board of Regents has appropriate governance-level oversight of this important University asset.

The Eastcliff Advisory Board (EAB) was created by and is accountable to the Board of Regents. It is chaired by Regent Patricia Simmons.

2017-18 Eastcliff Advisory Board Committee Roster

Chair:
The Honorable Patricia Simmons (July 1, 2017 – April 2, 2018)
The Honorable David McMillan (April 3, 2018 – June 30, 2018)

Voting Members:
Mike Berthelsen, Vice President for University Services
Mike Volna, Associate Vice President & Assistant Chief Financial Officer
Susan Hommes, Director of Planned Giving, University of Minnesota Foundation
Ruth Bachman, Citizen Member
Conley Brooks, Jr., Citizen Member
Nancy Lindahl, Citizen Member

Non-Voting Members:
Lyndel King, ETAC Chair and Director, Frederick R. Weisman Art Museum
Brian Steeves, Executive Director and Corporate Secretary, Board of Regents
Laura Wegscheid, Office Manager, Office of the President
Karen Kaler, University Associate
Peter Moe, Director, Minnesota Landscape Arboretum

Staff:
Maggie Flaten, Office of the Board of Regents

See complete bylaws for the Eastcliff Advisory Board in Appendix A.
EASTCLIFF TECHNICAL ADVISORY COMMITTEE

The Eastcliff Technical Advisory Committee continues to bring subject matter expertise to the management of Eastcliff by making recommendations for the improvement, maintenance, operations, and use of the home in accordance with its designation on the National Register of Historic Places and its unique public and private uses. Changes in the committee’s bylaws approved by the Board of Regents on February 14, 2014 delegated responsibility to ETAC for approval of smaller capital improvements and enhancements.

The Eastcliff Technical Advisory Committee works closely with the Eastcliff Advisory Board to provide advice and recommendations on use of University funds and/or private donations to complete major projects, needed maintenance, or to provide enhancements for the house.

2017-18 Eastcliff Technical Advisory Committee Roster

Chair:
Lyndel King, Director, Frederick R. Weisman Art Museum

Voting Members:
Joseph Favour, Professor, Department of Landscape Architecture
Abimbola Asojo, Professor, Department of Design, Housing, and Apparel
Mike Berthelsen, Vice President, University Services
Bill Paulus, Associate Vice President, Facilities Management
Brian Steeves, Executive Director and Corporate Secretary, Board of Regents

Non-Voting Members:
Jon Steadland, Chief of Staff, Office of the President
Karen Kaler, University Associate
Kevin Ross, Senior Project Manager, Capital Project Management

Staff:
Kristia Davern, Eastcliff Facilities Supervisor
Robert Tunell, Associate Director, Facilities Manager

See complete bylaws for the Eastcliff Technical Advisory Committee in Appendix B.
EASTCLIFF ENDOWMENT FUNDS

The University of Minnesota Foundation manages donations to the Eastcliff Endowment Funds, which are designated for ongoing preservation, operations, and enhancement to the house.

In 2017-18, gifts totaling $32,705.18 were donated to the University of Minnesota Foundation in support of Eastcliff.

Eastcliff Endowment Funds

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>Purpose: To be used for enhancements to Eastcliff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markell Brooks Eastcliff Enhancement Endowment</td>
<td>Beginning Balance 7/1/17 $1,023,895.59</td>
</tr>
<tr>
<td>Dwight F. Brooks II Eastcliff Enhancement Fund</td>
<td>Contributions -</td>
</tr>
<tr>
<td></td>
<td>Disbursements -</td>
</tr>
<tr>
<td></td>
<td>Investment Return $43,567.44</td>
</tr>
<tr>
<td></td>
<td>Ending Balance 6/30/18 $1,067,463.03</td>
</tr>
<tr>
<td></td>
<td>Available Cash Balance $326,891.85</td>
</tr>
<tr>
<td>(Accumulated earnings made available from endowment)</td>
<td></td>
</tr>
</tbody>
</table>

Eastcliff Legacy Fund

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>Purpose: To be used for enhancements to Eastcliff.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning Balance 7/1/17 $186,937.48</td>
</tr>
<tr>
<td></td>
<td>Contributions $22,705.18</td>
</tr>
<tr>
<td></td>
<td>Pledge payments -</td>
</tr>
<tr>
<td></td>
<td>Disbursements $(1,356.81)</td>
</tr>
<tr>
<td></td>
<td>Investment Return $(590.12)</td>
</tr>
<tr>
<td></td>
<td>Ending Balance 6/30/18 $107,695.73</td>
</tr>
<tr>
<td></td>
<td>Available Cash Balance $117,695.73</td>
</tr>
</tbody>
</table>
Eastcliff Endowment Fund  
July 1, 2017 – June 30, 2018

Purpose: To provide support for the ongoing preservation and operation of Eastcliff.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance 7/1/17</td>
<td>$79,745.80</td>
</tr>
<tr>
<td>Contributions</td>
<td>-</td>
</tr>
<tr>
<td>Disbursements</td>
<td>-</td>
</tr>
<tr>
<td>Investment Return</td>
<td>$4,653.42</td>
</tr>
<tr>
<td>Ending Balance 6/30/18</td>
<td>$84,399.22</td>
</tr>
<tr>
<td>Available Cash Balance</td>
<td>$11,022.50</td>
</tr>
</tbody>
</table>

Eastcliff Dollhouse Fund  
July 1, 2017 – June 30, 2018

Purpose: To be used to maintain the dollhouse replica of Eastcliff.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance 7/1/17</td>
<td>-</td>
</tr>
<tr>
<td>Created January 19, 2018</td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Disbursements</td>
<td>($200.00)</td>
</tr>
<tr>
<td>Investment Return</td>
<td>($295.63)</td>
</tr>
<tr>
<td>Ending Balance 6/30/18</td>
<td>$9,504.37</td>
</tr>
<tr>
<td>Available Cash Balance</td>
<td>$9,504.37</td>
</tr>
</tbody>
</table>

(Accumulated earnings made available from endowment)

Eastcliff Fund Disbursements  
July 1, 2017 – June 30, 2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden Party Expenses (Legacy Fund)</td>
<td>$1,356.81</td>
</tr>
<tr>
<td>Dollhouse Wiring (Dollhouse Fund)</td>
<td>$200.00</td>
</tr>
<tr>
<td><strong>Total Disbursements</strong></td>
<td><strong>$1,556.81</strong></td>
</tr>
</tbody>
</table>
OFFICIAL UNIVERSITY ENTERTAINING

One of Eastcliff’s primary functions is to serve as a venue for special University events and activities. More than 3,000 guests attended over sixty events held at Eastcliff in fiscal year 2017-18 including University of Minnesota students, faculty, staff, alumni, and friends as well as community, national, and world leaders.

Eastcliff Events Activity

<table>
<thead>
<tr>
<th>Number of Events Per Year</th>
<th>Number of Guests Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008 173</td>
<td>2007-2008 8,891</td>
</tr>
<tr>
<td>2008-2009 166</td>
<td>2008-2009 8,208</td>
</tr>
<tr>
<td>2009-2010 140</td>
<td>2009-2010 6,664</td>
</tr>
<tr>
<td>2010-2011 114</td>
<td>2010-2011 5,959</td>
</tr>
<tr>
<td>2011-2012* 84</td>
<td>2011-2012* 3,614</td>
</tr>
<tr>
<td>2012-2013 76</td>
<td>2012-2013 4,116</td>
</tr>
<tr>
<td>2013-2014 84</td>
<td>2013-2014 4,214</td>
</tr>
<tr>
<td>2015-2016 81</td>
<td>2015-2016 3,437</td>
</tr>
<tr>
<td>2016-2017 83</td>
<td>2016-2017 3,216</td>
</tr>
<tr>
<td>2017-2018 69</td>
<td>2017-2018 3,451</td>
</tr>
</tbody>
</table>

*Beginning July 2011, a new requirement was instituted that all events at Eastcliff be hosted by the president and/or their spouse. As a result, Eastcliff is used more strategically, however its use is highly dependent upon President and Mrs. Kaler’s commitments and travel.
CAPITAL AND MAINTENANCE PROJECTS COMPLETED FY 2017-18

Routine maintenance projects are funded by the University and overseen by Facilities Management (FM). The addition of a full-time property manager in November 2012 has allowed FM to better meet program and facility needs at Eastcliff, systematize facility and grounds operations, and manage maintenance repair projects using FM staff and specialized vendors.

The following maintenance projects were completed at Eastcliff during fiscal year 2017-18:

Maintenance Project Summary

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fence Repair</td>
<td>$17,250.00</td>
</tr>
<tr>
<td>Pedestrian Lighting</td>
<td>$11,418.00</td>
</tr>
</tbody>
</table>
### FACILITIES MANAGEMENT AND PRESIDENT'S OFFICE SUMMARY OF EXPENDITURES

**General Operations and Maintenance Fund**  
12 Months Ending June 30, 2018  
(unaudited)

<table>
<thead>
<tr>
<th></th>
<th>Prior Year 2016-17</th>
<th></th>
<th></th>
<th>Current Year 2017-18</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facilities</td>
<td>Events</td>
<td>Total</td>
<td>Facilities</td>
<td>Events</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Beginning Balance</strong></td>
<td>$225,788</td>
<td></td>
<td>$225,788</td>
<td>$223,990</td>
<td></td>
<td>$223,990</td>
</tr>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Year Allocation</td>
<td>$342,811</td>
<td>$71,253</td>
<td>$411,064</td>
<td>$313,012</td>
<td>$72,707</td>
<td>$385,719</td>
</tr>
<tr>
<td>Transfer from Office of the President</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from Facilities Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from the General Contingency Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from Central Reserves</td>
<td>$44,088</td>
<td>$44,088</td>
<td>$22,939</td>
<td></td>
<td></td>
<td>$22,939</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>$386,899</td>
<td>$297,041</td>
<td>$683,940</td>
<td>$335,951</td>
<td>$296,697</td>
<td>$632,648</td>
</tr>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Fringe Benefits</td>
<td>$114,327</td>
<td>$71,081</td>
<td>$185,408</td>
<td>$88,323</td>
<td>$43,918</td>
<td>$132,241</td>
</tr>
<tr>
<td>Supplies, Expenses, Equipment</td>
<td>$272,014</td>
<td>$1,971</td>
<td>$273,985</td>
<td>$247,884</td>
<td>$8,094</td>
<td>$255,978</td>
</tr>
<tr>
<td>Transfer to FM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to/(from) the Eastcliff Project Reserve</td>
<td>$558</td>
<td>$558</td>
<td>($256)</td>
<td></td>
<td></td>
<td>($256)</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$386,899</td>
<td>$73,051</td>
<td>$459,950</td>
<td>$355,951</td>
<td>$50,012</td>
<td>$387,963</td>
</tr>
<tr>
<td><strong>Ending Balance</strong></td>
<td>$0</td>
<td>$223,990</td>
<td>$223,990</td>
<td>$0</td>
<td>$244,685</td>
<td>$244,685</td>
</tr>
</tbody>
</table>
EASTCLIFF ADVISORY BOARD BYLAWS

Mission

Eastcliff has a unique role among University of Minnesota buildings in that it serves both as a public facility for events and meetings and as the private residence of the University president and family. The Eastcliff Advisory Board (EAB) is created by and accountable to the Board of Regents. Its mission is to advise the Board of Regents on plans and major expenditures related to Eastcliff, assist in the solicitation of private resources to support Eastcliff, and nurture continued public support for the home to ensure that it projects an image worthy of the University’s rich history and tradition. It plays an important role in considering both internal and external perspectives regarding spending decisions at Eastcliff and ensuring that the Board of Regents has appropriate governance-level oversight of this important University asset.

Membership

Chair:
- Board of Regents member (selected by the chair of the Board of Regents)

Voting Members:
- Vice President for University Services or designee (1)
- Vice President & Chief Financial Officer or designee (1)
- President, University of Minnesota Foundation or designee (1)
- Members who are not University employees, appointed by the chair of the Board of Regents for two-year terms that run concurrently with the term of the EAB chair (3-6)

Non-Voting Members:
- Chair, Eastcliff Technical Advisory Committee (1)
- Board of Regents Executive Director (1)
- President’s designee, Office of the President (1)
- University Associate (President’s Spouse) (1)
- Director, Minnesota Landscape Arboretum or designee (1)

Staff:
- Office of the Board of Regents
Responsibilities

1. **Master Plans, Capital Improvements, and Significant Expenditures.** Review recommendations of the Eastcliff Technical Advisory Committee (ETAC) and advise the Board of Regents on master plans, capital improvements, and significant expenditures that enhance the original integrity and design of Eastcliff and its grounds and promote it as an important institutional and residential University resource. Capital improvements and significant expenditures are defined as physical improvements, equipment, furniture, fixtures, decorations, and/or enhancements exceeding $25,000 in cost. Emergency approvals of capital improvements and/or significant expenditures may be granted through the process outlined in Board of Regents Policy: *Board Operations and Agenda Guidelines*. Any such emergency approvals will be brought to the next meeting of EAB for information.

2. **Use of Funding.** Advise the Board of Regents on the appropriate use of funding for projects being recommended for approval. Use of private funds must be consistent with donor intent.

3. **Fundraising.** Review the University of Minnesota Foundation’s (UMF) development plan for Eastcliff and assist in the solicitation of private resources consistent with that plan.

4. **Public Support.** Nurture continued public support of Eastcliff. Advise on issues of public education, awareness and relations, as well as on matters pertaining to donor appreciation and communications. The term ‘Friends of Eastcliff’ may be used at the discretion of EAB to recognize individuals and families who have provided financial support for Eastcliff.

5. **Annual Report.** Review and submit to the Board of Regents an annual report on Eastcliff that includes a summary of the previous fiscal year's financial, maintenance, and operational activity.

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**Approved by Board of Regents - February 14, 2014**

**Supersedes:** Friends of Eastcliff Committee Bylaws dated November 2008.
APPENDIX B

EASTCLIFF TECHNICAL ADVISORY COMMITTEE BYLAWS

Mission

Eastcliff has a unique role among University of Minnesota buildings in that it serves both as a public facility for events and meetings and as the private residence of the University president and family. The Eastcliff Technical Advisory Committee (ETAC) is created by and accountable to the Board of Regents. Its mission is to bring subject matter expertise to the management of Eastcliff by making recommendations for the improvement, maintenance, operations, and use of the home to ensure that it projects an image worthy of the University's rich history and tradition. In doing so, the committee must balance wise use of University and donor resources with the home's designation on the National Register of Historic Places and appropriately separate, protect, and foster Eastcliff's unique public and private uses.

Membership

Chair:
- Selected by the Chair of the Board of Regents from the voting members of the committee

Voting Members:
- Faculty member designees from the following College of Design disciplines:
  - Architecture (1)
  - Landscape Architecture (1)
  - Interior Design (1)
- Vice President for University Services designees (2)
- Director/designee, Weisman Art Museum (1)
- Board of Regents Executive Director (1)

Non-Voting Members:
- Office of the President designee (1)
- University Associate (President’s Spouse) (1)
- Vice President for University Services designees:
  - Public Safety (1)
  - Capital Planning & Project Management (1)

Staff:
- Facilities Management designee
Responsibilities

1. **Master Plans, Capital Improvements, and Significant Expenditures.** Develop and recommend master plans, capital improvements, and/or significant expenditures that enhance the original integrity and design of Eastcliff and its grounds and promote it as an important institutional and residential University resource.

   Recommendations should be consistent with Eastcliff master plans and follow the University's established capital planning process. Capital improvements and significant expenditures should be maintained on and evaluated against a prioritized list of needs. As annual recommendations are developed and advanced, ETAC should provide estimated project budgets, suggested funding sources, and recommended project delivery methods and timing.

2. **Approvals and Recommendations.** Except for routine maintenance, repairs, and replacement, ETAC must approve all capital improvements, equipment, furniture, fixtures, decorations, and/or enhancements exceeding $5,000 but below $25,000 in cost, consistent with University policies and procurement practices. Expenditures below $5,000 that could be viewed as personally benefiting the president or family should also be approved in advance by ETAC. Capital improvements and/or significant expenditures exceeding $25,000 must receive approval of the Board of Regents, which will consider ETAC’s recommendations along with advice from the Eastcliff Advisory Board (EAB).

   Upon recommendation of the Vice President for University Services, the ETAC chair, in consultation with the chair of the EAB, may act on behalf of the committee when delaying approval poses a significant health, safety, or financial risk to the University. Any such emergency approvals will be brought to the next meeting of ETAC for information.


4. **Quarterly Operating Reports.** Review quarterly operating reports supplied by Facilities Management.

5. **Operating Policies and Procedures.** As requested, advise the Office of the President and Facilities Management on operating policies and procedures including staffing, general maintenance, purchasing, security, and the appropriate level of scheduling and use of Eastcliff.

6. **Meeting Procedures.** The chair of ETAC will call committee meetings, develop agendas for distribution to committee members in advance of each meeting, and ensure that minutes are kept to preserve a record of committee actions. A quorum consisting of at least four (4) voting members must participate in a vote for action to be taken. Votes may be cast in person or electronically, with a simple majority required for approval.

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**Approved by Board of Regents - February 14, 2014**

**Supersedes:** Eastcliff Technical Advisory Committee Bylaws dated September 2002.
Board of Regents

AGENDA ITEM: Consent Report

☐ Review  ☒ Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent David J. McMillan

PURPOSE & KEY POINTS

A. Gifts

The President recommends approval of the Summary Report of Gifts to the University of Minnesota through January 31, 2019.

B. Finance & Operations Committee Consent Report

General Contingency

The purpose of this item is to seek approval for allocations from General Contingency greater than $250,000. There are no items requiring approval this period.

Purchase of Goods and Services $1,000,000 and Over

The purpose of this item is to seek approval for purchases of goods and services of $1,000,000 and over.

- To Hewlett-Packard Financial Services for an estimated $2,200,000 to lease approximately 1600 HP Elite 1040g5 laptop computers for the University of Minnesota Crookston campus for the period of June 1, 2019 through August 30, 2022. The program for students is funded through a Collegiate Fee where students are eligible for Financial Aid support to cover the cost of the Collegiate Fee. For faculty and staff, respective departments are cross-charged to cover the costs of the laptop computer. Hewlett-Packard Financial Services, the current supplier, was selected as the result of a competitive Request for Proposal process conducted by Purchasing Services. Four suppliers responded to the RFP.

Approval of Debt Underwriters

The purpose of this item is to seek approval of the firms for underwriting and investment banking services for the issuance of long-term debt, which was authorized by the Resolution Related to the Issuance of Debt of up to $150,000,000 for various capital projects, and the
Resolution Related to the Refunding of Debt related to the defeasance of two series of Build America Bonds with a total principal outstanding of $61,310,000. Both resolutions were approved by the Board at the December 2018 meeting.

- To Barclays to serve the book-running senior manager for University’s approved long-term debt transactions expected to occur in late FY 2019. The vendor is one of the pre-qualified firms in the senior manager pool for the period FY 2016 - FY 2020 that was chosen through a competitive bidding process and approved by the Board of Regents in February 2016.

In addition, approval is requested to select two or three co-managers for this transaction from the pre-approved co-manager and/or senior manager pool subsequent to the appointment of the senior manager. The actual firms to be used will be determined once the marketing strategy for this issuance is determined so that the University can select the firms that will best meet the requirements.

C. Report of the All-University Honors Committee

The President recommends approval of the All-University Honors Committee recommendations forwarded to the Board in a letter dated February 28, 2019.

BACKGROUND INFORMATION

Approvals are sought in compliance with Board of Regents policy as follows:

- Gifts: Reservation and Delegation of Authority, Article I, Section VII, Subd. 5.
- Purchase of Goods and Services $1,000,000 and Over: Reservation and Delegation of Authority, Article I, Section VII, Subd. 6.
- Approval of Debt Underwriters: Reservation and Delegation of Authority, Article I, Section VII, Subd. 4.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the Consent Report.
# March 2019 Regents Meeting

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>Year-to-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019</td>
<td>2018</td>
</tr>
<tr>
<td><strong>U of M Gift Receiving</strong></td>
<td>$179,980</td>
<td>$810,694</td>
</tr>
<tr>
<td><strong>Arboretum Foundation</strong></td>
<td>192,378</td>
<td>511,994</td>
</tr>
<tr>
<td><strong>Univ of MN Foundation</strong></td>
<td>23,591,779</td>
<td>20,569,258</td>
</tr>
<tr>
<td><strong>Total Gift Activity</strong></td>
<td>$23,964,137</td>
<td>$21,891,946</td>
</tr>
</tbody>
</table>

*Detail on gifts of $5,000 and over is attached.

Pledges are recorded when they are received. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.
# Gifts to benefit the University of Minnesota

**Gifts received in January 2019**

<table>
<thead>
<tr>
<th>Donor</th>
<th>Gift/Pledge</th>
<th>Purpose of gift</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$1 Million and Over</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynne and Andrew Redleaf Fdn</td>
<td>Pledge</td>
<td>Medical School</td>
</tr>
<tr>
<td>Glenn E Engebretson Estate</td>
<td>Gift</td>
<td>College of Pharmacy</td>
</tr>
<tr>
<td>Robert C Swanson Estate</td>
<td>Gift</td>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>The Hormel Fdn</td>
<td>Gift</td>
<td>Hormel Institute</td>
</tr>
<tr>
<td><strong>$500,000 - $1,000,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern Mutual - Minneapolis Fdn</td>
<td>Pledge</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Randy Shaver Cancer Research and Community Fund</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Richard M Schulze Family Fdn</td>
<td>Gift/Pledge</td>
<td>College of Education and Human Development, Unrestricted</td>
</tr>
<tr>
<td>Robert K Eddy</td>
<td>Gift</td>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>THINK DIFFERENT Fdn</td>
<td>Pledge</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td><strong>$250,000 - $500,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anonymous</td>
<td>Gift</td>
<td>Center for Spirituality and Healing</td>
</tr>
<tr>
<td><strong>$100,000 - $250,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakken 2004 Lead Trust</td>
<td>Gift</td>
<td>Medical School</td>
</tr>
<tr>
<td>Zepto Life Technology LLC</td>
<td>Pledge</td>
<td>College of Veterinary Medicine</td>
</tr>
<tr>
<td>Childrens Cancer Research Fund</td>
<td>Pledge</td>
<td>Medical School</td>
</tr>
<tr>
<td>Millicent Atkins Estate</td>
<td>Gift</td>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
</tr>
<tr>
<td>J A Wedum Fdn</td>
<td>Gift</td>
<td>Carlson School of Management</td>
</tr>
<tr>
<td>Engdahl Family Fdn</td>
<td>Gift</td>
<td>College of Liberal Arts</td>
</tr>
<tr>
<td>Mark R and Heather A Parenteau</td>
<td>Gift</td>
<td>University of Minnesota Duluth</td>
</tr>
<tr>
<td>Patrick J and Shirley M Campbell</td>
<td>Gift</td>
<td>College of Education and Human Development</td>
</tr>
<tr>
<td>Timothy P Metcalf</td>
<td>Pledge</td>
<td>Medical School</td>
</tr>
<tr>
<td><strong>$50,000 - $100,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ExxonMobil Corp</td>
<td>Gift</td>
<td>College of Science and Engineering, Carlson School of Management, Undesignated</td>
</tr>
<tr>
<td>Wolf Creek Charitable Fdn</td>
<td>Gift</td>
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General Contingency

Fiscal Year 2019
(7/1/2018-6/30/2019)

Current Activity:

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<td>Carryforward from FY18 to FY19</td>
<td>913,210</td>
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3 New items this reporting period:

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<td>Capital Planning &amp; Project Management</td>
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<td>1,962,966</td>
<td>Return of unused funds - UMM Biomass Gas Scrubber ($150,000 allocated FY15)</td>
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<td>University Health &amp; Safety</td>
<td>(50,000)</td>
<td>1,912,966</td>
<td>Partial support for work on UMC air permit required by MPCA</td>
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6 Current Balance

<table>
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<tr>
<th>Amount</th>
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<td>1,912,966</td>
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Commitments*:

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<tr>
<td>Office of the Board of Regents</td>
<td>(350,000)</td>
<td>University President search activities. Allocated October, 2018.</td>
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8 Projected Balance

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* Items $250,000 or more Subject to Board approval.
Purchase of Goods and Services $1,000,000 and over

To Hewlett-Packard Financial Services for an estimated $2,200,000 to lease approximately 1600 HP Elitebook 1040g5 laptop computers for the University of Minnesota Crookston campus for the period of June 1, 2019 through August 30, 2022.

*UMN Crookston is committed to the success of our long-standing laptop computer program that began in 1993. In order to continue our technology mission of providing laptop computers to all on-campus, degree seeking students and faculty, we intend to continue leasing laptop computers for this program.*

*The laptop computer program provides UMN Crookston the ability to deliver an efficient, standardized platform that facilitates improved educational uses, technical support, and system integration, management, and security. This offers UMN Crookston students and faculty an enhanced learning experience and a proficiency edge in the use of technology sought by employers.*

*In January 2019, a Request for Proposal was issued. Through a careful evaluation, NowMicro, Inc., through Hewlett-Packard Financial Services provided the best overall solution of technology, quality, project implementation, service delivery, and competitive pricing.*

*The program for students is funded through a Collegiate fee where students are eligible for Financial Aid support to cover the cost of the Collegiate Fee. For faculty and staff, respective departments are cross-charged to cover the costs of the laptop computer.*

Submitted by: Jeff Sperling  
Director, UMN Crookston Technology Support Services  
139 Kiehle Building, 2900 University Avenue, Crookston, MN 56716  
218-281-8373 (office) 218-280-2007 (cell)  
sperling@crk.umn.edu

Approval for this item requested by:  
UMN Crookston Chancellor  

[Signature]  
Date: 2/20/19
Engagement of Underwriter

- To engage Barclays to serve as the book-running senior manager for the University’s approved long-term debt transactions expected to occur in late FY2019. The vendor is one of the pre-qualified firms in the senior manager pool for the period FY2016 – FY2020 that was chosen through a competitive bidding process and approved by the Board of Regents in February 2016.

Through a competitive process in 2016, the University selected five highly rated firms to be part of a “senior manager pool” of firms that are pre-qualified to serve as a book-running senior manager for the University’s future financing transactions to occur FY2016 through FY2020. A request for quote was sent to four of the five firms for the 2019 transaction, and the recommendation is based on the evaluation of their responses.

Barclays is recommended as senior manager due to their response reflecting the most aggressive pricing based on the combination of proposed spreads to applicable indices and take-down per bond.

In addition to the recommended senior manager, we will plan to use two or three co-managers selected from the pre-qualified co-manager and/or senior manager pools approved in 2016. Co-managers are used to ensure the bonds are being marketed as broadly as possible. With multiple firms marketing the bonds, the investor base tapped should be greater, ideally leading to higher subscriptions and a lower likelihood of having unsold bonds on the date of our sale. The actual firms to be used will be selected once we start the issuance process and define our marketing strategy.

Cost for the services (referred to as “underwriter’s discount”) is estimated at approximately $300,000. Underwriter’s discount is considered a “cost of issuance” which is paid for with bond proceeds received. Since the total cost of the transaction is split among all parties involved, the addition of one or more co-managers to the transaction does not increase the cost to the University.

Submitted by: Carole J Fleck, Director of Debt Management

Approval is requested by:

[Signature]

Michael D. Volna, Associate Vice President, and Assistant CFO
AGENDA ITEM: Report of the Student Representatives to the Board of Regents

☐ Review  ☐ Review + Action  ☐ Action  ✗ Discussion

This is a report required by Board policy.

PRESENTERS: Marta Dean, Chair, Student Representatives to the Board of Regents
Alexandra Ulland, Vice Chair, Student Representatives to the Board of Regents

PURPOSE & KEY POINTS

The report of the Student Representatives to the Board of Regents provides a student perspective on issues and concerns facing University students.

The report will discuss and make recommendations regarding the following issues:

- Sustainability
- Student Mental Health
- Campus Climate

BACKGROUND INFORMATION

Current student representatives:

- Marta Dean (Chair) – Crookston
- Alexandra Ulland (Vice Chair) – Duluth
- 'Agléška' Rebecca Cohen-Rencountre – Twin Cities
- Mckenzie Dice – Morris
- Jael Kerandi - Twin Cities
- Austin Kraft – Twin Cities
- James Pathoulas – Twin Cities
- Mason Schlief – Rochester
Report of the Student Representatives to the Board of Regents

Marta Dean, Crookston, Chair | Alexandra Ulland, Duluth, Vice Chair
Anne Barnes, Twin Cities; 'Aglēška' Rebecca Cohen-Rencontre, Twin Cities;
Mckenzie Dice, Morris; Jael Kerandi, Twin Cities; Austin Kraft, Twin Cities;
James Pathoulas, Twin Cities; Mason Schlief, Rochester
Introduction

The Student Representatives to the Board of Regents are an incredibly privileged group. Not only do they have the opportunity to work with the Board of Regents on issues important to students, faculty, and staff, but they work together as a group with representation from each of the five University of Minnesota Campuses. This group has the responsibility of attending meetings of the Board of Regents, sitting on committees, and advocating for the needs of the students on their campus. Additionally, each academic year the Student Representatives to the Board of Regents are tasked with writing a report to the Board outlining topics that students are concerned about, and feel could change for the better. This year the Student Representatives are pleased to present their report to the Board, highlighting the following three topics:

1. Sustainability
2. Mental Health
3. Campus Climate

This group of Student Representatives is incredibly passionate about a variety of issues, and they are all committed to making the University of Minnesota the best it can be for years to come. This year’s report topics are centered around the well-being of the State of Minnesota, the University of Minnesota, and the students, faculty, and staff who call this institution home. Each of the five campuses in the University of Minnesota system are unique, and because of this, solutions to problems may differ from campus to campus. However, this should not stop the Board or administration from looking at issues through a systemwide lens.

When a student is seeking a university at which to further their education, they are not simply looking for their nearest campus or the lowest price tag. Students want to attend university somewhere they feel supported and empowered to learn as a student and grow as an individual. They want to see that their university cares about the things that matter to them. The Student Representatives to the Board of Regents believe that the University of Minnesota is a great place to find all of those things, and in this report they will present their ideas for how to make it even better in the future.

Sustainability

Introduction

The University of Minnesota prides itself on its tripartite mission of research and discovery, teaching and learning, and outreach and public service. The sustainability initiatives of the University ensure the fulfillment of this mission for years to come. By integrating sustainability into operations, education, and engagement, the University supports the state, the nation, and the planet. In this time of campus and global change, students would like for the University to evaluate our institutional goals and ambitions so that we may better prepare for the challenges and opportunities before us all.

The purpose of bringing attention to sustainability initiatives across the system is to gain insight into areas in which the University can improve through progress metrics and planning. We further seek to identify accomplishments in sustainability that provide an opportunity to celebrate our work and commitment to the future of this institution, the state, and the environment as a whole. Sustainability looks different on
each campus. In this section of the report, we present aspects of each campus to provide a systemwide framework for ensuring a clean, healthy, and renewable future of the University of Minnesota.

The Student Representatives express our thanks to the Board of Regents for your continued support of sustainability initiatives throughout the years. The University of Minnesota serves as a proud leader in sustainability, from research initiatives, to incorporation of sustainability topics in the classroom, to community engagement. With changing needs of the University and the state of Minnesota, it is important to always be moving forward with these initiatives and we look forward to continuing to serve as a leader and model institution in sustainability.

After an overview of how the University measures progress in sustainability, we present the second section, Sustainability by Campus, to address the achievements and aspirations of each campus. The third section, Stories: Profiles of Pioneers in Sustainability, highlights student initiatives at the University of Minnesota to advance the University’s mission through sustainability initiatives. The fourth section, Leadership: the University of Minnesota as a Global Model, capitalizes on the University’s systemwide successes and provides recommendations to ensure a future in which the University is at the forefront of sustainability conversations and actions.

A. The University Mission and Sustainability

The University of Minnesota mission statement is threefold: research and discovery, teaching and learning, outreach and public service. In Board of Regents Policy: Sustainability and Energy Efficiency, sustainability is described as “a continuous effort integrating environmental, social and economic goals… [requiring] the collective actions of the University of Minnesota (University) community… The University is committed to incorporating sustainability into its teaching, research, and outreach and the operations that support them.”

The University of Minnesota has been a leader in sustainability, and we are confident that the University will continue to utilize new ways of thinking, educating, and engaging so that this continuous effort of sustainability pays off in the form of a healthy future for Minnesota.

B. Measuring Progress in Sustainability at the University of Minnesota

Across five campuses, the University of Minnesota actively and purposefully measures emissions levels. The University of Minnesota Progress Card includes a yearly measurement of systemwide greenhouse gas (GHG) emissions. Greenhouse gases like carbon dioxide are gases that, like the walls of a greenhouse, trap heat that has entered Earth’s atmosphere and destabilize normal climate patterns. In 2008, the University of Minnesota system emitted 703,311 metric tons of GHGs. The Progress Card metric, classified as a Maroon Measure for being directional in nature and beyond the sole power of the University of Minnesota, measures the metric tonnage of GHG emissions with the goal of a 50% reduction.

2 University of Minnesota. “Sustainability and Energy Efficiency Policy.” University of Minnesota Board of Regents, adopted July 2004. [link]
reduction in GHG emissions from the 2008 base level, to 351,656 metric tons by 2021.\(^5\) Through the mid-2018 update to the Progress Card, the system has significantly reduced GHG emissions to 581,779 metric tons in 2017, an 18% decrease in emissions.\(^6\)

![UMN Greenhouse Gas Emissions Graph](image)

Achieving carbon neutrality is central to sustainability efforts worldwide. Carbon neutrality is achieved when carbon dioxide emissions are balanced by carbon dioxide reduction and capturing methods, thereby neutralizing changes in carbon dioxide in the atmosphere.\(^7\) In 2018, American University in Washington, D.C., became the first university in the United States to achieve carbon neutrality.\(^8\) The University of California system has pledged to reach carbon neutrality by 2025.\(^9\)

While the University of Minnesota is one of many actors in the ecosystem, the University is the state’s land-grant institution, dedicated to service to the wellbeing of the state. With 66,800 students and 26,900 faculty and staff,\(^10\) the University is an economic and academic beacon across Minnesota and the nation. Acknowledging the University’s important and visible role in advancing sustainability, President Robert H. Bruininks signed the American College and University Presidents’ Climate Commitment in 2008. With presidential signatories from 873 institutions nationwide,\(^11\) the agreement includes the Carbon Commitment, which entails the development of a Climate Action Plan, revisions and resubmissions of that plan no less frequently than every five years, and an annual progress report through the external

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organization Second Nature. All five University of Minnesota campuses are included in this Carbon Commitment, by which the University has pledged to achieve carbon neutrality by 2050,\textsuperscript{12,13,14} with the Morris and Rochester campuses setting even more advanced goals: Morris with a comprehensive Climate Commitment to achieve carbon neutrality by 2020,\textsuperscript{15} and Rochester with a Carbon Commitment by 2030.\textsuperscript{16}

In addition to the Second Nature reporting system, the Association for the Advancement of Sustainability in Higher Education (AASHE) offers the Sustainability Tracking, Assessment, and Rating System (STARS) as an multi-institutional database for colleges and universities to share their progress in sustainability initiatives in aspects including research, curriculum, and operations.\textsuperscript{17} The Duluth, Morris, and Twin Cities campuses currently participate in uploading their data to AASHE STARS.\textsuperscript{18} This resource gathers current techniques for integrating sustainability into all aspects of higher education, with publicly available information facilitating the sharing of best practices.

**Sustainability by Campus: Accomplishments and Future Goals**

**A. Crookston**

**Research and Discovery**

The built and digital infrastructure at Crookston promotes sustainable operations and facilities management. Evergreen Hall, a residence hall on the Crookston campus, was built in 2009 with Leadership in Energy and Environmental Design (LEED) certification, making it the first residence hall in the five-campus UMN system to receive such accreditation.\textsuperscript{19} Crookston’s pioneering work in distance learning mitigates environmentally costly travel emissions for students to commute to campus. Polk County currently does not have a composting facility, delaying the Crookston campus’ capacity to engage in composting.\textsuperscript{20} The campus is currently developing a strategy to achieve carbon neutrality as well as an inventory of greenhouse gas emissions. Key to progress will be an inventory of greenhouse gas emissions, a plan for achieving carbon neutrality on campus, and the development of five working groups: recycling, curriculum, communication and outreach, physical operations, and food.

**Teaching and Learning**

At the Crookston campus, the Sustainability Committee is charged to provide overall leadership for sustainability work. The committee is encouraged to explore new program majors as well as integrate sustainability into the curriculum across the academic disciplines.\textsuperscript{21} Crookston also currently offers six

\textsuperscript{12} Id.
\textsuperscript{13} Id.
\textsuperscript{14} Id.
\textsuperscript{15} Id.
\textsuperscript{16} Id.
\textsuperscript{20} Shane Stennes, director of the Office of Sustainability, in correspondence with Austin Kraft, 25 Jan 2019.
majors in the Environmental Sciences category, ranging from Water Quality to Environmental Health, integrating the strong agricultural trend with environmental studies.\textsuperscript{22} Additionally, the Sustainable Life Series connects students to opportunities to learn about actions they can take to make a sustainable impact on their daily lives.

The goals of the Curricular Work Group, apart of Crookston’s Sustainability Committee are to identifying methods to integrate sustainability into curricula, through sustainability degree program, common reading programs, and formalizing sustainability components in courses. The work group also has goals related to learning outside of the classroom through identifying and promoting sustainability internships and service learning opportunities and identifying and promoting study abroad experiences with a sustainability focus.

\textbf{Outreach and Public Service}

The University of Minnesota Crookston highlights in their Sustainability Committee’s charge their commitment to community engagement in sustainability topics as a responsibility they have to their local and regional communities. The Crookston campus also has a working group focused on communication and outreach both across campus and throughout the community regarding things such as making sustainability education materials available to the local K-12 education system, and being involved in the city of Crookston’s goals to elevate their GreenStep City status. Crookston has also engaged in community programming, such as events about battery recycling programs, earth week community clean-up events, movie nights with Farmers for America, and more.

The Crookston Campus is also engaged with a project called Crookston InMotion,\textsuperscript{23} a community stewardship initiative, which included becoming a GreenStep city, working on economic development and housing projects in the city, creating multi-use trails, and planting two community gardens.\textsuperscript{24} Sustainability Suppers were held through a grant from the Institute on the Environment to promote community discussion about measures to reduce greenhouse gases, and improve energy efficiency through a city Climate Action Plan. Crookston also partners with the Clean Energy Resource Teams, the Institute on the Environment, the Regional Sustainable Development Partnership, and more. These partnerships provide students with unique opportunities to learn about their own backyards, learn valuable skills in community engagement and working with local governments, as well as an opportunity to meet new people and build relationships.

The Crookston campus aims to ensure that everyone on campus recognizes their roles they play in sustainability on campus and in their communities, and take action on the responsibilities they have to maintain a sustainable life for themselves and future generations. By continuing involvement in the Crookston InMotion initiative, community organization and event planning, and engagement with the local schools, Crookston hopes to further connect the students and campus to the local community.

\begin{itemize}
\end{itemize}
B. Duluth

Research and Discovery

As of 2017, UMD has achieved a 7.5% reduction in emission levels relative to the 2007 levels, most of which is attributed to general grid greening. Student leaders in the UMD SUN (Solar University Network) Delegation voiced support for and raised funding to increase solar electric production on campus, and their project contributed to a drastic 900% in solar capacity over the past year.\(^{25}\) Acknowledging of pollinators’ vital ecological role, the campus recently adopted a pollinator pledge in December 2017, resolving “to promote, enforce, and maintain pollinator-friendly practices in plantings and pesticides on University land,” avoiding non-emergency pesticide usage, and continuing efforts to support native plant growth to enhance pollinator habitat.\(^{26}\) In a partnership with Minnesota Power, the campus is currently collecting thermal imaging data of campus buildings using flyover drones to identify and prioritize future energy-efficiency projects to maximize savings. Undergraduate students at UMD worked with the Geospatial Analysis Center (GAC) to integrate aerial imagery to assess the potential for solar energy capacity across the city of Duluth.\(^{27}\) This project was a collaboration between GAC; Ecolibrium3, a local non-profit; the UMN Energy Transition Lab; and the Midwest Renewable Energy Association. The City of Duluth, the UMD Office of Sustainability, and the Great Plains Institute partnered on this community-oriented research.

UMD aims to reach a 25% reduction in emission levels by 2020. Clear communication of “progress and challenges in sustainability research, operations, and education” is a priority for UMD sustainability efforts.\(^{28}\) Visible public projects like the SUN Delegation, a multidisciplinary team of students advancing solar energy innovation, are helping to engage the broader community in the conversation about innovative approaches to sustainability. The University of Minnesota - Duluth Sustainability Committee has proposed steps to work towards the emissions goals of 25% reduction by 2020 and carbon-neutrality by 2050 through a thorough mitigation strategies, including energy efficiency, renewable energy expansion, and planning for a new future of the campus thermal district heating plant. Heating, cooling, and powering campus buildings account for the majority of Duluth greenhouse gas emissions, and this strategy focuses on efficient means of building operations in the short, medium, and long-term.\(^{29}\)

Teaching and Learning

UMD is currently the only campus with a liberal education requirement explicitly called “Sustainability.” Part III of the Liberal Education Core at Duluth is Key Topics, which includes three credits for Global Perspectives, three credits for Cultural Diversity in the US, and three credits for Sustainability.\(^{30}\) Undergraduate students who complete the liberal education requirements at UMD find themselves leaving with a competency on sustainability that prepares them to do things such as understand contemporary global issues, consider ethical implications, and the ability to be a lifelong learner in sustainability.\(^{31}\)


\(^{27}\) “Duluth Shines!”, UMD Geospatial Analysis Center, http://d.umn.edu/sustainability/campus-initiatives


\(^{31}\) Id.
Broadly, the goal of requiring sustainability is for students that attend UMD and complete these liberal education requirements to find themselves leaving with a competency of sustainability that prepares them to do things such as understand contemporary global issues, consider ethical implications, and possess the ability to be a lifelong learner. More specifically, UMD strives to include sustainability in courses, majors, and minors beyond a student’s liberal education program, as well. As sustainability is a large and broad topic, it can be, and currently is being applied to many class types, from Micro Economics in the Labovitz School of Business and Economics to Rhetorical Criticism in the College of Liberal Arts. College units at UMD have made the immersion of sustainability into their existing classes a priority. The UMD Sustainability Committee on Education is working to aggregate sustainability-related classes to make it easier for students to find more academic learning opportunities.

Outreach and Public Service

The Duluth campus has also extended its sustainability efforts and initiatives into the community of Duluth. To provide more local food options for their dining facilities, the Sustainable Agriculture Project grows food for campus dining while providing sustainability education opportunities for students. The campus also partners with a farm in Wrenshall, Minnesota, to reduce the carbon footprint caused by shipping food hundreds of miles to its location. UMD Dining donates eligible leftover food to the Second Harvest Northern Lakes Food Bank, building a strong connection with those in need in their community.

UMD also partners with Minnesota Sea Grant, the Natural Resources Research Institute, and the University of Minnesota Extension to better plan how UMD can reduce runoff from campus into Lake Superior through working with local communities on the Regional Stormwater Protection Team. UMD sees it as their responsibility as community members to find ways to best protect the drinking water that supports the Duluth community. UMD Engineering continues to support Duluth Shines! which links community clients who would be interested in installing solar photovoltaic panels on their buildings. Duluth students have also collaborated with other community projects such as the little free library project, discussions with the city on potential plastic-bag bans, and a partnership with Goodwill that encourages students to make donations to the store after moving out of dorm instead of throwing away their unwanted items.

UMD Dining, Housing and Residence Life, and Transportation and Parking Services purchased a block of 100 kW of solar in the first large Community Solar Garden in northern Minnesota, investing $213,215 in a low-risk renewable energy project that has a financial return. Overall, UMD sustainability efforts provide students real-world opportunities to engage with the community, develop professional skills, and explore partnership and relationship-building experience that will help them in achieving their own sustainable life and career goals.

32 “Sustainability in LSBE.” Labovitz School of Business and Economics, 11 June 2018, lsbe.d.umn.edu/about/sustainability.
33 “Food.” UMD, d.umn.edu/sustainability/campus-initiatives/food.
34 “UMD Land Lab.” University of Minnesota Duluth, 12 Apr. 2017, d.umn.edu/landlab/.
35 “Stormwater Pollution Prevention Program (SWPPP).” University of Minnesota Duluth, 8 June 2017, d.umn.edu/facilities-management/programs/swppp.
The Duluth campus focuses on making progress in the area of sustainability. One of these objectives focuses on the goal to provide more opportunities for students and the Duluth community to engage in campus-community partnerships. They aim to continue outreach campaigns that provide opportunities for students to practice engagement skills and planning, while bringing educational opportunities to the community and strengthen existing campus-community partnerships.

C. Morris

Research and Discovery

The University of Minnesota Morris has the highest AASHE STARS score of any higher education institution in the entire state in 2018.38 This achievement is the result identifying ways in which the prestigious faculty, engaged staff, and motivated students can participate in research projects that also increase renewable energy production and other sustainable practices on campus. With renewable energy powering the bulk of campus operations, the campus’ energy production emissions have seen a 40% reduction relative to 2007 levels. Morris’ trials and experimentation in biomass gasification is a great opportunity for everyone on campus to engage in and learn about a fairly new technology that utilizes local resources to produce a renewable form of heating and cooling.39 In collaboration with the West Central Research and Outreach Center, Morris was the first public university campus in the nation to install a large-scale 1.65 megawatt wind turbine.40 These turbines now produce about 70% of UMM’s electrical energy needs, equating out to over 10 Million kilowatt-hours of electrical energy each year.41 Students and faculty are diligently researching sustainability from a multidisciplinary lens, incorporating economics, chemistry, anthropology, and business into innovative projects.42 Nearly 18% of faculty who are engaged in research conduct research in sustainability.43

To reach the goal of carbon neutrality by 2020, Morris looks to continue the process of converting the fleet of campus vehicles to hybrid gas-electric machines and maintaining the campus’s tradition of excellence in renewable energy practices.44 Additionally, the Morris campus has a goal to meet 70% of its heating and cooling needs with the biomass gasification plant located on the Morris campus.45 Intensive studies investigating how this complicated process may be best carried out for the optimal production are still underway, and this exploration is an important research hub for the Morris campus. The Morris campus also aims to discover what a district heating program with community organizations might look like in the future, which would bring together the resources to meet heating and cooling for multiple organizations in the community with biomass.

Teaching and Learning

Morris currently has two majors devoted to the environment, Environmental Science and Environmental Studies, which cover policy, climate change science and ethics, economics, and cultural applications. Morris also has created an Environmental Leadership and Stewardship area of emphasis, as well as a Sustainability Leadership Minor, which both give students the opportunity to integrate environmental awareness as well as climate and energy literacy into their curriculum. Outside of specific majors and programs, climate and carbon literacy has also been built into many of the courses and co-curricular activities. Students frequently take Green Tours in their classes. Green Tours are drive-through tours of the sustainable initiatives on the Morris Campus and at the West Central Research and Outreach Center, so students can learn about what is going on in their backyards, and apply that knowledge to practical problems and solutions they may encounter in their studies or in their future careers. Morris also has a January Term program through the Institute on the Environment that brings Morris students to the City of Morris’ partner city of Saarbeck, Germany to learn about the Energiewende and how students can become more engaged in clean energy, community resilience, cultural exchange, and international partnership and friendship.

Looking toward the future, a goal of the Morris campus is discussing making a “General Education” sustainability component, recognizing that this element of education should be a part of preparing students to be the best global citizens and life-learners possible.

Outreach and Public Service

The Morris Model is a multi-partner initiative that extends beyond the community of Morris to not only the state of Minnesota, but also to the state of North-Rhine Westphalia, Germany. UMM and the City of Morris are strongly partnered with the Institute on the Environment’s Climate Smart Municipality program, which pairs Minnesota cities with big sustainability and resilience goals to cities in North-Rhine Westphalia which have already been successful in achieving these goals and serving as a model for their country. The Morris Model centers around the ideas of clean energy, energy conservation, community resilience, cultural exchange, and celebration of great work being done. Students involved in this project interact with members of the city council, including the Mayor and City Manager of Morris, partners across the state, and partners in Saarbeck, Germany. A delegation between the two cities bringing both members from Saarbeck to Morris and vice versa have provided opportunities for students to visit Saarbeck and learn about their experience in the Energiewende (energy transition) and how Minnesota can follow in their paths to serve as a model for the United States in a similar way.

Additionally, UMM has partnered with city, country, public schools, and industry leaders in creating a Morris Community Strategic plan that outlines the ambitious goals the community has going forward in a changing world. UM Hosted Governor Dayton’s Town Hall Water Summit in 2017, bringing together over 700 legislators and community leaders to have discussion on building a water ethic across the state. Morris students also plan and participate in Earth Month events, the Rural Climate Dialogues, the Midwest Farm Energy Conference, and more. Morris is serving as a leader in the state as the first Climate Smart Municipalities City, the first host of the Rural Climate Dialogues, and the most ambitious carbon neutrality goal by 2020, all the while giving opportunities to students in these accomplishments, who have in turn become great sustainability and state-wide leaders.

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46 “Academics at the University of Minnesota, Morris.” Academics at the University of Minnesota, Morris, academics.morris.umn.edu/.
The Morris Campus continues to be ambitious in their goals for community outreach and public service. Several goals are bringing together the UMM community to the University of Applied Sciences at the Fachhochschule Münster, in Münster, Germany. This is a student-led initiative that will involve pen-pal communications between students as well as Skype calls for students to learn about education, sustainability, and life and culture in Germany and the United States. A similar student-led partnership is taking place between the public high school in Morris and the high school in Saebeck, Germany. Moving forward, Morris has the goal to find even more ways to engage the campus and community, both in Minnesota and in Germany. In collaboration with the City of Morris, Stevens County, local industries, and the Morris Public School District, the Morris Model has created a project list, called the Morris Model 100, which outlines over 100 community projects that will contribute to goals that each group (county, city, schools, and industries) have set in the areas of energy, transportation, waste, and education.

D. Rochester

Research and Discovery

On the Rochester campus, technology facilitates smart resource usage. Holding meetings with research collaborators across the country via video calls reduces on travel emissions. Building automation systems that monitor and adjust HVAC demands are streamlining energy consumption. All recent construction of University of Minnesota - Rochester (UMR) leased space has followed LEED standards.

The Rochester strategic plan, *Vision Drives our Strategic Growth*, states that “UMR’s campus should include spaces that are inspiring, innovative, collaborative, flexible, welcoming, sustainable and purposeful.” As campus leaders project for growth to match the demand for health professionals in Minnesota, reflection on and implementation of sustainable spaces will continue to figure into campus master planning. It is expected that future construction will also comply with the specifications of LEED certification.

Teaching and Learning

UMR works to integrate sustainability in the classroom particularly in their signature undergraduate program, the Bachelor of Science in Health Sciences. Built with an integrated curriculum design model, one of the themes used as an integration point is “Environment and Health”. Courses across the curriculum plan to coordinate content delivery on multiple aspects of the relationship between the environment, public health, individual health, politics of health, public policy, and sustainability.

The goals behind this curricular context is that it will inform a broader contextual understanding of the issues related to the concept of the environment in general and the natural environment more specifically.

50 “As We Grow: Sustainability and Public/Private Partnerships.” *University of Minnesota Rochester*, 14 July 2014, r.umn.edu/administration/sustainability-umr/we-grow.
52 *Id.*
53 *Id.*
Outreach and Public Service

Students at the UMR campus have begun engaging in community sustainability efforts more than ever before. The Sierra Student Coalition group of UMR has expanded community outreach initiatives with the Rochester Energy Commission, Zumbro Valley Medical Society, and the UMR Research Symposium to develop a citizen science air quality project in the city of Rochester. The project aims to bring together communities to examine air pollution and public policy to better serve the health of people living in cities dealing with air pollution. The group partnered with local high school students to gather data in downtown Rochester on air quality in the city. The data collection on air quality in Rochester resulted in the Sierra Student Coalition (SSC) members presenting to the public health officials of Olmsted county as well as at the UMR Research Symposium. Last April, the SSC began a community-wide petition to bring a 100% renewable energy commitment at UMR as plans for a new UMR campus begins. The SSC has volunteered removing invasive buckthorn on a local church property, and hosting a community education event about sand mining and its negative health impacts.

Additionally, in the Envision UMR Master Plan, UMR plans to engage with city, community, and county partners to expand their outreach by building relationships and strengthening partnerships with local organizations. The plan also aims to encourage walking, cycling, use of public transit, and limited use of private vehicles to cut down on greenhouse gas emissions from vehicles. All capital projects from the Master Plan are to be held to the University of Minnesota’s B3 sustainability guidelines, including, but not limited to, energy efficient buildings, improving indoor air quality, and reducing waste and toxicity of building materials. The campus is also partnering with the city of Rochester on the Rochester Downtown Master Plan, which includes planning for green spaces and sustainable transportation opportunities.

The Rochester campus’ goals going forward for outreach and public service are to further communicate and partner with industry, businesses, and other partners such as the Mayo Clinic in integrating their campus into the community, serving as a place for all members of the community to live and learn. Students in the Sierra Student Coalition also hope to continue their efforts of making UMR a more sustainable campus, especially with expansion plans in the future. It is important to students to continue efforts in the air quality surveys, because environmental impacts can have adverse health effects, and students planning to enter the health profession hope to take action to prevent adverse health effects for future generations.

E. Twin Cities

Research and Discovery

The Twin Cities campus community works with the Institute on the Environment (IonE) in St. Paul to lead the way in interdisciplinary thinking about sustainability. The University of Minnesota Graduate School sponsors the IonE Interdisciplinary Doctoral Fellowship program, which supports Ph.D. students in their integrative approaches to solving problems in resource management, biodiversity, atmospheric sciences, and more. The Institute on the Environment hosts an annual Sustainability and Energy Expo to showcase student research at the undergraduate, graduate, and professional students. The Center for Sustainable Building Research connects students, faculty, and the University community in projects in six focus areas that encompass energy and climate change, the water cycle, equitable design, and community resilience. On the operations side, innovations in campus facilities management have reduced emissions

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on campus. Recent renewable energy purchases and co-generators - simultaneous heat and electricity generated - are largely attributed to the 29% decrease in Twin Cities emissions since 2008.

The Institute on the Environment unveiled a goal in 2018 for Minnesota to be “a low-carbon economy that benefits people and the environment.”56 As the flagship campus of the University of Minnesota, the Twin Cities campus has the opportunity to lead this transition towards a low-carbon Minnesota. The Twin Cities campus produces a substantial amount of the UMN systemwide greenhouse gas emissions, and to meet the systemwide goal for GHG emissions as outlined in the University Progress Card, the Twin Cities campus community is exploring more sustainable forms of transportation; commuting and travel produced 38,984.28 metric tons of carbon dioxide emissions between July 1, 2014 and June 30, 2015.57 Local programs like the UPass for current students encourage bus and train usage. Efficient building maintenance, particularly of aging buildings, will require continued attention to minimize heating and electric emissions.

**Teaching and Learning**

At the Twin Cities campus, sustainability is celebrated in academics with the sustainability undergraduate minor, which ranks among the top three for enrollment among all freestanding minors.58 As such, the sustainability minor is offered to all undergraduate students and is designed to be integrated with any academic program. Alongside internship opportunities and leadership programs for postdoctoral researchers, graduate students, and undergraduate students, the Institute on the Environment offers programming for sustainability leadership development at all levels of University education. Also available to students are courses from the Grand Challenge Curriculum, which brings students across colleges into courses co-taught by at least two faculty members. A component of the Twin Cities Strategic Plan Driving Tomorrow, each Grand Challenges course is proposed by faculty and must address a pressing global issue, one that could not be answered in a single semester or from one academic perspective.

Now in its third year, Grand Challenge Curriculum includes over 30 courses, with 8 to 10 courses offered per semester and approximately 250 students enrolled each semester. These interdisciplinary courses have consistently included sustainability-oriented topics such as GCC 3032/5032, *Ecosystems Health: Leadership at the Intersection of Humans, Animals and the Environment*. In fall 2018, student enrollment began to be tracked. In these preliminary statistics, measured from fall 2018 alone and subject to change in future academic terms, enrollment is highest among students from the College of Biological Sciences, with 33.62% of students in fall 2018 Grand Challenge courses being students in the College of Biological Sciences followed by 27.23% from the College of Liberal Arts and 17.87% from the College of Food, Agricultural and Natural Resource Sciences; students enrolled from 6 additional UMTC colleges/schools at lower rates. The College of Biological Sciences includes Grand Challenge courses in its academic catalogue as elective options for all eight of its majors. Not all undergraduate majors across the Twin Cities campus currently allow for Grand Challenge courses to count toward major requirements.59 These courses have consistently included sustainability-oriented topics such as GCC 3032/5032, *Ecosystems Health: Leadership at the Intersection of Humans, Animals and the Environment*.
Health: Leadership at the Intersection of Humans, Animals and the Environment. Enrollment in Grand Challenges Curriculum is particularly high among students from the College of Biological Sciences, where included in its academic catalog is a technical elective that can be fulfilled through Grand Challenges courses; not all undergraduate majors allow for Grand Challenge courses to count toward major requirements. Students can share their coursework and projects at the Classroom to Community Workshop. In residence halls, the Sustainability Advocates program equips a group of students to educate fellow residents on topics like composting and waste reduction. Piloted in fall 2018 in one residence hall, the program has expanded to two residence halls and one on-campus apartment with more than twenty trained advocates.60

To provide updated metrics on sustainability education initiatives and best practices, the Institute on the Environment is working to upload current data on the integration of sustainability into education and research initiatives to the AASHE-STARS service. The Grand Challenges Curriculum is working to more thoroughly assess the impact of the classes through pre- and post-course evaluation. As in the College of Biological Sciences, other particular academic programs across the university also follow in a requirement fulfillment through Grand Challenge courses, and the curriculum organizers are developing new strategies to broaden awareness about the program. The Sustainability Advocates program has goals of expanding to more residence halls in coming semesters.

Outreach and Public Service

The Twin Cities campus is currently working on expanding efforts with the Minnesota Sustainable Growth Coalition to create a circular economy in the community by bringing together the corporate sector and the university. By focusing on the areas of clean energy, greening gray infrastructure, and increasing the use of organic and recycled materials and reducing waste. Dr. Paul Imbertson, a professor in the Department of Electrical Engineering and Computer Engineering, incorporates renewable energy education both in the classroom and through a BRIDGE (Building Resources and Innovative Design for Global Energy) program to bring people together from the Twin Cities campus and Nicaragua. His work brings students to Nicaragua where they can engage with residents and help in setting up wind energy systems in their communities. Students designed, constructed, and installed a wind turbine in La Hermita, which now generates one kilowatt of electricity and helps to power lights and operate radios.

With the vibrant Twin Cities metropolitan area surrounding the campus, effective and authentic community engagement is a persistent goal for the campus. The Institute on the Environment offers the Leading Sustainability program to provide sustainability training and Twin Cities business leaders. The program aims to build a culture of environmental stewardship for businesses and communities. The Institute on the Environment’s 2018 impact goals of Achieving Safe Drinking Water and Sustainable Land-Use Planning for Minnesota are deeply connected to community wellbeing.61 Students, faculty, and community members are engaging in more conversations about environmental justice, broadly defined as “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.”62

60 Elizabeth Logas-Lindstrom, Recycling Coordinator, in discussion with Austin Kraft, Feb 11 2019.
have recently expressed interest in integrating environmental justice into the curriculum as an undergraduate minor.63

Stories

We highlight the innovative work and leadership of students across the University of Minnesota system who are connecting knowledge to practice in sustainability initiatives. From agriculture to solar power to local engagement, these portraits represent just three of the myriad projects happening in and around the university to protect our environment and educate our community.

A. Hydroponics research in the Twin Cities: Sustainable Research and Discovery

Priscilla Trinh, an undergraduate student majoring in Sustainable Systems Management in the College of Food, Agriculture, and Natural Resource Sciences, noticed that conversations about decarbonization and agriculture left students feeling detached and powerless. A serendipitous meeting with Horticulture Professor Tom Michaels led to Priscilla joining Professor Michaels’s research in creating hydroponics systems with minimal materials and cost. As part of Professor Michaels’s project now five years in the making, Priscilla develops static hydroponics systems, which allow produce like kale and carrots to grow while suspended in water, without any soil needed.

A single hydroponics kit takes up less space than a folding chair, can be set up in a student apartment, will yield over 1½ pounds of fresh greens every 10 weeks,64 and can provide healthy vegetables year round without carbon-intensive food transportation.65 “Food is a good way to cross boundaries with people,” Priscilla says, and she and Professor Michaels look forward to sharing their spring hydroponics crops with the Nutritious U Food Pantry on the Twin Cities campus. At the pantry, Priscilla looks forward to teaching students about hydroponics and offering lab tours. Twin Cities students can soon acquire their own hydroponics kits. Priscilla and Professor Michaels empower students to grow their own food while advancing research in agricultural innovation.

B. SUN Delegation on the Duluth Campus: Sustainable Teaching and Learning

The UMD SUN Delegation was formed in 2015 by 6 students as a multidisciplinary team working to double the amount of solar on Duluth’s campus. Starting with big ideas for solar but no funding, SUN to secured $100,000 in funding from Student Service fees and a Technical Assistant Grant from the National Renewable Energy Lab in Boulder, Colorado in just 6 months.66

64 Priscilla Trinh, University of Minnesota Twin Cities student, in discussion with Austin Kraft, Feb 8 2019; photo courtesy Priscilla Trinh.
66 Mindy Granley, University of Minnesota - Duluth sustainability director, in discussion with Alexandra Ulland, Feb 6 2019; photo courtesy David Hererra.
One of the primary projects worked on by this cohort is the construction of a solar pavilion near Malosky stadium. Aidan Fawcett is a member of the SUN delegation, and he explains that the solar pavilion will not only exemplify the university, but will also serve as an educational opportunity for the community and students alike. This project has presented many problems to the delegation and has made them think critically about the challenges of implementing a solar energy project. The UMD SUN Delegation is a shining example of the intersection that can be made between sustainability and presenting students and community members with an incredible learning opportunity.

C. Sydney Bauer’s Community Engagement in Morris: Sustainable Outreach and Public Service

My name is Sydney Bauer and I am a Biology major with an area of emphasis in Environmental Leadership and Stewardship graduating from the University of Minnesota Morris this Spring 2019. I began my journey in sustainability at the Morris campus my freshman year where I was hired as an Energy Intern in the Office of Sustainability (OOS). At the time of my hiring I did not know the difference between a kilowatt and a kilowatt-hour. However, because of the Morris campus’ dedication to sustainability I have had the opportunity to work on a variety of energy projects with a diverse array of collaborators around the globe. I can easily state that my work in sustainability has been the most impactful and meaningful aspect of my entire college career.

Although my position started as a research intern for a large-scale battery demonstration on the Morris campus, it has drastically grown from there allowing me to meet and work with so many amazing and dedicated people in my community. As an energy intern I supported the local high school FIRST (For Inspiration and Recognition of Science and Technology) Robotics Team to raise funds to install solar PV panels at their high school. This project connected me with community members, business owners, local utilities, and fellow students. Walking into the hardware store on a Saturday and chatting with my friend, the local high school kid who works there has been an extremely affirming experience.

Through the OOS I have also worked directly with [the Morris] City Council and City Manager. Setting up meetings and leading discussion on local sustainability issues has pushed me to become a regular at the bi-weekly Council meetings, even if sustainability topics are not on the agenda. The Council members recognize this and tell me how excited they are to see that I am an engaged member of our community. This friendship I have with our city leaders also landed me a job driving for our city bus service, The Morris Transit. Through this job I get to work and learn from long time community members, while also meeting the people of my community as I drive around town. As part of their sustainability transportation goals the City of Morris has set a goal to purchase an electric transit bus by 2020! I have become a more engaged member of my community through sustainability, and because of this my community is becoming more sustainable.

My sustainability work, although focused in a small part of Western Minnesota, has also allowed me to
connect with people around the globe. Because of UMN’s Institute on the Environment (IonE) the OOS has hosted three student interns from Germany and Australia within the past two years, with two more interns coming in 2019. These young professionals come to Minnesota to learn because of the extensive sustainability initiatives we are enacting. This work being done is driven by the relationships built between UMN’s IonE and cities across the state through the Climate-Smart Program. Without UMN’s dedication to sustainability I would not have been able to travel to Germany on a Climate-Smart Delegation, to meet and love friends who live on the opposite side of the globe, and build strong relationships with policy makers and leaders within my own community.

Sustainability within the UMN, and specifically on the Morris campus, is important to me because it has allowed me to become an active and respected member of the broader Morris community, develop lifelong friendships with young professionals in Germany and Australia, and establish my goals and passions for my career. Because of my experience with sustainability in Morris I plan to stay in Morris post-graduation, continuing to be a force of good, and voice for sustainability in the community I have grown to call home.”

-Sydney Bauer, Class of 2019

Leadership: The University of Minnesota as a Global Model

We present three systemwide recommendations for the advancement of sustainability in institutional operations and academic opportunities at the University of Minnesota:

1. The centralization communication of campus-specific and systemwide goals for carbon neutrality and emissions.

The information is currently spread across campuses’ websites and often requires the reader to be intentionally seeking out that information in the first place. Consolidating campus and system goals into a single and visible location would reflect the University’s commitment to and pride in its sustainability goals.

We suggest that the campuses’ sustainability websites follow the example set by institutions like the University of Michigan with easy-to-read metrics and goals displayed on the homepage. Northwestern University’s sustainability website homepage includes a link to their Strategic Sustainability Plan and the Implementation Roadmap. When the University of Minnesota takes such steps, the University community will understand and appreciate the University’s transparency and comprehensive work in sustainability.

2. The reinstatement of the Systemwide Strategic Sustainability Committee as a standing committee.

We recommend that the charge for the committee build on the three components of the original charge by President Robert H. Bruininks, replicated below and enacted in 2011, the same year that the University of Minnesota implemented its Climate Action Plan for carbon neutrality by 2050.

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67 Sydney Bauer, University of Minnesota - Morris Student, in correspondence with Mckenzie Dice, 15 February 2019; Photo courtesy of Sydney Bauer.
68 “Planet Blue.” Planet Blue University of Michigan, 2019, sustainability.umich.edu/.
69 “SustainNU.” Northwestern University, 2019, www.northwestern.edu/sustainability/.
● **Strategy:** Set direction and provide input to each campus regarding systemwide sustainability priorities, areas of focus and key messages regarding meeting the goals outlined in the report, *University of Minnesota Systemwide Sustainability: Goals, Outcomes, Measure, Progress*.

● **Enterprise Solutions for Success:** Support enterprise solutions to advance sustainability while also recognizing individual campus contributions and solutions, and unique regional approaches.

● **Measurement System and Key Metrics:** Identify key systemwide measures aligning to existing campus programs and commitments. Ensure consolidated systemwide reporting.

● **Assessing Progress:** Assess systemwide progress and overall impact of sustainability efforts on the university, and community beyond.

● **Communications:** Ensure communications that improve transparency, awareness and strengthen U-wide engagement.71

While the existence of a committee alone would provide more communication pathways between sustainability leaders, we recommend that the charge also explicitly incorporate the University’s ongoing commitment to its carbon neutrality goals as well as the distinct advantages of approaching sustainability in facilities and in academics:

- **Institutional Accountability:** Evaluation and revision of the University’s Climate Action Plan, pursuant to the University’s Carbon Commitment with the American College and University Presidents’ Climate Commitment.

- **Strategic Structure:** Maximizing the University’s breadth of opportunities and initiatives to advance sustainability in facilities and academics, acknowledging these arenas’ distinct strengths and advantages.

Our size is one of our biggest advantages. Members of the University community, however, can experience challenges in accessing sustainability opportunities or knowing how the university is tackling a particular issue across the system, even when they work in sustainability. Conversations across the five campuses have suggested that systemwide efficacy and engagement in sustainability initiatives would be enhanced through regular meetings of this group, be they virtual or in-person. We suggest that the University look to the Living Learning Lab program for an example of academic and operational partnership.72 In this program, students and faculty may apply for funding for sustainability-oriented projects in topics like urban composting73 or pollinator protection.74 These projects not only enhance the University’s operational sustainability but also empower University community through experiential education.

The University of Minnesota’s innovations and ideas impact the lives of all Minnesotans, and the University’s environmental impact extends beyond the limits of its five campuses. We encourage the inclusion of community members in the reinstated committee. We ask that the call for community participation in the committee be shared broadly through channels including, but not limited to campuses and outreach centers across the state.

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3. Identifying and prioritizing critical utilities and maintenance projects

We recommend the prioritization and acceleration of deferred maintenance projects in aging campus buildings systemwide. The Crookston, Duluth, Morris, and Twin Cities campuses as well as the Research & Outreach Centers have over $12 billion in estimated facilities replacements; as of fall 2018, approximately 28.4% of systemwide gross square footage (GSF) is deemed to be in poor or critical condition.\(^{75}\) A Maroon Measure on the University Progress Card states a goal of decreasing the GSF in poor or critical condition. The University is in a strategic position to pair its goals for facility conditions with those for sustainability through intentional recommissioning projects.

For example, the Twin Cities campus targets five to ten buildings each year for replacement of inefficient utilities, and such replacements yield a typical efficiency increase of up to 30%.\(^{76}\) In maintenance and utility work across the University system, cost-effectiveness must take into account the environmental externalities of decisions to execute or defer maintenance. Investments in high-efficiency HVAC systems, motors, and lighting systems will lead to a campus with reduced carbon emissions and more responsible energy usage. This operational shift will position the University as a model for the surrounding community, exemplifying low-emissions sustainability paired with high-performance campuses.

We urge the University to continue pursuing the State of Minnesota’s Sustainable Building Guidelines, or B3,\(^{77}\) to all new construction and major remodels.

As a specific actionable item, we highlight that the Duluth campus is in dire need of an alternative energy plan for heat. Although there have been a variety of potential paths that have been identified for electric, the only current pathway known heat is to add another natural gas boiler. The investment in another natural gas boiler would be an investment in a larger campus carbon footprint for years to come. The campus currently has about 1/10, or $80,000 from energy rebates received from the construction of the Chemistry and Advanced Materials Science (CAMS) building saved and set aside to be invested into this effort. An alternative energy plan for UMD would mean identifying possible alternatives to heat the campus in a more efficient and sustainable way, thus providing a roadmap with a variety of different options to substantially decrease emissions in the future.

**Mental Health**

**Introduction**

Students are central to the University of Minnesota’s threefold mission of research, teaching, and outreach. The University of Minnesota has long been a source of the state’s educated workforce, technological innovation, rural partnerships, and healthcare professionals.

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\(^{75}\) “UNIVERSITY OF MINNESOTA BOARD OF REGENTS Facilities Committee.” *University of Minnesota Board of Regents*, 8 Sept 2018, regents.umn.edu/sites/regents.umn.edu/files/docket/FAC_Dec_Docket.pdf.


Over the past decade, student mental health has become of increasing concern nationally and at our University. The 2018 Boynton Health College Student Health Survey revealed 39% of all students have at least one mental health diagnosis. Of those with a mental health diagnosis, nearly half (19%) of students were diagnosed within 12 months of the survey. Unmanageable stress is reported by 41% of UMN students systemwide. About 60% of students who leave college and never return do so for reasons related to mental health. The negative impact of poor student mental health on retention, student experience, and academic success makes addressing student mental health a significant priority for the University of Minnesota.

Our report includes current resources and efforts by University leadership, faculty, staff, and students; describes the systemwide and campus specific state of student mental health; and proposes actionable items to guide a systemwide strategic plan to improve student mental health.

**Current Efforts**

Post-secondary institutions across America have been responding to increasing student mental health needs by integrating student health and mental health services, increasing counseling staff, and engaging in public messaging campaigns. Despite increased resources in existing prevention programs and service lines, student demand for mental health services continues to outpace University resources.

University leadership has made student mental health a priority and many changes have resulted in new resources and improved care for students. The Provost’s Council on Student Mental Health, Boynton Health Services, Student Affairs, Student Counseling Services, and individual departments, including leadership from Crookston, Duluth, Morris, Rochester, and Twin Cities have advocated for student mental health and produced real change in a short time period.

Specific examples of where the University is doing well include hiring additional counselors on the Twin Cities Campus, meeting international student to counselor guidelines, JED campus membership, creation of a centralized mental health website (mentalhealth.umn.edu), the Boynton Health Survey, and mental health response training for University of Minnesota Police, to highlight a few.

**Student to Counselor Ratios**

Student demand for services has outpaced University resources and is projected to continue outpacing resources. The number of students per counselor is a key measure of University response and resources. The International Association of Counseling Services Standards for University and College Counseling Services (IACS) recommends that colleges and universities maintain a minimum counselor to student ratio of 1 FTE mental health professional for 1,000-1,500 students. The University of Minnesota is near hitting this target systemwide. However, other schools have met ratios lower than IACS recommendations including the University of California System.

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81 The Provost’s Committee on Student Mental Health. “The State of Student Mental Health of College and University Campuses with a Specific Assessment of the University of Minnesota, Twin Cities Campus”. *University of Minnesota*, 2016. Print.
Table 1. ICAS recommends one F.T.E. professional staff member (excluding trainees) to every 1,000 to 1,500 students. All campuses except Duluth meet ICAS targets. *FTE target range based on campus size. **UMD Staff increases to 5.25 FTE with a ratio of 1:2098 after two new 75% positions are fully in place.

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<td>7.4-11.4</td>
<td>1:2,098**</td>
<td>No</td>
</tr>
<tr>
<td>Morris</td>
<td>1,554</td>
<td>1.0-1.6</td>
<td>1:470</td>
<td>Yes</td>
</tr>
<tr>
<td>Rochester</td>
<td>533</td>
<td>0.4-0.5</td>
<td>1:533</td>
<td>Yes</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>50,943</td>
<td>34.0-50.9</td>
<td>1:1,207</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- At the Twin Cities campus, the ratio of FTE counselors to students is 1:1207 and within IACS standards for a campus size of >45,000 students. However, further evaluation of need is required and recommended below.
- At the Rochester campus, there is one full-time counselor for the student population of 533, which meets the IACS target. Increasing counseling staff to meet standards will be required in the future as the Rochester Campus looks to significantly increase enrollment.
- At the Crookston campus, the ratio of FTE counselors to students is 1:1222 and within IACS standards. Mental health professionals at Crookston report a 24% increase in student requests for counseling. Crookston’s F2019 enrollment is projected to increase bringing the student to counselor ratio to 1:1227.
- At the Duluth campus, according to the previous year’s data, has 5.25 FTE counselors, which creates a ratio of 1:2098. The Duluth Campus does not meet IACS standards.
- At the Morris campus, current staffing is: 2.8 regular staff hours, 0.5 temporary part time staff, and 0.2 intern hours, resulting in a ratio of 1:470 that meets IACS standards. Without temporary staff, the student to counselor ratio is 1:555.

Resources and Needs

University of Minnesota students at each campus completed the College Student Health Survey administered by Boynton Health in 2015 and 2018. The number of students at the University of Minnesota students struggling with mental health is at an all-time high.

University of Minnesota Student Mental Health: CSWS Boynton Survey systemwide

Unaddressed mental health needs of students at the University of Minnesota is an acute and systemic problem. Among University of Minnesota students, 39% report a mental health diagnosis in their lifetime. The number of students with mental health concerns continues to increase and demands are outpacing resources.

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Crookston

Within the Crookston student population, 33.1% report being diagnosed with at least one mental health condition in their lifetime (22.1%, national average in those 18-25). Nearly one-third (30.6%) of Crookston students report that they are unable to manage their stress level. More than three-fifths (61.6%) of Crookston students report experiencing at least one adverse childhood experience, which is 6.8% lower than Duluth and TC students. 33.1% of students reporting being diagnosed with at least one mental health condition within their lifetime, and 18.6% report being diagnosed with at least one mental health condition with the past 12 months.87

Duluth

Among Duluth students, 35.9% reported a mental health diagnosis, compared with 22.1% of 18-25 year-olds nationally. ACEs are common among Duluth students—68.4% report at least one ACE. Acute stress can both exacerbate existing mental illness and increase incidence. Duluth students report feeling unable to adequately manage stress (39.4%). Of the 35.9% students who reported a mental health diagnosis, nearly half (17.0%) were diagnosed within the past year. Students reporting three or more major life stressors within the past 12 months is 3.2% higher at Duluth than at TC.88

Morris

Among Morris students, 47.6% of students reported being diagnosed with at least one mental health condition within their lifetime, and 24.1% report being diagnosed with at least one mental health condition within the past 12 months. A total of 39.2% of students report experiencing one or two stressors within the past 12 months. More than two-fifths (46.0%) of Morris students report that they are unable to manage their stress level.89 One in 10 students at Morris cite their sexuality as a stressor—the highest of any University campus.

Rochester

At the Rochester campus, 34.8% of students report being diagnosed with at least one mental health condition within their lifetime, and 15.2% report being diagnosed at least one mental health condition in the past 12 months.90 A total of 45.2% of students report experiencing one or two stressors with the past 12 months, and 29.7% report experiencing three or more stressors over that same time period. Adverse childhood experiences were reported by more than seven out of ten (70.6%) of Rochester students, 2.2% more than TC students. 49.3% of Rochester students report that they are unable to manage their stress level—the highest rate of any University campus.

Twin Cities

Among Twin Cities students, 42.2% report a mental health diagnosis, compared with 22.1% nationally among those 18-25. This is a 9.5% increase from the number of students who reported a mental health

diagnosis in 2015. Mental health is impacted by both environmental stressors, both past and current, and individual biology. Adverse childhood events (ACEs) are episodes of traumatic experiences of childhood that positively correlate with the incidence of psychological disorders in young adulthood. ACEs are common among Twin Cities students—68.4% report at least one ACE. Acute stress can both exacerbate existing mental illness and increase incidence. Approximately two-fifths (41.5%) of Twin Cities students feel unable to adequately manage stress. Of the 42.2% students who reported a mental health diagnosis, nearly half (19.5%) were diagnosed within the past year.\(^9\)

Table 2. The College Student Health Survey administered by Boynton Health polled students across the University of Minnesota in 2018. Around 40% of students on most campuses have a mental health diagnosis. Around 2% of students across the system have attempted suicide within the past year.

<table>
<thead>
<tr>
<th>2018 Measure</th>
<th>System-wide %</th>
<th>Duluth</th>
<th>Twin Cities</th>
<th>Rochester</th>
<th>Morris</th>
<th>Crookston</th>
</tr>
</thead>
<tbody>
<tr>
<td>depression, lifetime</td>
<td>24</td>
<td>21</td>
<td>27</td>
<td>22</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>depression, &lt;12 mo.</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>1 mental health dx, lifetime</td>
<td>39</td>
<td>36</td>
<td>42</td>
<td>35</td>
<td>48</td>
<td>33</td>
</tr>
<tr>
<td>1 mental health dx, &lt;12 mo.</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>15</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>2 or more mental health dx, lifetime</td>
<td>28</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>37</td>
<td>22</td>
</tr>
<tr>
<td>crisis line contact, &lt;12 mo.</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>1 or 2 stressors, &lt;12 mo.</td>
<td>42</td>
<td>41</td>
<td>42</td>
<td>45</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>3 or more stressors, &lt;12 mo.</td>
<td>25</td>
<td>22</td>
<td>19</td>
<td>30</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>feel unable to manage stress</td>
<td>41</td>
<td>39</td>
<td>42</td>
<td>49</td>
<td>46</td>
<td>31</td>
</tr>
<tr>
<td>1 ACE</td>
<td>68</td>
<td>67</td>
<td>68</td>
<td>71</td>
<td>74</td>
<td>62</td>
</tr>
<tr>
<td>suicide attempt, &lt;12 mo.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>sexual orientation stressors, &lt;12 mo.</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 1. Comparing the percentage of students with one mental health diagnosis at University campuses in 2015 and 2018.

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Next Steps

We recommend the following to develop a long-term strategic plan in addressing student mental health systemwide. Our recommendations are intended to build a framework for selecting a strategic approach to student mental health that is effective for students, financially viable, and sustainable.

STEP 1 - External Expert Review Addressing Student Mental Health

We recommend the Board of Regents direct the President to retain an external panel of subject matter experts to review how the University is approaching mental health and make specific recommendations that highlight both effective areas of current service and potential strategies for restructuring, reallocating resources, or rethinking the campus and systemwide approach to mental health by October 2019. This report or summary should be publicly available and easily accessible.

The University’s historical approach to addressing student mental health has been effective, as there was a rapid increase in the number of students requiring mental health services. However, these methods are not financially or programmatically viable in the long-term. A panel of experts from peer institutions and external organizations specializing in campus mental health, like the JED Foundation, can identify key areas for improvement and generate actionable steps towards improved student mental health.

STEP 2 - Presidential Report to Regents & Action Plan for Student Mental Health

We recommend the Board of Regents direct the President to present a comprehensive systemwide action plan to address student mental health long-term that is informed by the findings of the expert panel review discussed above by March 2020. The systemwide student mental health plan should contain action items derived from a workgroup of Chief Student Affairs Officers from each campus led by the President or Executive Vice President as a designee.

STEP 3 - Periodic Assessment of Student Mental Health as Best Practice

It is in the interest of the University to review systemwide student mental health every 5 years as a best practice. We recommend that the Board of Regents direct the President or designated office to conduct an external review of University measures addressing student mental health every five years including recommendations to improve student mental health outcomes. Furthermore, we recommend Boynton Health continue to administer the CSHS every three years to ensure University approaches to student mental health are data driven and well informed. We also ask that each campus make the results of the Boynton CSHS publicly available.

STEP 4 - Student Affairs Reporting to Executive Leadership

Student concerns are actively managed by the Dean of Students at the Twin Cities and Vice Chancellors at Crookston, Duluth, Morris, and Rochester. We recommend continued close communication regarding student mental health between Chancellors and Vice Chancellors at Crookston, Duluth, Morris, and Rochester. We recommend the incoming President consider either formal changes to reporting structures or informal co-reporting structures that facilitate regular dialogue of student mental health between the Twin Cities Dean of Students and University President.
Summary of Student Mental Health & Recommendations

The following provides a summary of our report and recommendations within the modified framework of questions that guide governance.

Where are we on student mental health at UMN?

An increasing number of students at the University of Minnesota have a mental health diagnosis—more than half of these diagnoses are recent. Executive leadership, Boynton Health, Counseling Services, and leadership from all campuses have made changes to better address student mental health. However, student need continues to outpace resources. The current response to increasing mental health needs is not viable in the long-term.

For many institutional measures, the University of Minnesota is in the middle of the Big Ten. However, in measures of student mental health, we should be leading the Big Ten. Students see this as an opportunity for the University community to come together and act on our values by demonstrating a sustained commitment to student wellbeing and taking an opportunity to be thought leaders on campus mental health.

Where are we going with student mental health at UMN?

The University of Minnesota is in the beginning stages of developing a long-term strategic plan to student mental health for our University system.

We have asked the Regents to commission an external audit of University student mental health services. The audit will provide a global assessment of how the University is currently addressing student mental health and provide specific recommendations for improvement.

How will we get there?

We request the President, as a directive of the Board of Regents, to provide the Board with a systemwide long-term strategic plan to address student mental health. The President’s strategic plan will build on recommendations from the external audit and include consultation with the University community including student groups and student leaders.

Who will get us there?

The Regents’ directive will charge the University President, Executive Vice President, and Chief Student Affairs Officers from each campus with creating an action plan for student mental health based on expert panel recommendations and consultation from the University community.

How will this be measured?

We recommend the President update the Board of Regents according to the following timeline:

- **October 2019**: update on external audit and workgroup
- **March 2020**: report detailing University approach to systemwide student mental health
Campus Climate

Introduction

The University of Minnesota is committed to creating an environment in which all people feel welcomed and respected. Students have a wide variety of options to pursue their college education. There are many options in the state and the country for students to choose a campus that fits their needs. In addition to this, online education is becoming more and more common among college students. There are so many options available for education, students are not likely to attend college on campus where they do not feel safe, welcome, or respected. Students at the University of Minnesota attend college for more than an education. Each of the five campuses that make up the University of Minnesota system have a unique vibrancy and many opportunities for students to get involved both on campus and within the surrounding communities. Each of the University of Minnesota campuses has been taking steps to make sure that all of their students feel welcomed on campus. Campus climate issues vary campus to campus, but ways to address it can be similar. All five campuses working together as a system to improve campus climate will help the University of Minnesota move forward as a whole and make each campus a place where all students, faculty, and staff feel welcome.

Campus Specific Information

Crookston

The University of Minnesota Crookston campus is a tight knit, small population of students, faculty, and staff that many refer to as feeling “like a family”. However, a small campus community does not mean that UMC is perfect when it comes to issues of campus climate.

Being a small campus has its own set of problems and challenges. One of these challenges is simply student engagement and involvement. To create an enjoyable campus climate for students, UMC hosts a large number of events on campus. These events include but are not limited to, musical performers, hypnotists, speakers, and events where students can make a novelty item. Due to the small number of students on campus, a larger percentage of students than is typically expected to attend events would need to be in attendance during these events to have a strong showing. As attendance at these events has decreased slightly over the past few years, UMC is adapting by having events more appropriate for a smaller audience, hosting a smaller number of events during the year in order to focus time and funds on the most popular events, and hosting events in spaces where students are more likely to attend. The small nature of the UMC campus and close-knit groups of students can also be intimidating for new students, particularly those who transfer in mid-year. This, combined with the low student attendance at sporting events and university sponsored entertainment can give the impression that UMC lacks an energy and engagement that students want from their college experience. Currently the Vice Chancellor is conducting

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92 What Is Campus Climate nels2371 - https://campus-climate.umn.edu/about
listening sessions with students to find out what they think it would take to bring the life that exists within the campus to the surface.

Recently, a campus-wide focus group was held to help determine what issues may be detrimental to the campus climate at the University of Minnesota Crookston. The focus group was comprised of students, faculty, and staff and posed a number of questions regarding a wide variety of issues. 80% of the people who attended this focus group answered yes when asked if they felt that UMC has a welcoming and inclusive campus environment. The 20% who answered no had a variety of reasons for saying so. Some of these reasons included: “You stand out when you are new”, “Longer term employees do not reach out to new”, and “it is hard to fit in if you are not from the rural Midwest”.

When asked if they felt comfortable bringing their “full self” to campus each day, 71% of respondents answered yes. (Full self refers to culture, ethnicity, nationality, religion, political views, gender, sexual orientation, etc.) Those who answered no to this question indicated that some of the major issues they see are male staff speaking over female staff. Respondents also felt that annual bias training could help more people become comfortable bringing their full self to campus. Currently there are options for bias training, but it is not a requirement for all employees.

When asked if they live, work, or attend a class with someone from a diverse population, 50% of the respondents said yes and 50% said no. This response level is surprising, given the small and interconnected nature of the campus. When asked if they “engaged with someone from a diverse population daily” 52% of respondents answered yes. These low numbers indicate that many people on campus are not engaging with their peers and coworkers who are from a different background or culture. This could potentially be remedied through events that appeal to people from different cultures, ethnicities, and nationalities. These events can serve as a way for people to meet and interact with others who they may not have otherwise had the opportunity to speak to.

Focus group attendees were asked if they had attended bias training in the past. 53% of attendees answered that they had, and 71% of those who had attended bias training had attended it at UMC. 94% of people who had attended bias training in the past said that they had used what they learned in the training in their daily lives since then. 48% of people attending the focus group answered yes when asked if they had witnessed a bias incident on campus. Those who answered yes gave examples of bias incidents they had witnessed, which included gender stereotyping within the staff and insensitivities within people’s daily language. Many of those who said that they had witnessed a bias incident, as well as those who had not, said that they would report an incident they witnessed, but the majority were unclear on where to report such an incident. Bias training would be incredibly beneficial to the UMC campus based on the percentage of people who had attended bias training and applied it to their lives, as well as the number of people who did not know where to report a bias incident on campus.

This initial focus group has been very helpful in getting a preliminary idea of what UMC is doing well in terms of campus climate, as well as where there is room for improvement. Having a group respond to these questions as well as provide their own comments and experiences was an excellent first step.

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93 Menard, Tim. Personal Interview with Marta Dean. 1 Feb. 2019.
towards addressing the issues that were brought up during the session. Based on information learned during this focus group, the campus climate at UMC could be improved through campus events that give people from varied backgrounds a chance to talk and learn about each other. Based on the results of this focus group, bias training for all employees would be incredibly helpful. Implementing bias training principles into student life would also be helpful to the student side of campus climate. This could be addressed during freshman orientation, or as part of the first-year experience class. Students, faculty, and staff all need to be aware of bias, and understand how it impacts the lives of others within the campus community in order to improve campus climate.

**Duluth**

The University of Minnesota Duluth is committed to fostering an environment that gives all individuals the opportunity to feel comfortable being the most real version of themselves on campus. The second goal of the UMD Strategic Plan is to “Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice”.\(^9^4\) In 2010, UMD formed the Campus Climate Leadership Team (CCLT). This team is made up of students, staff, faculty, and administration. The task of the CCLT is to provide leadership for creating a more inclusive campus. The UMD is very dedicated to the idea of campus climate, and willing to take concrete steps towards positive change. In 2011 the CCLT worked with Rankin and Associates Consulting to conduct a campus wide study called “University of Minnesota Duluth Assessment of Climate for Learning, Living, and Working.” Part of this study included a campus wide survey to create a better understanding of campus climate at UMD.\(^9^5\)

Overall, most survey participants felt very comfortable with many areas of the climate at UMD. However, certain questions on the survey did indicate the need for improvement in some areas.

18% of survey respondents indicated that they had personally experienced an exclusionary, intimidating, offensive, or hostile conduct event on campus. Of those who reported experiencing this sort of incident, many felt that it was because of their gender or gender identity. Others felt that this happened to them because of their ethnicity, their position in life, or because of their racial identity. 67% of people who reported they had experienced an incident like this were Transspectrum. 31% identified as a person of color. Data from respondents also indicated confusion surrounding the reporting process for this type of incident.

Although overall, the satisfaction rate surrounding the campus climate at UMD is high, there are specific groups who do not feel included, welcomed, or safe on campus. Respondents who identified as Transspectrum felt much less comfortable with the campus climate at UMD than respondents who identified as male or female.

\(^9^4\) University of Minnesota Duluth: Climate Matters Presentation. 9 July 2015, https://drive.google.com/file/d/0B1D-Y0-TMUjflJTJTT05ZdlMzS/me/view
Roughly 25% of faculty, staff, and administrators reported that they had observed unjust or unfair hiring practices at UMD. Additionally, roughly 55% of faculty, staff, and administrators had seriously considered leaving UMD within the past year. Many of the concerns brought up by faculty, staff, and administrators revolved around support for professional development. Some respondents felt that advancement opportunities were limited, or they did not feel supported in seeking them. Faculty members also felt that practices executed by administration were inconsistent and difficult to understand.

A very small portion of respondents indicated that they had experienced unwanted sexual contact. Of those who indicated this on the survey, most also said that they had not reported the incident to anyone on campus. Respondents noted that they did not report for a variety of reasons, including that they felt nothing would be done, fear of consequences, and just wanting to move on.

Overall, results from the campus climate survey included in this study show that the climate at UMD is very close to that of the climate at peer institutions. The results from this survey are beneficial for use as a starting point to learn more about the current climate at UMD, and show which areas may need the most work going forward.

**Morris**

The University of Minnesota Morris is home to about 1,600 students. As a public liberal arts college located on the Minnesota prairie, students have a wide variety of opportunities to engage with each other, their environment, and the local community. The Morris campus has been experiencing a decline in enrollment and struggles with retention. When these issues arise, it serves as an opportunity to learn what we are currently doing, and how we can improve practices to support students. When an opportunity arises to assess if we are meeting the expectations that students have when they come to campus, it is imperative to do so. With a long time focus on admissions shifting within the last five years more to a focus on retention and the student experience, quality initiatives and the first-year experience have been at the forefront of several campus committee projects to assess. However, the complexity of retention on any campus is difficult to get to the bottom of. By using focus groups and identifying students with success coaches they can talk to about their experience has been one way the Morris campus has been trying to help students with their challenges before they become too compounding, leading to disengagement and mental health challenges.

1. **Current Initiatives and Planning**

The Morris Campus is currently undergoing an Higher Learning Commission Quality Initiative\(^{96}\), which is examining the first-year experience at Morris, to see how first year engagement can be improved, where additional support is needed for first year students, and how to get students involved in high impact practices on campus that will keep them engaged throughout their time at Morris. This initiative came about as a result of a first-to-second year retention rate of 78% in the entering cohort in 2015, increasing mental health concerns (with 44% of UMM students in spring 2016 struggling to cope with their stress), and low participation of first year students in high

\(^{96}\) “Accreditation Process.” *University of Minnesota, Morris*, www4.morris.umn.edu/about/accreditation/accreditation-process.
impact practices, such as learning communities or cohorts, community-based projects, internships, and others. The Quality Initiative aims to assess current retention problems, foster student mental health and well being, and engage first year students in high impact practices. This initiative began in 2017 and will continue until 2020.97

II.  **Staff and Faculty Support of Students**

It is difficult for staff and faculty to best serve and support students when the Morris campus does not have enough staff and faculty to do so. Many of the staff and faculty members on the Morris campus wear many hats that divides a great portion of their time that could otherwise go towards student support efforts. Students have observed the last several years that staff and/or faculty position vacancies are prolonged, and sometimes positions are left vacant permanently, leaving it to other current staff and faculty members to further divide their time to take over empty roles. Additionally, when faculty members try to fill some of these roles that include community outreach or other events or workshops for students and the community, their efforts are not always appreciated because they have taken away time from their research. It is beyond unfortunate that faculty members feel penalized when they try to fill roles that are needed across campus, but do not have the support to be refilled. Students feel this extra stress from faculty and staff, and it affects them, too.

When students feel compounding stresses and tensions from multiple sources, beyond their academics and daily lives, it is difficult for them to remain engaged. The fact of the matter is that the over-commitment that faculty and staff exhibit, is the same over-commitment that students take on as well. For staff and faculty to be able to support students throughout their undergraduate careers at Morris, it is important for them to have adequate amounts of time and energy to do so. Neglecting the need for staff and faculty support is neglecting the students as well. It is evident that staff and faculty are more than happy to serve the campus and community in any way they can, and they are delighted to help students. But they need more time to do so, and to accomplish this, Morris staff and faculty need more support to rehire currently empty positions and better redistribute the heavy workload.

II.  **Inclusivity and Civil Discourse**

The University of Minnesota values inclusivity and supporting, diverse environments in which for students to learn, share, and grow with one another. Maintaining this healthy campus environment is something that students, faculty, and staff alike recognize the importance of. Recent challenges arising over the last several years, as a part of a national trend, including racism and prejudice of diverse identities is something the Morris campus, along with the other University of Minnesota campuses, have experienced. Supporting students in learning from each other is something that the University of Minnesota could do more of, in order to help students bridge the gap between their differences and learn how to engage in civil discourse as they go forward in their careers and lives where they will continue to be exposed to different values.

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opinions, and challenges. Fostering a supportive environment where students can feel connected to each other and the campus with understanding and appreciation of each others’ differences would help students to be more successful in their academics and other endeavors. Feeling supported and encouraged by peers is helpful in continuing education, rather than being broken down by hurtful exchanges without conversing and working through these problems with the assistance of higher administration. To promote student development, a focus on finding common ground and learning from each other rather than a focus on legalities, lawsuits, and public relations control, is something that could be supported by the University as a whole to further support its mission of education and building community. Administration can take other course of action rather than punishment or inaction. By hosting events for students to discuss what they are struggling with and learn about why they have these differences, students will better be able to appreciate and respect each other, leading to a more inclusive and respectful campus climate.

III. Access for Student Needs

It is important for the students at the University to feel that they accommodations and expectations are met when they arrive on campus for their first year. When these needs are not met, confounding stresses about accessibility and that their needs are being attended to may lead them to transfer or drop out. Making sure that the Morris campus is accessible for students and has the resources students may need is important in making sure they feel included and welcomed. For example, attending to the cultural needs of students to make sure they feel at home and comfortable is a good way of helping students when they are experiencing homesickness and want something to feel familiar. It is important to find out what those things might be for different students so they may feel comfortable when they start their new college experience.

Further, it is important to make sure the University is doing everything they can to be more accommodating to those students, faculty, and staff who live with disabilities. The Morris campus only just installed the first elevator for a residence hall, meaning that students who have disabilities which make stairs difficult or impossible have limited choices for their first-year dorms, and experiences they might be able to have visiting friends on higher floors or even other buildings. Morris needs more monetary support to make its building more accommodating to students’ needs.

Access to healthcare for students is also vital to make sure they feel accepted and welcomed on campus. Especially for those who identify as transgender, non-binary or gender non-conforming students, having access to healthcare facilities in the community is vital for their success. It is also important to host workshops and educational opportunities for doctors and mental health care professionals in the area who may need supplementary information about the needs of these students. Reaching out across greater Minnesota to make an impact is something the University prides itself on, and something we can always do more of.

IV. Future Recommendations
To better keep track of these campus climate struggles and how students are managing their stressors throughout their college career at Morris and across the system, implementing a survey that would aim to assess how students perceive the climate on their campus. It is everyone’s responsibility to make sure students feel safe and comfortable on campus. Currently, there is no one to keep track of this or maintain metrics on why students stay or leave. The Morris campus does not have the privilege of having someone on campus whose job is exclusively this. There once was a retention coordinator on the Morris campus, but most likely budget cuts removed this position. With the current retention challenges on the Morris campus, it may be of need to reinstate this position.

To potentially identify areas that the Morris campus could improve upon to better serve students, a campus survey assessing how students feel in their campus environment is something that faculty, staff, and students think is necessary. A survey such as this could help to identify stressors and problems that administration might not even realize students are experiencing. By gaining insight into these problems, administration can better assess how to address those problems and make students feel more encouraged and accepted on campus. Having a single person be held accountable for this survey and its analysis would make sure that the results are receiving the time and attention they need. Thus, resources for someone who would administer this survey and then present those findings to a specific group or committee on campus with recommendations for future resolution is necessary. Additionally, carrying out this survey systemwide would help to identify common issues and where the campuses of the University of Minnesota could collaborate and work together to help and support students.

Potential questions for the survey might be:

○ Why did you decide to come to Morris?
○ Do you feel accepted by faculty/leaders/staff?
○ Do you feel supported by faculty/leaders/staff?
○ Do you feel encouraged by faculty/leaders/staff?
○ Do you feel safe on campus?
○ Do you feel welcomed on campus?
○ Do you feel supported/accepted/encouraged by other students?
○ Do you feel like your voice is heard?

By addressing the problems that students have across campus and across the system, the University of Minnesota can better help students succeed throughout their educational experience.

**Rochester**

The University of Minnesota Rochester (UMR) is a young campus, and one that holds diversity and inclusion as core values to its mission. As a means to gain a better understanding of the students, faculty,
and staff at UMR view campus climate, the UMR Diversity and Inclusion Committee administered a campus wide survey\(^98\). This was done first in 2016, and again in 2018.

The results of the 2018 survey shows that although UMR has made great strides to create a campus that is welcoming and incisive, there is still work to be done. The survey results show that of the students, faculty, and staff who responded, those who are of an underrepresented identity are more likely to feel deliberately excluded or discriminated against on campus. They are also more likely to feel uncomfortable with the overall campus climate, and feel that not enough emphasis is placed on diversity and inclusion on campus.

The majority of survey respondents indicated that they felt a diverse campus positively impacted the lives and education of the students in attendance. Additionally, most of the survey participants felt that UMR senior leadership is effective in promoting diversity and a positive campus climate. Students who feel excluded indicated that they most commonly felt this way in the Commons and in the classroom. Of the groups on campus, students feel excluded primarily by other students.

Some students, faculty, and staff members on campus feel that they are discriminated based upon their gender identity. Other students indicated that they feel conservative beliefs are not respected on campus. Members of the campus community recognize the lack of diversity within the faculty and staff, and advocate for more diversity within these groups. Some members of the campus have ill-perceptions of the purpose and intent of the Living Learning Communities (LLCs) on campus.

Moving forward, UMR plans to be proactive in addressing these concerns and improving campus climate. The Diversity and Inclusion Committee recommends several strategies for achieving this goal. Steps need to be taken to improve the perception of the Living Learning Communities on campus, particularly with students who are not part of one of these communities. An increased level of support on campus for students of all political beliefs would be beneficial in resolving issues for students who feel they are not welcome due to their political party. The campus must continue to advocate for students, faculty, and staff of underrepresented gender identities and expressions. Finally, it is important to continue to focus on recruitment and retention of diverse faculty, staff, and students.

**Twin Cities**

Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that "a diverse student body enhances the academic and social environment for all students... the University seeks to foster an environment that is diverse, humane, and hospitable.”\(^99\) The University of Minnesota Twin Cities, historically a commuter campus\(^100\), now supports vibrant student life within and near campus

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\(^{98}\) Diversity and Inclusion Committee. Spring 2018. 2018 Campus Climate Report University of Minnesota Rochester. [https://drive.google.com/file/d/0B-UptMBHN3ChWk5PUG16czdKOGp5VDJFdh4azM2b11xc0ow/view](https://drive.google.com/file/d/0B-UptMBHN3ChWk5PUG16czdKOGp5VDJFdh4azM2b11xc0ow/view)


\(^{100}\) "UNIVERSITY OF MINNESOTA STUDENTS: A STATISTICAL PROFILE.” *Conservancy.umn.edu*, University of Minnesota, 14 Sept. 1987,
boundaries\textsuperscript{101,102}. Students do not just study at the University of Minnesota Twin Cities; they live here. Beyond academics, students are inextricably connected to the safety, housing, and the institutional history of the campus. When those aspects of student life work properly to create a comfortable and engaging campus, retention and timely graduation are easier to sustain\textsuperscript{103}. We cannot afford to delay conversations about safety and sense of belonging on campus.

The University of Minnesota seeks "a welcoming campus climate in which all persons are treated with respect."\textsuperscript{104} In 2014, President Eric W. Kaler convened a group of senior leaders to address campus climate, acknowledging that “Changing the culture of the institution and being proactive in addressing campus climate requires time, intentionality, and nimbleness.”\textsuperscript{105} These vital topics relating to campus climate: one that draws talented prospective students to our campus and that supports them throughout their time at the University of Minnesota Twin Cities.

**Housing**

In conversation with students, due to limited housing, geographical layout, and affordability, students are forced to live in communities that are further into residential neighborhoods and further away from campus\textsuperscript{106}. It is estimated that in-state students are paying more for their living expenses than their tuition.\textsuperscript{107} Students living in Minneapolis are currently living in the most expensive county in the state of Minnesota.\textsuperscript{108} The housing crisis in Minneapolis has resulted in many concerns with students having to live in housing situations that are unsafe and unsuitable. While efforts have been made by the Minnesota Student Association, we are seeking support from our Regents.\textsuperscript{109} A report by the Office of Campus Living stated that, “Multiple reports of homeowners/renters waking up to loud knocking in the early A.M. hours. Police suspect the perpetrators are checking to see if homes are occupied and then burglarizing unoccupied homes.”\textsuperscript{110} Although crime rates in Minneapolis have decreased over time, the crime rates for


\textsuperscript{103}Hanover Research. “Strategies for Improving Student Retention.” Hanover Research, September 2014. https://www.hanoverresearch.com/media/Strategies-for-Improving-Student-Retention.pdf

\textsuperscript{104}“Campus Climate.” Campus Climate, University of Minnesota , campus-climate.umn.edu/.


\textsuperscript{107}“Cost of Living in Minnesota - School of Public Health - University of Minnesota.” Http://Www.sph.umn.edu, University of Minnesota - School of Public Health, www.sph.umn.edu/prospective/tuition-finances/cost-living-minnesota/.

\textsuperscript{108}“Data Tools.” Mn.gov, Minnesota Public Utilities Commission/Minnesota Department of Human Services, 12 June 2018, mn.gov/deed/data/data-tools/.


\textsuperscript{110}“Off Campus Living.” Safety | Off Campus Living, University of Minnesota , ocl.umn.edu/
rape, burglaries, and homicides have increased. Students who frequently spend time on the University campus after hours are walking home from student group meetings, or even night classes, on poorly lit streets. Campus safety is an ever increasing concern especially as students move farther and farther away to save money.

Students on the Twin Cities campus are acutely aware of a lack of affordable housing in comparison to other campuses in the system. For example, while students in Duluth pay an average of $400 - $450 in monthly rent, students in Minneapolis pay an average of $615 - $799 in monthly rent. These prices augment student debt and may require additional loans due to the increased cost of attendance. The University should be intentional in creating affordable and suitable living situations for students, especially second, third, and fourth year students. Pending approval, the rates for Radius Apartments are set to increase up to 6%. Even though the Radius is a popular University housing option, its prices are beginning to mirror those of privately owned apartments. Yet, we recognize the potential purchase of the University Village and its efforts to maintain affordability. We encourage the Regents to continue efforts to create affordable housing on campus.

Public Safety and Impact on Students from Marginalized Communities

As a large, vibrant campus embedded within the urban cities of Minneapolis and St. Paul, the University of Minnesota Twin Cities has prioritized maintaining a safe and secure environment for all students. Ensuring the safety of the ~84,000 students, staff, faculty, and community members who frequent campus daily requires a large coordinated effort by many individuals and departments at the University. The University of Minnesota Police Department (UMPD) is at the center of these efforts. The University of Minnesota Twin Cities campus has its own police department, similar to Duluth’s police department, but serving more constituents. The UMPD, a state-licensed police department that serves the Twin Cities campus, “provide[s] services in directed, proactive patrol, crime prevention and investigation, law enforcement, and emergency response.” UMPD Officers are licensed “peace officers” through the State of Minnesota, which gives them the authority to carry arms through Board of Regents policy and arrest statewide if acting in the course and scope of employment. The UMPD also employs and manages security monitors; these student employees are trained to “determine when police or other first responders

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114 sl.d.umn.edu, UMD Kirby Student Center, sl.d.umn.edu/och/listings.
115 UMN Housing Selector.” Housing and Residential Life, 8 Feb. 2019, housing.umn.edu/umn-housing-selector.
should be called.” Although student security monitors have no arrest powers, they must undergo a criminal background check and 30-40 hours of training in order to secure and retain employment. The UMPD works closely with University departments, such as Facilities Management, the Aurora Center for Advocacy and Education, and University Relations, and other law enforcement agencies, such as the Minneapolis, Saint Paul, and Metro Transit Police Departments, to ensure a safe campus community.

Although the UMPD, working alongside its partners, has made considerable strides in maintaining a safe campus, we are concerned about student response to police presence on campus. In an effort to “[build] positive relationships with the campus community,” the UMPD established a Community Engagement Team (CET) in 2017. Since its formation, the CET has sought to develop and maintain relationships on campus as well as increase positive community interactions. However, certain students, especially those from underrepresented backgrounds, may feel troubled or uncomfortable in the presence of uniformed police officers. Studies indicate that while white individuals have more favorable perceptions of the police than minority individuals. These perceptions of safety often result from popularized incidents of police brutality, personal experience with police, etc. This is intensified through increasing national coverage of police brutality, which includes incidents occurring in close proximity to Minneapolis. Additionally, these feelings may also be based on experiences with more localized incidents. For example, students leaders of the Somali Student Association described the police response at Somali Night, an event hosted in Northrop Auditorium on April 20, 2018, as “violent” and “unwarranted.” Although this public statement did not include an administrative or officer perspective, it still reflects how several students felt regarding the incident. Following Somali Night 2018, the Office of Student Affairs and University Services worked with Somali Student Association to address members’ concerns. However, the University did not issue a public apology or acknowledge the incident’s impact on students and community members, which left many individuals disheartened. Irrespective of opinions on the incident, it is indisputable that the Somali community members - and several other members of our campus community - were distressed and hurt by the response of UMPD officers and other local police officers.

121 Nystrom, Jim. “CET Action Plan JAN2019.” Google Drive, University of Minnesota Public Safety Department, Jan. 2019, drive.google.com/file/d/0B-y0mMQw6RYwN1NQUmmpBTzhnd2VSWXVBNHFRaFI1V3FaN1Jj/viewusp=sharing.
As a byproduct of experiences with national, local, and campus incidents, certain students have complicated relationships with law enforcement. In fact, students from underrepresented communities, notably black and Hispanic communities tend to have negative perceptions of police. In addition, research finds that when minority communities learn about police violence, they are less likely to report crime or call the police, exemplifying a phenomenon called the “jude effect.” Instead of seeing the UMPD as an ally in responding to threats, some students may view the UMPD as a threat. When a parent or guardian tours their student’s campus and asks if their student will be safe on campus, the question might have many implications. The mother of a white student may be asking if the police will keep her child safe, while the mother of a black student may be asking if her child will be kept safe from the police. Our University must ensure that these narratives do not manifest themselves on campus; such narratives would negate the efforts of UMPD officers and employees to keep all students safe on campus. As a result, it is of utmost importance that the UMPD builds trust with students and communities who feel unsafe in the presence of police.

The work of UMPD’s Community Engagement Team (CET) is critical in helping officers form genuine relationships with students. Members of CET “focus on proactive engagement, communicating safety messages and responding to campus concerns.” In January of 2019, CET outlined a four-part plan to increase community education, integration, and visibility. The first focus, “Community Interaction,” will be accomplished through hosting and supporting minor, major, and on-going events. “Building Support and Followers,” the second focus, revolves around effective public communication and regular meet-and-greet events. The third focus is “Trust and Connection,” which will be accomplished through safety presentations, partnerships with neighboring communities, etc. Finally, crime reduction through alcohol compliance checks, GPS devices, and camera trailers is central to the fourth focus, “Resources.”

Given the UMPD’s aims to expand presence in various student spaces through the CET, we believe it is important that officers are aware of the impact. Specifically, officers should be especially intentional about public interactions that may impact students who feel unsafe in the presence of police.

To facilitate intentionality, we urge the UMPD to actively collect and monitor data on levels of student and community. Specifically, we suggest that the UMPD collect the number of students attending events (tracking unique student populations), the number of student engagement events, and the number of partnerships with groups/student services throughout the Twin Cities campus. Although the UMPD reports a daily criminal activity through a crime log and uses data driven analytics to identify long-term trends, there is a gap in measuring student engagement. As the UMPD continues to refine the aims and mission of CET, intentionality and transparency with student engagement levels will be important. Measurement of engagement levels will help the UMPD better assess which student populations that the

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132 Nystrom, Jim. “CET Action Plan JAN2019.” Google Drive, University of Minnesota Public Safety Department, Jan. 2019, drive.google.com/file/d/0B-y0mMQw6RYwN1NQumpBTzhmd2VSWXVBmHF3FaiV3FaN1Jj/view?usp=sharing.

UMPD can interact to create campus unity and harmony. In communities in which the relationship with the UMPD and those relationships are challenged, we can find better ways to reach these communities that allow a better open line of communication and increase the likelihood that a student from these communities will utilize their services in the case of danger.

**Renaming of Campus Buildings and Further Practices**

“Housing of Negro students in Pioneer Hall [...] would not be conducive to their best interests, nor to the interests of the other students who may be residing there.” - President Lotus D. Coffman

The University of Minnesota Twin Cities continues to be a source of pride and joy for the Twin Cities. With over 55,000 students, the campus holds a diverse group of students and individuals that has become a point of pride for the university.\(^{134}\) Representation of this diversity has long been a topic of discussion for students and faculty. From August 14 to December 22 of 2017, an exhibit called “A Campus Divided: Progressives, Anticommunists, Racism and Antisemitism at the University of Minnesota 1930-1942” was displayed in Andersen Library.\(^ {135}\) The exhibit was curated by Emerita Professor of American Studies Riv-Ellen Prell and revealed disturbing details regarding past administrators of the University of Minnesota. Documents were uncovered regarding the tracking of Jewish and Negro students and the implementation of segregated housing with the support of the Board of Regents in 1935.\(^ {136}\) The evidence clearly implicates Lotus D. Coffman, William Middlebrook, and other University administrators in supporting the continued marginalization of underserved student populations. For many students on campus, the visible reminder of these past University negates a sense of belonging and worth.

Following up on the concerns addressed by students after viewing the exhibit, the Minnesota Student Association (MSA) addressed the name of the student union on campus named after President Lotus Coffman. In the fall of 2017, MSA’s Diversity and Inclusion Committee wrote a petition which garnered nearly 5,000 signatures and called for President Eric W. Kaler to rename Coffman Memorial Union, following in the steps of the “A Campus Divided” exhibit.\(^ {137}\) The legislative body of MSA unanimously passed a resolution named on March 6, 2018 that called for the renaming of Coffman Memorial Union, correct acknowledgement of past presidents, the permanent establishment of “A Campus Divided” exhibit, and further discussions surrounding the names of other buildings on the Twin Cities campus.\(^ {138}\) The resolution was sponsored by students, faculty, and former Minnesota House Representative, and now Congresswoman Ilhan Omar. The Minnesota Student Association continued to advocate for the renaming of Twin Cities campus buildings by organizing a Silent March on April 25, 2018 to represent the voices that had been silenced by past administrations. The march commenced at Middlebrook Hall and stopped

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135\(^{135}\) Prell, Riv-Ellen, et al. “About This Project.” *Antisemitism at the University of Minnesota: A Campus Divided*, 2017, acampusdivided.umn.edu/index.php/about/.


at various buildings like Shevlin Hall, ending at Coffman Memorial Union. In the fall of 2018, MSA continued their work by starting a pledge called “Rename Reclaim.” With over 1,500 signatories, the pledge encouraged individuals to use alternative names to reference Coffman Memorial Union.139 These efforts have been effective in opening this discussion to the broader campus community.

As a result of these advocacy efforts, President Eric W. Kaler formed the President’s and Provost’s Advisory Committee on University History (the “Coleman Committee”) on September 13, 2017 to “to guide our thinking about appropriate modern responses to historical issues on our campuses.”140 In response to the report that was written by the Coleman Committee, President Eric Kaler and Executive Vice President and Provost Karen Hanson created the Task Force on Building Names and Institutional History which was asked to “recommend actions regarding the specific buildings mentioned in ‘A Campus Divided’ (Coffman Memorial Union, Coffey Hall, Middlebrook Hall, and Nicholson Hall) and the Minnesota Student Association proposal to rename Coffman Memorial Union.”141 The official task force report was released on February 19, 2019 and recommended that Coffman Memorial Union, Middlebrook Hall, Coffey Hall, and Nicholson Hall should all be renamed with permanent plaques or exhibits placed around campus to raise awareness about University history and to not erase it.142 Pioneer Hall and Willey Hall were mentioned in addition to the original four buildings to consider renaming in the future.143 The report clearly outlined that the decision ultimately lies with the Board of Regents.

In August of 2018, the University of Wisconsin Madison Union Council choose to rename two of their union facilities and invest over a quarter of a million dollars into funding for the increase representation of faculty within cultural departments (i.e. African American Students or American Indian Studies).144 Similar to the University of Minnesota Twin Cities, students, faculty, staff and citizens signed a report in protest of the names on these facilities. Actions like these show incoming students from underrepresented backgrounds that administration supports them.

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140 Jweiner. “‘A Campus Divided’ and Our Work Forward: President's and Provost's Advisory Committee on University History.” Office of the President Eric W. Kaler, University of Minnesota, 13 Sept. 2017, president.umn.edu/content/campus-divided-and-our-work-forward-presidents-and-provosts-advisory-committee-university.
Support for Underrepresented Student Groups

As we continue to increase our diversity at our University, with 38% enrollment growth this past year, it is pertinent that we seek how to better serve these students.\(^{145}\) Although our current students have seen a number of initiatives that are set in place to support students of color, such as the President’s Emerging Scholars Program and the Multicultural Center for Academic Excellence (MCAE), these programs are, at times, understaffed and have a high rate of staff turnover. With only ten (10) people on staff to serve the entire multicultural community, it can be difficult to adequately serve these communities.\(^{146}\) The Office of Undergraduate Education has carefully tracked the number of students attending multicultural events as well as the number of multicultural events that are held. Although the number of students attending multicultural events has grown since 2013, the average number of students attending these events has decreased.\(^{147}\) In addition, the number of multicultural students visiting the university has increased by around 160 students since 2013, that is only an increase of about 6%, over 5 years.\(^{148}\) It can be inferred that by increasing the number of programs, the number of initiatives, and the number of partners available to multicultural students, these numbers would be higher. In addition to renaming buildings and creating increased historical awareness, we propose increasing funding for multicultural programs and a charge to increase their awareness as the center or hub for multicultural students.

We urge the University to find intentional and sustaining practices surrounding underrepresented communities on our campus. Primarily, we would like to see additional scholarships implemented for students from underrepresented backgrounds, specifically those that are African-American and Jewish and would have been directly impacted by the decisions of past presidents. We would like to see increased funding to programs on our campus that are actively supporting underrepresented students through grants. These grants would in no way affect the current funds that the program would have been receiving, but rather act as additional funds that the program would use at their discretion. Lastly, we would like to see the Multicultural Success committee prioritize the plans for the recruitment and focus on the retention of faculty of color.

Conclusions

In conclusion, the Student Representatives to the Board of Regents join the Minnesota Student Association in completely supporting the recommendations made by the Task Force on Building Names


\(^{146}\) Madi “Staff.” Academic Support | Multicultural Center for Academic Excellence (MCAE), University of Minnesota, mcae.umn.edu/about-us/staff.


and Institutional History. We urge the Board to carefully consider the following action steps that are critical to ensure the success of underrepresented communities.

**Recommendations for Campus Climate Systemwide**

**Where are we on campus climate at UMN?**

The University of Minnesota has recognized the importance of climate on all five campuses. Through various committees, groups, and task forces the issue is being addressed and plans for future improvement are in progress.

**Where are we going with campus climate at UMN?**

Across the University of Minnesota there are several efforts currently underway to help the university better understand campus climate as a whole, and as it pertains to the University of Minnesota. Each campus is trying to get to the bottom of what campus climate is, what issues impact it, and where they can do better.

**How will we get there?**

Efforts to improve campus climate on each individual campus are incredibly important, but on top of that the University of Minnesota would also benefit from looking at all of these efforts on a systemwide level. It is important that students on all campuses have the same opportunities, and this includes the opportunity to feel safe and welcome on their campus.

Although each campus is different and will require slightly different steps to achieve their goals of improving campus climate, the Student Representatives to the Board of Regents recommend that a systemwide taskforce be created to make sure each campus is able to share information and best achieve their campus climate related goals. The group also recommends that a systemwide campus climate survey be created based on surveys and focus groups that have taken place across the system.

**Who will get us there?**

Each campus has leaders who have been working to learn about and improve campus climate on their respective campuses. These individuals will continue to address issues and concerns on their own campuses, but also network together to share plans and information to help the University as a whole gain a better understanding of campus climate across the system, and understand how to improve it.

**How will this be measured?**

The Student Representatives to the Board of Regents recommend that the systemwide survey suggested be administered every two years, and that the results of each new survey are presented to the Board of Regents.
Conclusions

This report was written by the Student Representatives to the Board of Regents with the support of the Student Associations of each campus.

The Student Representatives to the Board of Regents extend their sincere thanks to the Board for their consideration of the topics discussed in this report.
Report of the Student Representatives to the Board of Regents

Chair Marta Dean, Crookston
Vice Chair Alexandra Ulland, Duluth
Report Roadmap

- Sustainability
- Mental Health
- Campus Climate
Sustainability

- Maintenance of aging University buildings
- Sustainable Building Guidelines
- Duluth campus energy plan for heat
Mental Health

- External Expert Review
- Presidential Report to Regents & Action Plan
- Periodic Assessment of Student Mental Health as Best Practice
- Student Affairs Reporting to Executive Leadership
Campus Climate

- Importance of Campus Climate
- Current efforts at the University
- Future efforts systemwide
Questions and Discussion
AGENDA ITEM: UMC, UMD, UMM, UMR Enrollment Plans

[ ] Review  [ ] Review + Action  [ ] Action  [ ] Discussion

This is a report required by Board policy.

PRESENTERS: Michelle Behr, Chancellor, University of Minnesota Morris
              Lendley Black, Chancellor, University of Minnesota Duluth
              Lori Carrell, Chancellor, University of Minnesota Rochester
              Mary Holz-Clause, Chancellor, University of Minnesota Crookston
              Robert B. McMaster, Acting Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is review of a resolution to affirm undergraduate enrollment plans for the University of Minnesota Crookston, Duluth, Morris, and Rochester campuses.

The resolution and the accompanying campus enrollment plans included in the docket reflect the values and principles outlined in the Board’s 2016 Resolution related to Undergraduate Enrollment Management at the University of Minnesota as well as the four campus-specific enrollment presentations to the Board in 2017-18 and 2018-19. In addition, campus enrollment management is aided by recent system-level enrollment collaboration and planning.

BACKGROUND INFORMATION

The Board discussed campus enrollment at the following meetings:

- February 2019: Systemwide Enrollment Planning: Rochester Campus, Mission Fulfillment Committee
- February 2019: Twin Cities Campus Enrollment Management Plan Update, Mission Fulfillment Committee
- December 2018: Systemwide Enrollment Planning: Duluth Campus, Mission Fulfillment Committee
- June 2018: Progress Update from the Systemwide Enrollment Planning Taskforce, Mission Fulfillment Committee
- February 2018: Systemwide Enrollment Planning: Crookston Campus, Mission Fulfillment Committee
- February 2018: Update on the Twin Cities 5-Year Enrollment Plan, Mission Fulfillment Committee
December 2017: Systemwide Enrollment Planning: Morris Campus, Mission Fulfillment Committee

September 2017: Systemwide Enrollment Planning, Mission Fulfillment Committee

February 2016: Resolution on Enrollment Principles and Tuition/Aid Philosophy, Board of Regents

PRESIDENT’S RECOMMENDATION

The President recommends adoption of the resolution indicating the Board’s support for the University of Minnesota Crookston, Duluth, Morris, and Rochester campus enrollment plans.
University of Minnesota Board of Regents  
March 8, 2019  

UMC, UMD, UMM, UMR Enrollment Plans – Review

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

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

In the same 2016 resolution, the Board of Regents resolved that the Board supports the Twin Cities campus five-year enrollment plan. Annual updates of that plan have been provided to the Board in February 2017, 2018, and 2019. The Board further resolved through the same resolution that the Board directs the administration to develop five-year enrollment plans for the Crookston, Duluth, Morris and Rochester campuses.

Guided by the Board of Regent’s above framework, the University has since introduced system-level approaches to enrollment management and continued to manage enrollment on each individual campus through the development of specific campus enrollment plans.

I. System Enrollment Planning and Collaboration

Stemming from goals laid out in the University’s Systemwide Strategic Plan and elsewhere, the Executive Vice President and Provost convenes a System Enrollment Council to establish and manage new processes for system enrollment planning, recruitment, and admission strategies to achieve University enrollment goals. While, historically, enrollment management at the University had been shaped nearly entirely by separate planning on each campus, the System Enrollment Council is establishing avenues for system-based thinking, improved communication, and cross-campus collaboration. The Council—which comprises vice chancellors, the vice provost and dean of undergraduate education, and campus admission officers—has identified and reviewed system- and campus-specific enrollment, admission, and recruitment data to develop system goals, targets, and strategies. These plans were outlined for the Board in June 2018 and the Board is scheduled to receive an update of the Council’s work in June.
2019. The Council plans to consider other elements of system enrollment management in the future, including strategies related to student persistence and completion.

Key to the System Enrollment Council’s planning to date has been understanding the landscape or context defining the current enrollment environment. Among the Council’s conclusions from its analyses of the current enrollment environment are four key factors:

1. A decreasing numbers of high school graduates, over the next ten years, in Minnesota and the Upper Middle West,
2. An increase in the total number and portion of high school age students from populations where current participation in college is low or lower than their potential,
3. Continued and intense competition for students from public and private as well as in-state and out-of-state institutions, and
4. Complex and interconnected enrollment relationships among the five University campuses where individual campus enrollment decisions have effects on other campuses.

Given the enrollment environment shaped by the above factors, the System Enrollment Council has identified the following system- and campus- enrollment strategies as among the essential focus areas for future planning.

1. Redirect the migration of students enrolling at colleges in neighboring states to University of Minnesota campuses.
2. Increase participation at University of Minnesota campuses from students from growing but underrepresented populations.
3. Continue focus on enrolling students from out of state.
4. Enhance the communication, cooperation, and collaboration involving enrollment management work among the five University campuses.

While more detail will be presented to the Board at its June 2019 meeting, some of the specific actions currently under consideration by the System Enrollment Council include system approaches to strengthening recruitment pathways from key populations, enhanced recruitment aspects related to the University’s web presence, improved messaging about the true costs of attendance, shared recruitment work, new financial aid strategies, and better branding and messaging about the value of a University of Minnesota degree earned from any of the five campuses.

II. Crookston, Duluth, Morris, and Rochester Campus Enrollment Plans

While enrollment management at all of the five University campuses is enhanced by system planning, cooperation, and collaboration; specific campus enrollment, however, is guided by complex analysis and planning led by the respective leaders on each campus. Campus leaders share their enrollment plans with other campus leaders through the System Enrollment Council and among the meetings of the campus admissions directors in order to consider potential effects and opportunities for collaboration.

In the following pages are the individual new and ongoing enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses for the Board’s discussion at their March meeting. As described formally in the resolution included in the docket, the Board will be asked to consider approving these plans at its May meeting. The Twin Cities campus is not included in the resolution or among the following enrollment plans because the Board approved its plan in March 2016.
University of Minnesota Crookston
Five-Year Undergraduate Enrollment Plan

The University of Minnesota Crookston provides a unique contribution to the overall enrollment portfolio of the University of Minnesota. Among UMN Crookston’s Fall 2018 new high school (NHS) freshmen, 49.6% were from greater Minnesota, 40.4% were Pell-eligible, and 43.0% were first-generation college students, each by far the highest proportion of the five system campuses. Additionally, 19.7% were students of color (a 20% increase in 5 years), which approaches the 22.4% for the system as a whole. UMN Crookston is also unique in that 51.3% of our new students in Fall 2018 were new advanced standing (NAS) transfers, the majority of whom are non-traditional adult learners who complete their degrees online. The distinctive composition of UMN Crookston students is a strategic advantage for both our campus and the broader system that significantly informs our enrollment plan for the next five years.

During the 2018-2019 academic year, UMN Crookston is undertaking bold and comprehensive steps to reorganize academic and non-academic structures and build more collaborative efficiencies. These efficiencies will allow UMN Crookston to invest in strategic initiatives, of which enrollment management is the top priority. The efficiencies will also drive new workflow processes centered in high impact practices aimed to increase student retention and graduation rates.

1. **Plan for modest undergraduate growth of New High School (NHS) enrollment over the next five-year period.** While UMN Crookston has experienced average annual decreases of 2.2% for on-campus NHS students over the past 10 years, new recruitment and retention strategies will alter recent on-campus enrollment trends and drive on-campus enrollment growth over the next 5 years. UMN Crookston intends to curb recent decreases with flat NHS numbers in Fall 2019 followed by increases of 2-5% in each of the following four years (See Appendix A).

**New Strategies:**
- By Fall 2019, UMN Crookston will become the first system campus to fully implement the Slate recruitment portfolio consisting of customer relationship management (CRM), outreach, travel management, online applications, and online reading tools. We will also begin using The Common Application as our primarily application tool. These changes will enable us to begin capturing more data about students’ service, involvement, and leadership experiences, which when paired with high school GPA data will provide a stronger basis for making admissions decisions.
- As ACT test scores have proven to be a poor predictor of student success on our campus as well as an application barrier for strategic populations (e.g. first-generation college students, students from low-income families, students from rural communities, and students of color), UMN Crookston will initiate a test-optional application process beginning in Fall 2019 (See Appendix B for more information).
- UMN Crookston is currently implementing financial aid leveraging strategies to allocate limited unrestricted scholarship funds to first-year students based on need and prior academic achievement.
UMN Crookston is increasing marketing efforts for high-performing programs and majors in which we hold a unique distinction. Examples include equine science, pre-veterinary programs, health services management, software engineering, and the agriculture, natural sciences, and law enforcement emphases within our aviation program, to name a few.

The Duluth and Twin Cities began sharing lists of students whom they were unable to admit with UMN Crookston last year, which resulted in 10 additional students in Fall 2018. UMN Crookston is now enhancing our recruitment strategies by designing outreach letters tailored to the interests and prior academic achievements of students who did not receive admission at the other campuses.

The launch of a system-wide landing page focused on admissions should help UMN Crookston strengthen visibility and market unique programs to target audiences.

Without any past changes in recruitment strategy, UMN Crookston has experienced a 46% increase in the number of Hispanic students over the past 5 years. We are now designing and implementing new strategies to support recruitment and retention for the growing Hispanic population of Northwest Minnesota. Additionally, we allocated financial support to the Latinx Recruitment Subcommittee to assist with grant-writing efforts to secure external funding to support recruitment and retention efforts.

Following several years of growing our number of international partners, UMN Crookston is now focusing on strengthening relationships with 6-8 international partners that have demonstrated the strongest potential for growth. Additionally, coordinated system-wide efforts for international recruitment will support UMN Crookston’s continued leadership with international recruitment.

As a long-term strategy, UMN Crookston is implementing new pathway recruitment efforts for elementary, middle, and early high school students. Target populations include regional students, Hispanic students, international students, students interested in the sciences, and student athletes.

In order to promote stronger retention from the first to the second year of college, UMN Crookston will require all NHS on-campus students to complete two first-year seminar courses beginning in Fall 2019. The courses will address critical thinking, academic success skills, career development, cultural competence, wellness, and non-cognitive skills such as teamwork, flexibility, and emotional intelligence.

Also in the Fall, UMN Crookston will transition to a professional advising model in order to provide more consistent, proactive, and intrusive advising to support student success and retention.

2. **Plan for modest undergraduate growth of New Advanced Standing (NAS) enrollment over the next five-year period.** NAS students grew from 2009-2014, but over the past five years have been essentially flat. Because the majority of UMN Crookston’s online students are non-traditional adult learners, this growth is more insulated from the anticipated decrease in the number of high school graduates over the next 10 years. Therefore, we intend to more quickly move to 3-5% annual increases over the next five years for this population of students. (See Appendix A)

**Strategies:**
• The University of Minnesota System’s single landing page for online programs (www.online.umn.edu), which features every online major, minor, and certificate program in the system, will continue to be an essential recruitment tool.
• UMN Crookston is launching new marketing initiatives that highlight unique programs such as the online Health Management Services program, one of just two such online programs that is nationally accredited.
• UMN Crookston is also increasing outreach to regional community colleges to grow transfer numbers for both on-campus and online programs.

3. **Admit for success.** Following an in-depth analysis of graduation rates for students admitted between 2010-2013, UMN Crookston determined that high school grades are a strong predictor of student success while ACT scores not only provide no statistically significant data, they often contributed to poor admissions decisions. This may reflect the unique population of students that UMN Crookston serves.

**New Strategies:**
• Within our holistic review process, UMN Crookston has begun placing significantly greater emphasis on high school grades and the rigor of high school coursework when making admissions decisions.
• With the Fall 2019 implementation of Slate and The Common Application, UMN Crookston will enhance current holistic review processes by more systematically collecting data regarding student leadership, service, and involvement experiences to inform admissions decisions.

4. **Maintain affordability and access for Minnesota students.** UMN Crookston admits the highest percentage of Pell-eligible NHS in the system (40.4%). Among our students from greater Minnesota, 53.1% of NHS and 60.0% of NAS are Pell-eligible. At the same time, the average loan debt of UMN Crookston graduates is just $24,432, which is the fifth lowest in Minnesota. In terms of net cost of attendance, UMN Crookston is one of the lowest in the region for students from families who make less than $110,000 a year.

**New Strategies:**
• UMN Crookston is implementing new financial aid leveraging strategies to direct unrestricted scholarship dollars to students with the greatest need. We have also taken steps to reallocate some non-restricted scholarship dollars into one-time emergency aid that we can allocate to students facing unusual financial challenges.
• In Fall 2018, UMN Crookston piloted a financial aid literacy program addressing personal finance strategies as well as use of financial aid tools. Starting in Fall 2019, all NHS will be required to complete the program as a part of their first-year seminar.

5. **Provide a high-quality education and student experience.** Currently, every UMN Crookston student completes at least one internship or undergraduate research experience prior to graduation. Most students also engage in community-based learning, study abroad, collaborative assignments, and capstone projects, all of which have been identified as “high
impact practices” in higher education¹.

**New Strategies:**
- Beginning in Fall 2019, every new on-campus UMN Crookston student will complete two new first-year experience courses during their first two terms on campus. These courses address learning outcomes related to critical thinking, academic success skills, cultural competence, career exploration, wellness, and non-cognitive skills such as teamwork, cognitive flexibility, adaptability, and emotional intelligence.
- New orientation and intrusive advising strategies being implemented in Fall 2019 will provide greater structure during the transition to college through the second year of college. These are essential strategies given UMN Crookston’s high proportions of students from historically underrepresented populations such as first-generation college students and students from low- and middle-income families.

6. **Value ethnic, social, economic, and geographic diversity.** As documented throughout this plan, UMN Crookston serves the highest proportions of first-generation college students, students from low- and middle-income families, students from rural communities, and non-traditional adult learners within the University of Minnesota System. Additionally, UMN Crookston has experienced a 20% increase in the number of students of color and a 46% increase in the number of Hispanic students served over the past five years. In Fall 2018, 19.7% of UMN Crookston’s NHS students and 24.6% of NAS students were students of color. Taken together, 22.2% of all new students were students of color, which far exceeds the demographics of Northwest Minnesota², though it lags behind the demographics of Crookston High School (27.6% students of color, 18.5% Hispanic³) and the Crookston elementary schools (38.3% students of color, 25.9% Hispanic²).

**New Strategies:**
- UMN Crookston allocated $5,000 to support grant-writing efforts by its Strategic Enrollment Management Latinx Subcommittee. This committee is currently exploring grant options, especially those that could leverage partnerships between UMN Crookston and area high schools.
- Given significant growth trends for Hispanic students in P-12 schools in Northwest Minnesota, UMN Crookston is currently developing a strategic enrollment plan intended to build a stronger college-going culture among Hispanic students and families in the region. The plan includes (a) collaboration with a newly hired Hispanic family liaison hired by the Crookston School District, (b) early outreach and pathway development efforts addressing elementary, middle, and early high school students, (c) information sessions for parents and families, (d) enhanced marketing and recruitment for high school juniors and seniors, (e) new transfer outreach efforts, and (f) new student transition and support programs to ensure student success.

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¹ See [https://www.aacu.org/leap/hips](https://www.aacu.org/leap/hips)
² U.S. Census Data
³ Minnesota Department of Education Data
7. **Support improved retention rates and timely graduation.** By increasing annual retention rates, especially from the first to the second year of college, UMN Crookston will further enhance overall enrollment numbers (See Appendix A) as well as strengthen efforts to ensure high success and graduation rates. Overall graduation rates at UMN Crookston are lower than for the other four University of Minnesota System campuses, though less so for students who earned GPAs of 3.0 or better in high school. This, in part, reflects the population of students that UMN Crookston serves, which includes high proportions of first-generation college students, Pell-eligible students, and students from greater Minnesota. This statement should in no way be interpreted as indicating any deficit on the part of these students; it simply acknowledges the need to provide greater structure and support to help these students transition to college successfully and achieve their full potential. Further, first-generation students and students from greater Minnesota graduate at rates comparable to their campus peers at UMN Crookston, countering national trends for similar students. Graduation rate gaps for Pell-eligible students at UMN Crookston are lower than for the rest of the system.

**New Strategies:**
- Given the unique population of students that UMN Crookston serves, the strategies outlined in Sections 3-5 of this plan are not only best practices in higher education, they are strategies that capitalize upon the experiences and strengths of our students.

8. **Adjust enrollment levels and set tuition rates to provide revenues.** As a newer four-year institution, UMN Crookston has a relatively small alumni base and we do not have substantial endowment funds. UMN Crookston has the leanest administrative structure in the University of Minnesota System and our faculty carry the heaviest teaching loads. As 38% of UMN Crookston’s revenues come from tuition (the highest proportion in system), we are highly susceptible to enrollment fluctuations and accompanying changes in tuition revenues. In this context, UMN Crookston will continue to monitor enrollment targets, tuition rates, and other costs of attendance (housing, fees, etc.) to provide adequate resources to ensure student success. No new strategies are proposed at this time.

9. **Continue to enhance need-based and merit-based financial aid programs.** In addition to need-based and merit-based aid as addressed in Section 4, UMN Crookston has a significant need to add athletic scholarships as we rank at the bottom of the Northern Sun Intercollegiate Conference in scholarships for student-athletes. Nearly 40% of on-campus students at UMN Crookston participate in collegiate athletics, and our student-athletes have performed well in the classroom (3.08 cumulative GPA for all student-athletes in Fall 2018).

**New Strategies:**
- As discussed in Section 4, UMN Crookston is implementing new financial aid leveraging strategies aimed to enhance need-based and merit-based aid allocations.
- Because current residence hall space is not being fully utilized, UMN Crookston is proposing a process for awarding housing discounts as an additional form of merit aid based on academic and athletic performance.
10. **Be attentive to state, national, and global workforce needs.** UMN Crookston prides itself on being responsive to current workforce demands as well as anticipating trends for future needs. As just a couple examples, UMN Crookston’s online healthcare management program is one of just two that are nationally accredited, online finance and accounting programs are nationally recognized, and programs in elementary education and criminal justice allow graduates to move directly to jobs without having to secure additional credentials. Building on a practice-oriented liberal education, our interdisciplinary programs promote critical thinking and cognitive flexibility. Examples include agricultural communication, business, and education programs; software engineering and information technology management; exercise science and sport and recreation management; and aviation for agriculture, natural resources, or law enforcement.

**Strategies:**
- UMN Crookston will continue to monitor regional and national workforce trends and demands to inform continuous improvement efforts for existing programs as well as the development of new programs.
- UMN Crookston will continue to leverage partnership programs that provide pathways to graduate degrees for our students. Examples include the VetFAST partnership with the University of Minnesota’s College of Veterinary Science and the Pathway to Nursing partnership with the University of Minnesota’s School of Nursing.
Appendix A: Enrollment Management Targets and Ranges

Table 1. New High School Student Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Status Quo (-2.2%/year)</th>
<th>Target Increase</th>
<th>High-End Range</th>
<th>Mid-Point</th>
<th>Low-End Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>228</td>
<td>---</td>
<td>228</td>
<td>228</td>
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</tr>
<tr>
<td>2018</td>
<td>228</td>
<td>-2.0–2.0%</td>
<td>233</td>
<td>228</td>
<td>228</td>
</tr>
<tr>
<td>2019</td>
<td>223</td>
<td>0.0–4.0%</td>
<td>242</td>
<td>228</td>
<td>228</td>
</tr>
<tr>
<td>2020</td>
<td>218</td>
<td>1.0–5.0%</td>
<td>242</td>
<td>228</td>
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</tr>
<tr>
<td>2021</td>
<td>213</td>
<td>2.0–5.0%</td>
<td>254</td>
<td>228</td>
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<tr>
<td>2022</td>
<td>209</td>
<td>2.0–5.0%</td>
<td>267</td>
<td>228</td>
<td>228</td>
</tr>
<tr>
<td>2023</td>
<td>204</td>
<td>2.0–5.0%</td>
<td>280</td>
<td>228</td>
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</tbody>
</table>

Note. Given the nature of recruitment cycles, new recruitment efforts should begin to yield most notable results beginning in Fall 2020.

Table 2. New Advanced Standing Student Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Status Quo (0.0%/year)</th>
<th>Target Increase</th>
<th>High-End Range</th>
<th>Mid-Point</th>
<th>Low-End Range</th>
</tr>
</thead>
<tbody>
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<td>240</td>
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<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>2018</td>
<td>240</td>
<td>0.0–2.5%</td>
<td>246</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>2019</td>
<td>240</td>
<td>2.0–4.0%</td>
<td>256</td>
<td>242</td>
<td>240</td>
</tr>
<tr>
<td>2020</td>
<td>240</td>
<td>3.0–5.0%</td>
<td>269</td>
<td>250</td>
<td>240</td>
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<tr>
<td>2021</td>
<td>240</td>
<td>3.0–5.0%</td>
<td>282</td>
<td>260</td>
<td>240</td>
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<tr>
<td>2022</td>
<td>240</td>
<td>3.0–5.0%</td>
<td>296</td>
<td>270</td>
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</tr>
<tr>
<td>2023</td>
<td>240</td>
<td>3.0–5.0%</td>
<td>281</td>
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</tbody>
</table>

Table 3. Total Student Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Status Quo</th>
<th>High-End Range</th>
<th>Mid-Point</th>
<th>Low-End Range</th>
</tr>
</thead>
<tbody>
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<td>2018</td>
<td>468</td>
<td>468</td>
<td>468</td>
<td>468</td>
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<tr>
<td>2019</td>
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<td>2020</td>
<td>458</td>
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<tr>
<td>2021</td>
<td>453</td>
<td>523</td>
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<td>453</td>
</tr>
<tr>
<td>2022</td>
<td>449</td>
<td>549</td>
<td>518</td>
<td>449</td>
</tr>
<tr>
<td>2023</td>
<td>444</td>
<td>576</td>
<td>539</td>
<td>444</td>
</tr>
</tbody>
</table>

Table 4. First-to-Second Year Retention Projections (NHS)

<table>
<thead>
<tr>
<th>Year</th>
<th>Status Quo (0.0%/year)</th>
<th>Target Increase</th>
<th>Additional Students Retained*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>240</td>
<td>---</td>
<td>High-End Range</td>
</tr>
<tr>
<td>2018</td>
<td>240</td>
<td>70–74%</td>
<td>5</td>
</tr>
<tr>
<td>2019</td>
<td>240</td>
<td>72–76%</td>
<td>9</td>
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<tr>
<td>2020</td>
<td>240</td>
<td>73–77%</td>
<td>12</td>
</tr>
<tr>
<td>2021</td>
<td>240</td>
<td>74–78%</td>
<td>15</td>
</tr>
<tr>
<td>2022</td>
<td>240</td>
<td>75–79%</td>
<td>19</td>
</tr>
<tr>
<td>2023</td>
<td>240</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Since new retention efforts will be implemented in Fall 2019, the first positive impact will be realized in 2020. The numbers presented here are only for retention to the second year; as UMN Crookston graduates a high percentage of students retained to the second year, enhancing retention rates will have a compounding positive impact on overall enrollment numbers beyond what is shown here.
Appendix B: Test-Optional Admissions Practice at UMN Crookston

Beginning in Fall 2019, UMN Crookston will adopt a test-optional admissions practice that makes greater use of data-informed holistic review for all student applications. This is a significant shift from our current practice of requesting holistic data after students’ initial applications in instances when their high school grades or test scores are low. As we elaborate upon below, ACT test scores at UMN Crookston have not provided additional predictive validity beyond the use of grades alone and, in some cases, overreliance on test scores has driven spurious decisions. More importantly, we are transitioning to a holistic review process that leverages empirically supported data shown to predict student success including student involvement, service, and leadership experiences, consideration of students’ background and circumstances, metacognitive measures, and indicators of students’ ability to work collaboratively and contribute to the success of their peers. UMN Crookston based our decision to move to a test-optional admissions practice on careful analysis of retention and graduation rates for our students as well as a review of recent research and best practices in higher education. In the end, we are confident the shift toward a data-informed holistic review process will help us make better admissions decisions to support student and institutional success.

Analyses of UMN Crookston Student Success Data
Approximately two years ago, we began to examine four-year graduation rates for the 926 students admitted to UMN Crookston between 2010-2013 as a part of the Higher Learning Commission’s Persistence and Completion Academy. Data were compiled across four years to ensure a large enough sample size for the analyses. After accounting for the effect of high school GPAs, there was no statistically significant relationship between ACT scores and UMN Crookston graduation rates. Thus, for our predictive model for student success, the ACT did not add any additional value beyond what we already obtained from high school grades.

Not only did the ACT not add predictive value regarding student retention and graduation rates, ACT scores appeared to drive poor admissions decisions in several instances. Prior to Fall 2018, UMN Crookston generally admitted students with high school GPAs of at least 2.0 and ACT scores of at least 21 with little or no additional holistic review. Of the 75 students admitted between 2010 and 2013 with high school GPAs below 2.75 but ACT scores of 21 or better, only 8% graduated in four years. The only students who received holistic reviews of application materials beyond high school grades and ACT scores during this time were those who had GPAs below 2.0 or ACT scores below 21. Had we not relied so heavily on the ACT, many of the applicants with lower high school GPAs would have received holistic reviews, and many likely would not have been admitted because over-reliance on ACT scores.

The opposite is also true. The graduation rate for the 16 students admitted during this period with high school GPAs above 3.0 and ACT scores below 16 were significantly higher than for the campus as a whole. Even for students with high school GPAs below 2.75, the 12 who also had ACT scores of 16 or below graduated at a slightly higher rate than the campus as a whole. Though we did not formally track data for students who were denied admission, a significant

number of applicants with higher GPAs but low ACT scores were denied admission between 2010-13. In other cases, we requested additional data for a holistic review after receiving low ACT scores for an otherwise high-achieving student. Our assumption, which is supported by anecdotal data, is that a number of these students with higher GPAs would have succeeded at UMN Crookston but elected instead to attend other institutions after we requested additional information rather than extending them an offer for admission. It is also worthwhile to note the graduation rate for the 13 students admitted based on a holistic review with no ACT score between 2010 and 2013 graduated at a higher rate than the campus as a whole. While the sample size of students admitted with low ACT scores or no scores was small, their success suggests they are minimally a better risk for UMN Crookston than the much larger group admitted with high ACT scores but low high school GPAs.

In summary, we are not claiming that ACT scores do not predict student success at UMN Crookston. Instead, our analyses demonstrate that adding ACT scores on top of high school grades does not add additional value in terms of predicting which students will persist and graduate. Further, there is evidence of false positives as students admitted because of high ACT scores and in spite of low grades have typically not performed well at UMN Crookston. It is also likely that UMN Crookston has denied admission to or failed to yield students with low ACT scores who would have succeeded.

UMN Crookston’s Student Profile, Standardized Test Research, and Holistic Review
Among new high school (NHS) students who enrolled in the University of Minnesota System in Fall 2018, UMN Crookston enrolled by far the highest proportions of first-generation college students (43.0%), Pell-eligible students (40.4%), and students from greater Minnesota (49.6%). Additionally, 19.7% of UMN Crookston’s NHS students were students of color, and further diversifying our enrollment is a top priority within the UMN Crookston strategic plan. UMN Crookston views serving these students as a central aspect of our commitment to the land-grant mission of the University of Minnesota as well as a unique contribution to the overall portfolio of the University of Minnesota System.

Research generally shows that standardized tests are less effective in predicting success for first-generation students, students from low-income families, and students of color⁵. Further, analysis of College Board data demonstrate there are very high correlations between high school students’ standardized test scores and both measures of family income and parental educational attainment. For campuses serving higher proportions of students from upper income families and students whose parents have attained college degrees, ACT scores help to

distinguish between students who are more or less likely to succeed. At UMN Crookston, our students are highly diverse in terms of family income and the educational attainment of their parents. Thus, differences in ACT scores are more likely to reflect differences in family income and parental education and less likely to indicate which students within various family income or parental education bands are most likely to succeed.

Geographically, nearly half of UMN Crookston’s students come from greater Minnesota and a large proportion of the students we attract from nearby states also come from rural communities. According to the most recent “Why Rural Matters” report⁶, Minnesota ranks 42nd in the country in the number of juniors and seniors from rural communities who complete either the ACT or the SAT—only 33.1% of graduates from rural high schools have completed one of these tests (the national average is 46.1%). Requiring standardized test scores as a part of the admission process categorically eliminates over two-thirds of the graduates from Minnesota’s rural schools from consideration.

According to a report by the National Association for College Admission Counseling (NACAC)⁷, approximately 25% of students who apply to colleges and universities with test-optional practices elect not to submit test scores. So-called “non-submitters” are more likely to be first-generation college students, Pell grant recipients, and students of color. Upon shifting to a test-optional practice, institutions typically experienced approximately a 10% boost in applications from these underrepresented populations, and while non-submitters were admitted at a lower rate than other students, the yield rates for those who were admitted were higher. If UMN Crookston’s experience is similar, we would anticipate a bump from approximately 1,100 to 1,200 applications in 2019-2020 with the largest increases coming from underrepresented populations that we have historically served well. We would further expect more than 750 of the applicants to submit ACT scores voluntarily. In terms of student success, non-submitters had slightly lower GPAs at the end of their first year of college, but their graduation rates were equal to or higher than students who had submitted test scores as a part of the application process. Given that UMN Crookston currently outperforms national averages in graduation rates for first-generation students and students from low-income families, we anticipate the graduation rates of the additional students will be at least comparable to their peers. With the shift to a more data-informed holistic review process coupled with new first-year student programs, we anticipate increases in our long-term graduation rates.

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University of Minnesota Duluth  
2018-2023 (FY24) Undergraduate Enrollment Plan

The Duluth campus participates in the University of Minnesota System Enrollment Council and seeks to advance the common goals established in the council’s 2018 System Enrollment Plan. Collaboration across the five University of Minnesota campuses contributes to the enrollment success of each campus and unites the campuses in our mission to provide world-class education, ground-breaking research, and community-engaged outreach, and unifies our drive to serve Minnesota.

The Duluth campus established a strategic enrollment management plan in 2012-2013 in support of goals and objectives articulated within the 2011 UMD Strategic Plan. The Strategic Enrollment Management (SEM) Subcommittee, a campus governance subcommittee of the Strategic Planning and Budget Committee, monitors the plan. During 2017-18, the SEM Subcommittee reviewed the enrollment plan to assess progress since its inception and to identify priorities and related strategies for growth through 2023. Campus leadership endorsed the updated SEM Plan in April 2018.

Current campus undergraduate enrollment priorities are highlighted within the following eight overarching themes.

1. **Stabilize undergraduate enrollment and implement strategies supporting incremental growth over the next five years.** The primary priority is to increase the total undergraduate enrollment on the Duluth campus from 9,109 (fall 2018) to approximately 9,450 by 2023. UMD will realize this enrollment through attainment of new student enrollment goals as well as through increasing rates of student persistence as shown by the enrollment measures (p.3). Strategies are described in items two through eight below.

2. **Address capacity issues related to high demand programs and on-campus housing.** The University must align its financial, intellectual, and physical resources to meet current and future demand and to provide adequate tuition revenue to support a high-quality student educational experience.

   UMD will:
   a. Utilize biennial undergraduate program demand/capacity analysis to develop achievable unit enrollment targets. Demand/capacity analysis was last conducted in fall 2018.
   b. Advocate for additional resources and incrementally realign existing resources to support high-demand programs. Current enrollment in most UMD STEM programs and in select programs in business and human services are at or nearing capacity. Required resources include faculty FTE, support for instructional delivery redesign and, in some cases, physical space.
   c. Develop a multi-phase on-campus housing plan to address the current residence hall bed shortage, projected growth in undergraduate enrollment, and aging existing facilities. Student Life has initiated development of a multi-phase plan and is progressing on the first phase of a new residence hall with increased dining capacity.
3. **Provide a high-quality education and student experiences.** The Duluth campus is committed to providing student-centered, high-quality, curricular, co-curricular, and integrated living-learning undergraduate experiences.

   UMD will:
   a. Update *Plan 2020 for Internationalization*, to drive increased international student enrollment and student participation in education abroad.
   b. Develop an active and experiential learning strategy.
   c. Achieve universal assessment of student learning for co-curricular, undergraduate, and graduate programs.
   d. Increase student participation in high impact practices, such as study abroad, living-learning communities, internships, and research with faculty.
   e. Develop initiatives to support students’ well-being to improve student resilience and persistence.

4. **Maintain a strong commitment to transfer students.** Transfer students comprise approximately 25 percent of the Duluth campus’s new student enrollment. The Duluth campus remains strongly committed to enrolling transfer students and to supporting their timely degree completion. Early engagement with prospective community college transfer students is evidence of this commitment.

   UMD will:
   a. Maintain transfer guides for top community college feeder institutions. Currently 350 guides have been created and are available to prospective transfer students and community college advisors.
   b. Identify and address any roadblocks to timely transfer course evaluations.
   c. Develop incentives for early engagement between community college enrollees and UMD.
   d. Implement reverse transfer agreements with top feeder community colleges. UMD Undergraduate Education has successfully implemented a reverse transfer program with Lake Superior College and is pursuing agreements with additional regional community colleges.

5. **Enhance affordability and access.** The University’s undergraduate degree programs must remain affordable and accessible to a broad cross-section of students from Minnesota and the surrounding states. In fall 2018, 86 percent of UMD undergraduate students were residents of Minnesota. Of those, 39 percent were from greater Minnesota.

   UMD will:
   a. Hold tuition and fee increases for resident undergraduate students to a minimum. The lower cost of attendance at many primary competitor institutions is an ongoing consideration when setting annual resident tuition rates.
   b. Ensure timely awarding and distribution of scholarship funds.
   c. Pursue supplemental need-based financial awards as funding becomes available. UMD remains committed to its request to central administration for release of campus UPromise carryforward for additional strategic need-based awards.
   d. Enhance prospective student education related to the affordability of the Duluth campus and the financial aid process.
6. **Strengthen ethnic, social, economic, and geographic diversity.** The Duluth campus values diversity as a means of enriching the educational experiences of all students. Studying and learning in a diverse environment helps prepare students to live and work in an increasingly heterogeneous and global society. As part of the educational experience, students benefit when they interact with multiple diverse groups, including those who have been historically underrepresented in post-secondary institutions. UMD is committed to educating students in a diverse environment that recognizes the broader culture and society beyond northeastern Minnesota.

UMD will:
   a. Actively recruit, retain, and graduate a broad and diverse population of qualified students.
   b. Create partnerships and affiliations to enhance dual degree and transfer opportunities for international students.
   c. Support international student enrollment by limiting cost of attendance increases for international students.
   d. Build upon the work currently taking place under UMD Strategic Plan Goal 2 and the Campus Climate Initiative to create a welcoming and inclusive environment for all students.

7. **Enhance support of students’ initial academic success.** Academic success in the first semester and first year are associated with student persistence and progress to graduation. The Duluth campus is committed to providing foundational and ongoing support so that all students may achieve their educational goals.

UMD will:
   a. Continue to develop strategies within units, academic departments, and courses to improve success rates. Initiatives already launched include actions to address high DFW rates in foundational courses, mentorship programs, strengths-based advising, textbook support, emergency/hardship grants, enhanced student satisfaction assessment, marketing initiatives, a campus mobile app, and numerous other outreach initiatives.
   b. Implement a comprehensive strategy to support students identified at highest risk for attrition.
   c. Align enrollment services and resources in order to provide students a seamless transition to UMD.

8. **Support timely graduation.** The University should allocate resources to help ensure students admitted to its campuses, colleges, and degree programs are adequately supported to complete the degree programs and graduate in a timely way.

UMD will:
   a. Collaborate with system partners to develop reports/tools to assist in identifying issues related to degree progress.
   b. Enhance services for students exploring and/or changing majors.
   c. Increase online course offerings to facilitate timely program completion.
   d. Be attentive to state and regional workforce needs.
### UMD Enrollment Plan Measures (Campus rates)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree seeking headcount</td>
<td>9,120</td>
<td>8,929</td>
<td>9,051</td>
<td>9,199</td>
<td>9,109</td>
<td>9,207</td>
<td>9,450</td>
</tr>
<tr>
<td>Percent continuing enrollment (retained) after one year</td>
<td>77.1</td>
<td>76.0</td>
<td>78.4</td>
<td>77.0</td>
<td>78.7</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>Percent graduated after four years (campus rate)</td>
<td>35.3</td>
<td>35.8</td>
<td>35.5</td>
<td>37.5</td>
<td>42.5</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>Percent graduated after six years (campus rate)</td>
<td>59.3</td>
<td>60.0</td>
<td>59.3</td>
<td>59.2</td>
<td>58.8</td>
<td>62</td>
<td>63</td>
</tr>
</tbody>
</table>

### University Gold Measures: Progress Card (System rates)

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Campus</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Goal/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year graduation rate</td>
<td>Duluth</td>
<td>39.2%</td>
<td>39.1%</td>
<td>41.0%</td>
<td>46.6%</td>
<td>45%/2017 cohort</td>
</tr>
<tr>
<td>Entering Year</td>
<td>Campus</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>Goal/Year</td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>Duluth</td>
<td>66.6%</td>
<td>64.9%</td>
<td>65.2%</td>
<td>64.9%</td>
<td>68%/2015 cohort</td>
</tr>
</tbody>
</table>
University of Minnesota Morris
Five Year Undergraduate Enrollment Plan

As the University of Minnesota’s undergraduate, liberal arts college, the Morris campus occupies a distinctive place within the University of Minnesota system. UMN Morris is the only public liberal arts college so designated in the state of Minnesota by the Council of Public Liberal Arts Colleges (COPLAC). With selective admissions and its focus on undergraduates in a residential, highly engaged learning community, Morris is positioned to provide an education comparable to top private liberal arts colleges while serving a more diverse student population. This enrollment plan, in conjunction with the work of the Systemwide Enrollment Council and our campus’ new strategic vision and plan, will guide our efforts to enroll, retain, and graduate students who will become global citizens that value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

1. **Plan for incremental undergraduate growth over the next five-year period.** After evaluating housing, classroom and program capacity, enrollment trends, and revenue needs, UMN Morris has set an enrollment target of 1,700 degree-seeking undergraduates by fall 2024. UMN Morris will strive to achieve this goal by increasing new student enrollment and student persistence rates. Reaching this goal will require both intentional campus-wide effort over the next five years and increased collaboration with the other University of Minnesota campuses as outlined in the UMN System Enrollment Plan.

The campus’ newly adopted strategic vision includes eight aspirational statements. In acknowledgement of the central role that student enrollment and student, staff, and faculty retention play in the success of the campus, the university endorsed the following aspirational statement in fall 2018:

“Develop integrated strategies to build and maintain an optimal and sustainable student body size while also recruiting and retaining high quality faculty and staff.”

A dedicated spring 2019 task force has recommended timelines and campus-wide priorities necessary to meet this goal. Shared governance bodies will be integral to adoption and implementation of these strategies. Also this spring, the campus will utilize the services of outside consultants to provide expert advice concerning current student retention initiatives.

**Recruitment Plans**
Student recruitment is coordinated by the Admissions Office, with support from faculty and staff from across the Morris campus.

- Enhanced athletic recruitment through increased coordination between athletics and Admissions staff. NCAA Division III student athletes currently comprise over 20% of the Morris student body.
- Earlier financial aid award notifications to ensure that students considering Morris have full financial information timely to their decision making.
- Evaluation of current financial aid deployment strategies in encouraging undergraduate
students to enroll and persist; making most effective use of financial aid monies.

- Redesigned Admissions communications and visitation experiences with additional and more intentional communication touchpoints.
- Strategically develop relationships new markets that strengthen recruitment pathways, including those from other states.
- Work within the UMN system to develop better branding and messaging about the value of a University of Minnesota degree earned from any of the five campuses, while continuing to highlight, through campus branding and marketing, the distinctive role of UMN Morris and its value for undergraduates.
- Develop community-based programs to help students from underserved populations and their families navigate critical steps to college. These include English language support, academic coaching, standardized test preparation, FAFSA completion, and college visits.

Retention Plans
In fall 2017, after implementing multiple retention initiatives without the anticipated increase in first- to second-year retention rates, Morris began a multi-year campus-wide effort focused on student retention. The effort aims to become more efficient and effective in our suite of retention efforts by identifying gaps, overlaps, and additional opportunities, in order to increase overall retention rates. Key work includes:

- Additional mental health and wellbeing support for students, including a weekly tele-psychiatry program with UMTC Boynton Health Service, enhanced counselor consultations, and an online cognitive behavioral therapy program with modules on depression, anxiety, insomnia and social anxiety.
- Identification of Morris-specific high impact practices, shown to positively impact student persistence. These include undergraduate research and creative learning as well as student leadership and engagement, and associated marketing to prospective and current students (spring 2019). By 2021, the campus will more systematically elevate and integrate opportunities for first year students to engage with these opportunities.
- Comprehensive evaluation of current retention initiatives and associated qualitative and quantitative data. In 2019-2020, these results, along with the findings of our external experts, will be used to address gaps and overlaps in current offerings and serve as the foundation for ongoing prioritization of retention efforts.

UMN Morris proudly enrolls many students from groups traditionally underserved by higher education. In fall 2018, 30.6% of new first-year students were Pell recipients, 34.3% were first generation, and 35.4% identified as American Indian, Hispanic, Asian, or African American. Since 2015, UMN Morris has received funding for three multi-year U.S. Department of Education programs to support its students from underserved groups: TRiO Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement Program, and a Native American Serving Non-tribal Institutions grant. All three programs provide additional support to students traditionally underserved in higher education and are designed to support students in their persistence and graduation from UMN Morris. Continued success of these programs will be essential in order for the campus to reach its goal.
2. **Admit for success.** Every application to UMN Morris is reviewed in its entirety using holistic measures that include primary measures (academic characteristics including the rigor of high school courses and ACT scores) and secondary factors (personal qualities such as leadership and involvement experiences, resilience, and community service). UMN Morris is a selective campus. The average ACT for students that enroll is 25, with a middle range (25th to 75th percentile) of 21 to 28, and the average high school GPA is 3.6.

Similar to other campuses within the University of Minnesota system, UMN Morris’s applications and offers have increased over time while the number of new high school enrollees has stayed relatively flat. UMN Morris will continue to recruit and admit students who will contribute to the campus community’s diverse learning environments and who show the ability to benefit from our rigorous liberal arts education.

3. **Maintain affordability and access for Minnesota students.** As noted in Section 1, UMN Morris attracts a high percentage of students from underserved groups, and is strongly committed to maintaining affordability and access to higher education at the University of Minnesota. In fall 2018, Minnesota residents comprised 75 percent of the student body with representation from 79 of the 87 counties in the state. The average student loan debt of UMN Morris graduates is $24,562, second lowest in the University of Minnesota system. Thirty-six percent of students graduate with no loan debt.

UMN Morris has a unique responsibility to American Indian students who choose to enroll at the institution. The American Indian Tuition Waiver, mandated in federal law and state statute, provides tuition to eligible American Indian students. Grant funding has helped strengthen the institution’s commitment to incoming and matriculated American Indian students. New students receive additional academic and social support, and career and financial aid help. In fall 2019, UMN Morris staff will seek a second round of U.S. Department of Education funding to continue support for this effort. Recent funding from the Western Interstate Commission for Higher Education (WICHE), with the support of Lumina Foundation, will further extend work on campus to close college attainment gaps for American Indian students. National Science Foundation funding supports a summer bridge program for Native American high school students interested in STEM careers.

4. **Provide a high-quality education and student experience.** UMN Morris takes pride in the high quality liberal arts education provided to its students including curricular and co-curricular experiences that expand knowledge and enrich lives. In the next five years, UMN Morris will:
   - In alignment with the UMN System Enrollment Plan, continue work to develop and improve academic pathways with other University of Minnesota system campuses.
   - By spring 2020, redefine campus student learning outcomes to create clearer and more assessable learning outcomes for all students.
   - By fall 2021, increase student participation in high impact practices (e.g., undergraduate research, internships).
   - Investigate, plan and implement second year experience programming to support second-to-third year retention efforts.
5. **Maintain commitment to transfer students.** In fall 2018, transfer students comprised sixteen percent of new students to the UMN Morris campus. Although transfers continue to be an increasingly competitive market, there is potential in further developing regional and statewide community college partnerships. In fall 2018, visits with three potential community college partners were held and development of articulation agreements with programs at these institutions have commenced. By fall 2020, UMN Morris plans to have articulation agreements for multiple programs at several community colleges across the state.

6. **Value ethnic, social, economic, and geographic diversity.** As discussed in Sections 1 and 3, UMN Morris has a strong and historic commitment to diversity and has increased support available to groups traditionally underserved in higher education. An additional area of diversity is the international student population. While international students currently comprise 11% of our student population, we have focused attention on building relationships primarily in a small number of countries, especially China. Over the next five years, UMN Morris will take steps to diversify its international student population, leveraging system recruitment efforts.

7. **Support timely graduation.** Given the decline in the number of domestic traditional college-aged students projected over the next decade, and the desire for incremental campus growth, UMN Morris understands that student persistence and timely graduation are especially critical components of the campus enrollment management plan. Planned and current work designed to impact this goal includes:
   - Continued participation in systemwide efforts to develop degree progress tools.
   - Intentional outreach to students to remove holds and provide support in completing necessary steps to register.
   - Enhanced advising for students exploring or changing majors.
   - Targeted outreach to help students who have not met their 30-credit annual goal develop plans to get back on track.

As discussed in Section 1, increased mental health and wellness initiatives have already helped students connect to resources, learn skills to manage stress, and develop more balanced lives, all of which support student success. Our increased emphasis on high impact practices, including internships and study abroad, will also support student engagement and persistence. Programming and initiatives highlighted above (Sections 1 and 3) will ensure that we continue to make progress toward achieving the campus’ four- and six-year graduation rate goals.

8. **Adjust enrollment levels and set tuition rates to provide revenues.** Changes in enrollment levels can have a significant impact on tuition revenues. UMN Morris is committed to stabilizing enrollment over the next five years in order to circumvent such fluctuations. As noted in Section 2, the American Indian Tuition Waiver, which provides tuition to all eligible students, impacts our net tuition revenue calculation, and is not always a predictable variable.

In fall 2017, the campus implemented a non-resident, non-reciprocity tuition differential, an effort that provides a very modest revenue boost. In fall 2018, UMN Morris began participation in the Midwest Student Exchange Program (MSEP) in order to enhance our visibility to and recruitment of Midwestern students from non-reciprocity states.
9. **Continue to enhance need-based and merit-based financial aid programs.** Ninety-three percent of UMN Morris students receive some form of need-based and/or merit-based financial aid. The campus supports an increasing percentage of Pell grant recipients – in fall 2018, 31% of new high school students received Pell grants. The expansion of systemwide financial aid initiatives such as the President’s Emerging Scholars program will contribute to our continuing financial support of students. UMN Morris is evaluating its use of institutional funds, with a particular interest in ensuring that our institutional scholarships remain competitive in an environment of deep financial discounting and are deployed in the most effective way to encourage student persistence and financial ability to graduate.

10. **Be attentive to state, national, and global workforce needs.** As a liberal arts institution we are committed to developing graduates with critical thinking, problem solving, and communication skills, essential for successful participation in an increasingly complex and rapidly changing workplace.

   UMN Morris is attentive to state, national and global workforce needs. Over one-third of 2018 graduates completed degrees in STEM fields, contributing to the University of Minnesota system’s success in meeting the legislative metric to increase STEM graduates. Two examples of our ongoing efforts to ensure that UMN Morris is responsive to emerging areas of employment are the adoption of Data Science and Sustainability Leadership minors, effective fall 2019.

   UMN Morris has been intentionally developing partnerships with graduate programs within the University of Minnesota system. The campus looks forward to the creation of stronger relationships, including 4+1 and 3+2 programs, with the implementation of the systemwide enrollment plan. Current UMN Morris partnerships involve the UMN Twin Cities Colleges of Nursing and Veterinary Sciences, and UMN Duluth’s Center for Native American and Minority Health.
### Table 1: UMN Morris Key Performance Indicators: Enrollment & retention rates and goals

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2021 Goal</th>
<th>Fall 2024 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking headcount</td>
<td>1,803</td>
<td>1,741</td>
<td>1,680</td>
<td>1,554</td>
<td>1,488</td>
<td>1,550</td>
<td>1,700</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>1,899</td>
<td>1,856</td>
<td>1,771</td>
<td>1,627</td>
<td>1,554</td>
<td>1,625</td>
<td>1,775</td>
</tr>
<tr>
<td># New High School (NHS) Students</td>
<td>413</td>
<td>416</td>
<td>376</td>
<td>356</td>
<td>370</td>
<td>385</td>
<td>400</td>
</tr>
<tr>
<td># New Advanced Standing Students</td>
<td>119</td>
<td>109</td>
<td>101</td>
<td>92</td>
<td>72</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>1st to 2nd year retention rate (NHS entering previous year)</td>
<td>78.8%</td>
<td>77.1%</td>
<td>77.8%</td>
<td>80.2%</td>
<td>77.6%</td>
<td>81%</td>
<td>85%</td>
</tr>
</tbody>
</table>

### Table 2: UMN Morris Key Performance Indicators: NHS 4-year graduation rates and goals

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>2021 Goal (2017 cohort)</th>
<th>2024 Goal (2020 cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year graduation rate (from UMN Morris)</td>
<td>50.5%</td>
<td>49.6%</td>
<td>52.1%</td>
<td>46.8%</td>
<td>46.0%</td>
<td>50%</td>
<td>57%</td>
</tr>
<tr>
<td>Four-year graduation rate (from UMN system)</td>
<td>53.3%</td>
<td>52.6%</td>
<td>54.5%</td>
<td>49.1%</td>
<td>49.1%</td>
<td>53%</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Progress Card University Gold Measure System Goal: 60%/2017 cohort*

### Table 3: UMN Morris Key Performance Indicators: NHS 6-year graduation rates and goals

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>2021 Goal (2015 cohort)</th>
<th>2024 Goal (2018 cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six-year graduation rate (from UMN Morris)</td>
<td>66.8%</td>
<td>65.3%</td>
<td>63.9%</td>
<td>58.7%</td>
<td>66.0%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Six-year graduation rate (from UMN system)</td>
<td>73.5%</td>
<td>68.3%</td>
<td>69.1%</td>
<td>64.1%</td>
<td>69.9%</td>
<td>70%</td>
<td>75%</td>
</tr>
</tbody>
</table>

*Progress Card University Gold Measure System Goal: 80%/2015 cohort*
The innovative Rochester campus of the University of Minnesota is in its 10th year of serving health sciences students in two degree programs. In our Bachelor of Science in Health Professions (BSHP), 100% of graduates have been employed in their fields. In our Bachelor of Science in Health Sciences (BSHS), a majority of graduates have gone on to advanced study in the health sciences. With a diverse student body and research-based educational practices, we currently have no “achievement gap” in our rigorous curriculum—an incredible outcome we aim to sustain.

The enrollment plan in action for the Rochester campus identifies a target enrollment for our undergraduate population of 700 students by 2021. Currently, UMR has 519 BSHS and BSHP undergraduate students and 183 students in partnership-graduate-professional (PGP) programs for a total of 702 students. As presented to the Board of Regents last month (February 2019), increased growth beyond the currently identified target for 2021 will require a one-time investment to fuel recruitment efforts and to hire key student-focused personnel. Space expansion will also be necessary, including student housing and faculty-student interaction space (current faculty space is set for demolition in 2021). We anticipate continued growth toward the target of 1000 students (750 undergraduate and 250 PGP). While the campus aims to reach that target by 2023, such growth by that date is contingent on securing needed space by 2021. If the space expansion is delayed, the target will roll to 2025. Once this initial target is met, we anticipate continued growth toward 1500 students (1000 undergraduate and 500 PGP), with additional academic space planning to ensue at such time.

Other current endeavors related to achieving enrollment plan goals include expanding career pathways in six career areas affirmed by the industry as high-demand; leveraging existing programs and creative new partnerships to expand the PGP programs; piloting an Invest in Success funding model that connects the health care industry to their future workforce; and furthering our influence as higher education innovation leaders. Furthermore, we have hired a development and alumni officer to launch a fundraising plan and we are participating in the System-wide Enrollment Management Planning Council with high expectations for enhanced cooperative activities across all five campuses.

<table>
<thead>
<tr>
<th></th>
<th>Current (mid-way through the five year plan)</th>
<th>Fall 2021 Goal</th>
<th>Fall 2023 or 2025 “Bold” goal (contingent on space expansion)</th>
<th>Continued “Bolder” Growth (contingent on space expansion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate enrollment</td>
<td>519</td>
<td>700</td>
<td>750</td>
<td>1000</td>
</tr>
<tr>
<td>PGP enrollment</td>
<td>183</td>
<td>200</td>
<td>250</td>
<td>500</td>
</tr>
<tr>
<td>Access for MN students</td>
<td>78%</td>
<td>75%</td>
<td>sustain</td>
<td>sustain</td>
</tr>
<tr>
<td>Percent of students engaged in high-impact practices</td>
<td>100%</td>
<td>100%</td>
<td>sustain</td>
<td>sustain</td>
</tr>
<tr>
<td>Enhance diversity: students of color</td>
<td>Exceeding expectations: 32% SOC</td>
<td>Reflect demographics of the MN population</td>
<td>sustain</td>
<td>sustain</td>
</tr>
<tr>
<td>Graduation rate targets</td>
<td>66.4%</td>
<td>&gt;65%</td>
<td>tbd, sustain or increase</td>
<td>tbd</td>
</tr>
<tr>
<td>No “achievement gap”</td>
<td>Meeting goal</td>
<td>sustain</td>
<td>sustain</td>
<td>sustain</td>
</tr>
<tr>
<td>In-residence students</td>
<td>84% FY; 40% sophomores; 11% juniors</td>
<td>90% FY; 50% sophomores; 20% of juniors</td>
<td>90% FY; 90% sophomores; and 20% juniors</td>
<td>tbd</td>
</tr>
</tbody>
</table>
University of Minnesota Rochester
Board of Regents
Five Year Undergraduate Enrollment Plan

1. Plan for sustained undergraduate enrollment growth over the next five-year period. Total undergraduate enrollment in our two undergraduate health sciences degree programs (BSHP and BSHS) should increase to approximately 700 by the fall of 2021 (from the current 400 students in fall 2015).

   A. Increases in both retention and enrollment (to total 50 additional students each year for the next five years) are expected given a) targeted recruitment of high school students in health sciences curricular or co-curricular programs; b) relational recruitment philosophy and related strategies; c) launch and stabilization of living learning communities; d) launch and stabilization of new student development endeavors (e.g. Health and Wellness); e) continued use of faculty research on student learning to inform and enhance student success; f) continued optimization of existing structures and services (e.g. Just Ask, Student Success Coaching, etc.); g) enhancement of established curricular and co-curricular community engagement; and h) branding campaign launch and stabilization.

   B. During this period, enrollment growth is expected to come primarily through first-time, first year student enrollment in the BSHS, transfer student enrollment in the BSHP, and first-year course pathways for UMTC Nursing students. Recruitment of transfer students to the BSHS will not be a targeted arena of growth during this five-year period.

2. Admit for success. Given the strong relationships among academic performance, select student development variables (e.g. resilience), civic engagement, health science focus emanating from childhood or adolescent experiences with the health care system (e.g. trauma or disease of self or family member), and student success at UMR, this campus should continue to admit to its two undergraduate health sciences degree programs those students who will benefit from the distinctive model and have a high probability of graduating in four years or less. To do so, Admissions should continue to conduct a holistic review of prospective students’ records, considering multiple factors (civic engagement, college prep coursework, STEM coursework and STEM GPA, response to admissions prompt regarding “passion for the health sciences”, ACT scores, and demonstrated perseverance or resilience discerned through response to “special circumstances” prompt). UMR will continue to document variables associated with student success, adding those variables to the holistic admissions review as possible.
3. **Maintain affordability and access for Minnesota students.** UMR’s undergraduate degree programs must remain affordable and accessible to undergraduate health sciences students from Minnesota. As a land grant university, all of the University of Minnesota System campuses including UMR are committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. UMR will continue to enroll at least 75% Minnesota residents in the first-year class (BSHS) and the transfer class (BSHP). UMR should continue to attract students from all parts of the state, maintaining our strong enrollment of students from rural Minnesota; in addition, UMR should also attract out-of-state health sciences students to support the health care workforce demand in Southeastern Minnesota. Maintaining UMR’s “flat tuition” (the same rate for in-state and out-of-state students) will continue to enhance our ability to attract students to meet Minnesota’s health care workforce demands.

4. **Provide a high-quality education and student experience.** UMR’s enrollment goals will require attention to the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of continuing to provide an exceptionally high quality, undergraduate, health sciences educational experience with our established distinctive teaching and learning model. Curricular planning and scheduling, as well as student support services, and the resources of the community-integrated physical spaces, must be closely coordinated with enrollment management. Some of the plans over the next five years include:

a) **Housing:** Accommodating 90% of first-year students; 50% of sophomores; and 10% of juniors (through our living learning communities). Pursuing additional and affordable housing options will become a necessary component of our Campus Master Plan by 2021.

b) **Advising:** Based on our unique Student Success Coaching model, maintaining an eighty-five or fewer students per Coach ratio. Note that UMR Student Success Coaches provide academic advising, life coaching, teaching of student development courses, and career exploration, with students assigned to one coach for the duration of their undergraduate career.

c) **Active learning classrooms.** Planning any additional learning spaces in keeping with current active learning facilities.

d) **Maintaining availability and appropriate workload of courses for timely completion.** Avoiding scheduling or curricular bottlenecks, increasing class offering times if necessary to maintain curricular support of our strong four-year graduation rate, and assessing and potentially adjusting student workload.

e) **High-impact practices.** Expanding the capacity and optimizing the effectiveness of established, faculty-led high-impact curricular endeavors as well as co-curricular opportunities, including learning communities in first two years of the curriculum; integrated coursework; writing enriched curriculum; active and collaborative learning; undergraduate research; internships; study abroad; capstone pathways; work study with relevant community partners; living learning communities; and community-based learning.
5. **Value ethnic, social, economic, cultural, and geographic diversity.** The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, from other states, and other countries. Diversity and inclusion enhance innovation, necessary to meet the grand challenges in health care. With a strategic Vision to “be nationally recognized for inspiring and empowering undergraduates to solve the health care challenges of the 21st-century” UMR should seek a regional, national and global presence, as part of attracting a broad range of undergraduate health sciences students and serving as a talent magnet for the health care workforce needs of the state. As the diversity of the state of Minnesota increases, the University of Minnesota System and UMR must continue to attract and graduate students from multicultural and underrepresented backgrounds. UMR should be attentive to the diversity in Minnesota high schools in its admissions process. The enrollment plan should continue to build pipelines from other states where health care focused students will be attracted to UMR and continue to diversify our student body. UMR will be especially attentive to recruitment of underrepresented students (students of color, low socioeconomic status, and first-generation), given our established high-impact practices demonstrated to support the retention of all students including those that are underrepresented.

6. **Support timely graduation.** The University of Minnesota System and UMR should allocate resources to help ensure that the students admitted to its degree programs are adequately supported for retention and graduation in four years or less. Strategies for financial aid must be closely linked to strategies for enrollment management. The four-year graduation rate for all New High School (NHS) students entering UMR should exceed 65% by 2021. Note that a five or six-year undergraduate experience is not a goal for UMR students in our focused, structured curriculum. Underrepresented UMR student graduation rates should be the same as their peers (>65%), given our high-impact practices. The two-year transfer graduation rate of BSHP students should exceed 80%. Additionally, the transfer process will be enhanced through staffing, training, information clarity and accessibility, and communication with community college counselors, with particular focus on BSHP transfer students.

**A) Adjust enrollment levels and set tuition rates to ensure adequate tuition revenues.**

In conjunction with the University of Minnesota System, the UMR campus may need to adjust enrollment targets and examine tuition rates to provide adequate revenue to support our established, high-impact educational programs. Each year the University of Minnesota System will carefully consider tuition rates based on maintenance and enhancement of quality academic programs, market forces, peer comparisons, available financial aid resources, and adequacy of state support. As stated in the “Affordability and Access” section above, UMR asserts that “Maintaining UMR’s ‘flat tuition’ (the same rate for in-state and out-of-state students) will continue to enhance our ability to attract students to meet Minnesota’s health care workforce demands.”

**B) Continue to enhance need-based and merit-based financial aid programs.** Overall, the University of Minnesota System maintains a variety of financial aid programs, which roughly can be categorized into need-based (including middle-income support) and merit-based financial aid. In order to ensure fiscal access for Minnesota students, and to attract
the students best suited for UMR’s distinctive programs in undergraduate health sciences, both need-based (including middle-income) and merit-based financial aid are imperative. The general allocation of financial aid resources from the University of Minnesota System will be focused on need-based financial aid, but strong institutional support for merit-based scholarships (e.g. evidence of perseverance and commitment to a health-related career) is also needed to attract students with the characteristics known to fuel success at UMR and to contribute to the accomplishment of our strategic Vision.

C) **Increasing institutional aid as possible.** Some of the additional goals for financial aid policy/practice include:
   
   a. As a University of Minnesota System campus, UMR will continue to support access for qualified students, and its review of applicants for undergraduate admissions will continue to be need-blind. A student’s ability to pay is not a factor in determining admissibility.
   
   b. In support of retention and timely graduation, renewable institutional aid will be increased. Financial aid will continue to be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.
   
   c. Financial aid packages will be tailored to each student’s circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University of Minnesota System funds, UMR institutional funds for merit-based scholarships, federal and state aid programs, external scholarships, and donor-directed funds.
   
   d. A financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
   
   e. UMR should strive to grow renewable institutional scholarship dollars and donor aid by 50%, including a focus on developing a strong alumni association.

D) **Be attentive to state, national, and global workforce needs.** As a state land-grant University, the University of Minnesota System’s overall enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world. UMR will contribute to the University of Minnesota’s System’s aim to increase the number of STEM graduates and address the state’s increasing health care workforce needs.
UMR Enrollment, Revenue, and Investment Scenarios -- Executive Summary

<table>
<thead>
<tr>
<th></th>
<th>TODAY</th>
<th>BOLD</th>
<th>BOLDER</th>
<th>BOLDEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Total Undergraduates</td>
<td>519</td>
<td>750</td>
<td>1000</td>
<td>1500</td>
</tr>
<tr>
<td>2 NHS</td>
<td>169</td>
<td>250</td>
<td>350</td>
<td>500</td>
</tr>
<tr>
<td>3 Transfer</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>4 Total PGP (Partnership/Grad/Professional)</td>
<td>183</td>
<td>250</td>
<td>500</td>
<td>1000</td>
</tr>
<tr>
<td>5 Total Enrollment</td>
<td>702</td>
<td>1000</td>
<td>1500</td>
<td>2500</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 New $ from tuition due to enroll increase</td>
<td>$2,578,000</td>
<td>$6,078,000</td>
<td>$13,078,000</td>
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<tr>
<td>9 Coverage of new Discovery Sq. Lease</td>
<td>$-(400,000)</td>
<td>$(400,000)</td>
<td>$(400,000)</td>
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<tr>
<td>10 Increase in recruitment scholarships/other</td>
<td>$-(850,000)</td>
<td>$(1,100,000)</td>
<td>$(1,700,000)</td>
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<tr>
<td>11 Additional capital/lease costs not covered elsewhere</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Failure for revenues to maintain with inflation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Available new resources thru enroll increase</td>
<td>$1,328,000</td>
<td>$4,578,000</td>
<td>$10,978,000</td>
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</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Max Additional Employee Headcount*</td>
<td>92</td>
<td>14</td>
<td>47</td>
<td>113</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Program Space</td>
<td></td>
<td></td>
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<tr>
<td>18 Classroom/learning spaces/labs</td>
<td>37,735</td>
<td>32,270</td>
<td>48,617</td>
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<td>19 Office spaces</td>
<td>15,150</td>
<td>17,400</td>
<td>22,800</td>
<td>33,600</td>
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<tr>
<td>20 Collaborative</td>
<td>18,838</td>
<td>16,486</td>
<td>28,502</td>
<td>25,574</td>
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<tr>
<td>21 Other Spaces</td>
<td>9,590</td>
<td>9,532</td>
<td>14,298</td>
<td>23,830</td>
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<tr>
<td>22 Total ASF</td>
<td>81,313</td>
<td>75,688</td>
<td>114,217</td>
<td>163,887</td>
</tr>
<tr>
<td>23</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>24 Housing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Beds 90% yr 1/20% yr 2+</td>
<td>267</td>
<td>260</td>
<td>364</td>
<td>520</td>
</tr>
<tr>
<td>26 Beds 90% yr 1/90% yr 2/20% yr 3**</td>
<td>267</td>
<td>445</td>
<td>593</td>
<td>890</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>29 *Additional employee headcount assumes $97,000 average FTE cost.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Assumes current state+tuition keeps up with inflationary costs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 Assumes additional lease/debt service/capital costs/buildout covered by non-tuition sources.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>32 **Research-based retention-boosting practice.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>BOLD SCENARIO</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>---------------</td>
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<td>----</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
<td>FY22</td>
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<tr>
<td>Total UG</td>
<td>519</td>
<td>552</td>
<td>585</td>
<td>618</td>
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<tr>
<td>NHS</td>
<td>169</td>
<td>184</td>
<td>195</td>
<td>206</td>
</tr>
<tr>
<td>Total PGP</td>
<td>183</td>
<td>193</td>
<td>202</td>
<td>212</td>
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<tr>
<td>Total Students</td>
<td>702</td>
<td>745</td>
<td>787</td>
<td>830</td>
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<tr>
<td>Maximum Headcount</td>
<td>92</td>
<td>94</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>Beds Needed 90%/20%</td>
<td>176</td>
<td>191</td>
<td>203</td>
<td>214</td>
</tr>
<tr>
<td>Beds Needed 90%/90%/20%</td>
<td>301</td>
<td>328</td>
<td>347</td>
<td>367</td>
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<tr>
<td>Incremental revenue over FY19</td>
<td>$340,000</td>
<td>$700,000</td>
<td>$1,050,000</td>
<td>$1,470,000</td>
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<tr>
<td>Deducts Discovery Square 1</td>
<td>$(400,000)</td>
<td>$(400,000)</td>
<td>$(400,000)</td>
<td>$(400,000)</td>
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<tr>
<td>Remaining for investment</td>
<td>$60,000</td>
<td>$300,000</td>
<td>$650,000</td>
<td>$1,070,000</td>
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<tr>
<td>Bridge needs</td>
<td>Scholarships</td>
<td>$100,000</td>
<td>$256,000</td>
<td>$420,800</td>
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<tr>
<td></td>
<td>Faculty/Staff/Recruiters</td>
<td>$(291,000)</td>
<td>$(582,000)</td>
<td>$(485,000)</td>
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<td></td>
<td>Paine Replacement Buildout</td>
<td>$(675,000)</td>
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<tr>
<td>Res Hall Needs</td>
<td>???</td>
<td>???</td>
<td></td>
<td></td>
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<tr>
<td>Total Bridge Needs</td>
<td>$(391,000)</td>
<td>$(838,000)</td>
<td>$(1,580,800)</td>
<td>$(885,400)</td>
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<tr>
<td>NET REMAINING</td>
<td>$451,000</td>
<td>$538,000</td>
<td>$930,800</td>
<td>$184,600</td>
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</table>
PROJECTED STUDENT-HOUSING NEED TO SUPPORT “BOLD” ENROLLMENT GROWTH SCENARIO

Beds Needed by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
<th>2029</th>
<th>2030</th>
<th>2031</th>
<th>2032</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold 90% 1st Year</td>
<td>152</td>
<td>166</td>
<td>176</td>
<td>185</td>
<td>195</td>
<td>205</td>
<td>215</td>
<td>225</td>
<td>230</td>
<td>234</td>
<td>239</td>
<td>244</td>
<td>248</td>
<td>253</td>
<td>258</td>
</tr>
<tr>
<td>Bold 90% 2nd Year</td>
<td>122</td>
<td>132</td>
<td>140</td>
<td>148</td>
<td>156</td>
<td>164</td>
<td>172</td>
<td>180</td>
<td>184</td>
<td>187</td>
<td>191</td>
<td>195</td>
<td>199</td>
<td>203</td>
<td>207</td>
</tr>
<tr>
<td>Bold 20% 3rd Year</td>
<td>27</td>
<td>29</td>
<td>31</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>38</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td><strong>BOLD: total beds needed</strong></td>
<td>301</td>
<td>318</td>
<td>347</td>
<td>367</td>
<td>386</td>
<td>406</td>
<td>425</td>
<td>445</td>
<td>454</td>
<td>463</td>
<td>472</td>
<td>482</td>
<td>491</td>
<td>501</td>
<td>511</td>
</tr>
</tbody>
</table>

90% 1st year, 90% 2nd year, 20% 3rd year
90% 1st and 2nd year no housing for 3rd yr
90% 1st year only no housing for 2nd or 3rd yr
Student housing leased at 318 Commons

END OF CURRENT LEASE TERM
• 318 Commons
• Paine Bldg

POTENTIAL LEASE EXTENSIONS
• 318 Commons
WHEREAS, the University of Minnesota has five campuses, each with distinctive enrollment strategies and goals; and

WHEREAS, a decreasing numbers of high school graduates are expected, over the next ten years, in Minnesota and Upper Middle West; and

WHEREAS, an increasing number of high school age students will be from populations where participation is currently low or lower than their potential; and

WHEREAS, the University continues to experience intense competition for students from public and private as well as in-state and out-of-state institutions; and

WHEREAS, the five campuses of the University of Minnesota share an interconnected relationship; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, the Executive Vice President and Provost has charged a System Enrollment Council to improve coordination, collaboration, and communication among the five campus enrollment efforts; and

WHEREAS, the Board of Regents approved the Twin Cities campus 2016-2021 Undergraduate Enrollment Plan in March 2016.

NOW, THEREFORE, BE IT RESOLVED that the Board supports the Crookston, Duluth, Morris, and Rochester campus enrollment plans.
Enrollment Planning

Board of Regents
UMC, UMD, UMM, UMR Enrollment Plans
March 8, 2019

Michelle Behr, Chancellor, University of Minnesota Morris
Lendley Black, Chancellor, University of Minnesota Duluth
Lori Carrell, Chancellor, University of Minnesota Rochester
Mary Holz-Clause, Chancellor, University of Minnesota Crookston
Robert McMaster, Acting Executive Vice President and Provost
System Enrollment Planning

- System Enrollment Council
- Improved cross-campus collaboration
- Complements individual campus enrollment plans
- Strategies guided by current enrollment landscape
Enrollment Landscape

1. Decreasing numbers of HS graduates in the upper Midwest.
Regional Changes in High School Graduates 2018-2023

South Grows 2.19%
720 Colleges

West Grows 4.57%
407 Colleges

Midwest Declines 1.43%
543 Colleges

Northeast Declines -0.33%
515 Colleges

South Grows 2.19%
720 Colleges

Source: Western Interstate Commission for Higher Education
Enrollment Landscape

2. Increase in students from traditionally underserved racial and ethnic groups.
Minnesota Population Growth by Race and Ethnicity

Source: MN State Demographic Center
Enrollment Landscape

3. Intense competition (public, private, in-state, out-of-state) for a continually decreasing number of students.
Top 20 Higher Education Destinations of Minnesota 2015-2016 High School Graduates

- University of Minnesota-Twin Cities: 3,726
- Minnesota State University-Mankato: 1,899
- University of Minnesota-Duluth: 1,789
- North Dakota State University-Main Campus: 1,394
- Saint Cloud State University: 1,394
- Normandale Community College: 1,394
- University of St. Thomas: 1,394
- Winona State University: 1,394
- Anoka-Ramsey Community College: 1,394
- Iowa State University: 1,394
- University of North Dakota: 1,394
- Century College: 1,394
- South Dakota State University: 1,394
- Bemidji State University: 1,394
- Rochester Community and Technical College: 635
- Saint Paul College: 635
- University of Wisconsin-Madison: 635
- University of Wisconsin-Eau Claire: 635
- Minneapolis Community and Technical College: 635
- St Cloud Technical and Community College: 635

Source: IPEDS
Migration of New Freshmen Entering Four-Year Public Universities in the Upper Midwest: Fall Semester 2016

5-State Total
Into Minnesota: 2,610
Out of Minnesota: 7,443
Ratio: 2.85:1
Enrollment Landscape

4. Complex and inter-system enrollment relationships where decisions impact other campuses.
System Enrollment Strategies: Areas of Focus

1. Redirect out-migration of MN students.
2. Increase participation among growing populations.
4. Enhance cooperation among five University campuses.
UMN Crookston Enrollment Management Plan

Campus-wide Reorganization

- Budget efficiencies will lead to investments in enrollment management and student success and retention efforts
- Workflow efficiencies will support enhanced advising, student services, recruitment, and retention

Student Success—Improve Retention/Graduation Rates

- A 5% increase in first to second year retention will lead to approximately 50 additional enrolled students over 4 years
- Strategies: FYE courses; centralized professional advising; data-informed intrusive advising
Students—Growth by Extending Access to the U of MN
  • 1st Generation Students
  • Low/Middle Income Families
  • Latinx and Students of Color
  • Strategies: Financial aid leveraging; implementation of Slate and the Common Application; test-optional holistic selection

Programs—Targeted Marketing for Distinctive Programs
  • Pre-Vet, Equine Science, Ag Aviation, Health Services Management, Criminal Justice, Education
  • Strategies: Targeted marketing and recruitment
  • Needed: (a) System-wide admissions landing page for on-campus programs; (b) Coordinated system-wide marketing
UMD 2018-2023 Undergraduate Enrollment Plan

Academic Program & Housing Capacity
- Develop capacity in order to meet current and future demand
- STEM and select programs in business and human services
- Multi-phase on-campus housing plan
- Strategic growth in international and non-resident populations

Affordability & Access
- Hold tuition and fee increases to a minimum
- Supplemental need-based awards to support student persistence
- Prospective student cost of attendance and financial aid education
- Underrepresented and non-traditional populations
UMD 2018-2023 Undergraduate Enrollment Plan

Initial Academic Success

- Unit, department, and course strategies
  - Initiatives already launched include:
    - actions addressing high DFW rates in foundational courses,
    - mentorship programs,
    - strengths-based advising,
    - textbook support,
    - emergency/hardship grants, and numerous others.
- Success Coaching initiative
- Alignment of services and resources
UMN Morris Five Year Enrollment Management Plan

Strategic visioning and planning process
- Bold and intentional reimagining of the liberal arts at UMN Morris
- Critical component: enrollment planning and execution

Multi-year campus-wide effort focused on student retention
- Mental health and wellbeing
- High impact practices
- Careful examination and improvement of current retention work
UMN Morris Five Year Enrollment Management Plan

Targeted programs to elevate student success among those traditionally underserved
  • Federal government and foundation funding

Collaborative partnerships among UMN campuses to support enhanced enrollment and retention
  • Systemwide Enrollment Management Council and Plan
  • Stronger bilateral partnerships and pipelines between UMN Morris and other U of MN campuses
UMR's Vision

UMR will INSPIRE TRANSFORMATION in higher education through INNOVATIONS that EMPOWER our graduates to SOLVE THE GRAND HEALTH CARE CHALLENGES of the 21st century.
The Rochester campus is focused on student success.

- >90% of UMR graduates finished in FOUR YEARS or fewer
- 100% of BSHP grads entered the workforce in their field
- NO "ACHIEVEMENT GAP"
REACH CURRENT ENROLLMENT GOALS
Diversity goals exceeded to the benefit of the campus and the workforce
Investment needed for growth beyond the current plan

SUSTAIN OUTCOMES
Research-based educational practices focused on success for all students
Continued curricular innovation based on student learning evidence

ALIGN ACADEMIC EXPANSION WITH WORKFORCE DEMANDS
Career Pathways
Invest in Success Pilot

LEVERAGE EXISTING PROGRAMS AND CREATIVE NEW PARTNERSHIPS
P3 for Discovery Square space in Fall 19
Physician Assistant program partnership

COOPERATE WITH SYSTEM-WIDE ENROLLMENT ENHANCEMENT
System enrollment management council
Readiness to participate in system recruitment efforts
AGENDA ITEM: Historical Building Namings: Report of the Task Force and Review of President Kaler’s Preliminary Recommendations

☑ Review ☐ Review + Action ☐ Action ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President & Provost
Susanna L. Blumenthal, co-chair, Task Force on Building Names and Institutional History
John Coleman, co-chair, Task Force on Building Names and Institutional History

PURPOSE & KEY POINTS

The purpose of this item is to serve as the latest step in an ongoing process to more closely review the University’s history. The Board will review and discuss the Report of the Task Force on Building Names and Institutional History and hear the president’s preliminary recommendations.

In fall of 2018, President Kaler and Executive Vice President and Provost Hanson charged the task force with reviewing the names of four Twin Cities campus buildings mentioned in the exhibit “A Campus Divided” and the MSA Resolution to Rename Coffman Union (pdf). They asked the task force to recommend actions to the administration. The four buildings named in the charge are Coffey Hall, Coffman Memorial Union, Middlebrook Hall and Nicholson Hall.

The discussion will include updates on the national landscape and how some University peers have addressed similar challenges, as well as the framework and foundational work, completed in 2017-18, that set the stage for the task force to begin its work. This includes a review of University values from various policy documents, as well as the five guiding principles for considering renamings. Other key elements will include a review of the task force charge; a summary of the composition and process; a review of the historical research, analysis and deliberative process utilized by the task force; key insights; and a review of the supplementary section, “Beyond Naming.”

The president will also outline his desire for time to hear from the University community and engage with the families of the individuals after which the buildings were named.

Report of the Task Force on Building Names and Institutional History

The task force spent four months considering public input, conducting in-depth primary research and analysis, and developing its recommendations. The task force report is an advisory report to
the administration, and there is no immediate change to the names of any buildings as a result of the report. For each of the four buildings and individual namesakes, the report includes arguments for renaming, arguments against renaming, and final recommendations.

BACKGROUND INFORMATION

The task force was convened in fall of 2018 to review the names of the four Twin Cities campus buildings mentioned in the exhibit “A Campus Divided” and the MSA Resolution to Rename Coffman Union (pdf), and recommend actions to the administration. The president and provost convened the task force to build upon the body of work completed by the President's and Provost's Advisory Committee on University History (the Coleman Committee) during the 2017-18 academic year. The Coleman Committee included 40-plus faculty, staff, students, alumni and community members representing all five system campuses.

This spring, the president and provost plan to convene a permanent Advisory Committee on University History, as recommended in the Coleman Report. The permanent body will be asked to consider the possibilities of future, more diverse namings and foster ongoing public discussion and dissemination of knowledge about University history systemwide.

Within the past few years, Stanford, Yale, the University of Maryland, the University of Michigan, University of California Berkeley, and University of Wisconsin have also considered cases relating to the recognition of difficult histories on their campuses. In each case, the given institution has engaged in a process similar to that of the University of Minnesota: considering general principles and university values; conducting in-depth historical research on the events or individuals; listening to contemporary stakeholders; and weighing options to move forward.

Board of Regents Policy: Namings reserves unto the Board full authority to name buildings or remove existing names from buildings.

PRESIDENT'S RECOMMENDATION

President Kaler preliminarily recommends removing the names of Coffey Hall, Coffman Memorial Union, Middlebrook Hall, and Nicholson Hall from the four Twin Cities campus buildings.

As part of his preliminary recommendation to remove the names, the president also recommends that the four buildings be temporarily referred to by the following names:

- Coffman Memorial Union - Student Union
- Coffey Hall – Agricultural Administration Building
- Middlebrook Hall – West Bank Residence Hall
- Nicholson Hall – 216 Pillsbury Drive

Board of Regents Policy: Namings states that renamings shall be consistent with the review and approval process for namings. President Kaler additionally recommends that the renaming process commence as follows:

1. In accordance with current policy, the All-University Honors Committee shall submit recommendations to the president, who will bring recommendations to the Board; and
2. The new, permanent Advisory Committee on University History (which the president and provost plan to announce in spring of 2019) shall serve as a consultative body to the All-University Honors Committee.
Historical Building Namings: Report of the Task Force and Review of President’s Preliminary Recommendations

Eric W. Kaler, President
Karen Hanson, Executive Vice President & Provost
Susanna L. Blumenthal, Professor of Law & History, Co-Chair
John Coleman, Dean, College of Liberal Arts, Co-Chair

Board of Regents
March 8, 2019
National Landscape

- Others reckoning with histories
- Different approaches
- Challenges + opportunities
UMN Approach – Part 1

- Establish criteria, process first (2017-18)
- Coleman Committee
- Systemwide representation
- Values + Guiding Principles
- Specifically asked *not* to review any buildings
UMN Approach – Part 2

- Task Force charge (October 2018)
- Composition + process
- Research + deliberation
- Beyond naming
Administrative Recommendations

- Coffman Memorial Union
- Temporary name - Student Union
Administrative Recommendations

- Nicholson Hall
- Temporary name – 216 Pillsbury Drive
Administrative Recommendations

- Middlebrook Hall
- Temporary name – West Bank Residence Hall
Administrative Recommendations

- Coffey Hall
- Temporary name – Agricultural Administration Building
AGENDA ITEM: Resolution Related to the Approval and Financing of the Purchase of 2515 University Avenue SE, University Village (Twin Cities campus)

☐ Review  ☐ Review + Action  X Action  ☐ Discussion

This is a report required by Board policy.

PRESENTERS: Brian Burnett, Senior Vice President for Finance and Operations
Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate
Stuart Mason, Associate Vice President and Chief Investment Officer

PURPOSE & KEY POINTS

The purpose of this item is action on the proposed acquisition and financing of the University Village property and residential/retail complex, 2515 University Avenue SE, Minneapolis (property) by 2515 University Avenue SE LLC (2515 LLC), a Minnesota non-profit limited liability company, established by the University for the express purpose of acquiring, improving, and operating the property.

The Finance & Operations Committee reviewed this resolution in February 2019. No changes have been made to the proposal since that meeting.

The acquisition of the property holds strategic value for the University, including the role it plays in providing a lower-cost housing option for University students, thereby impacting cost of attendance. The property can also play a role in ensuring that the land just east of the Twin Cities East Bank Campus is developed in ways that support the long-term future of the University and its current and anticipated programs in that area.

Property Overview

The property, a mixed-use residential and retail property with 199 residential units, 24,161 square feet of retail space, and 373 parking stalls, is immediately adjacent to the East Bank of the Twin Cities campus. It is expected that the property will continue to be exempt from applicable real estate taxes. The property includes a master lease for the retail space, which terminates in 2039, and a master lease with the University's Housing and Residential Life for 112 residential units, which terminates in August 2019 and will not be extended.

Legal Description

Lot 1, except the Southeasterly 144 feet thereof, Auditor’s Subdivision Number Two Hundred Sixty (260), Hennepin County, Minnesota.
Formation of 2515 University Avenue SE LLC

On November 6, 2018, 2515 LLC was organized as a nonprofit limited liability company under Minnesota law. The University has the exclusive right to manage and conduct its affairs. It is a member-managed entity, with the University as its sole member. It is a single-purpose vehicle, created to own, operate, and redevelop the property. Because it is a limited liability company, 2515 LLC’s taxable income will be attributed to the University, and a portion may be taxed as unrelated business income. Additional information that addresses the value of acquiring and operating the property through a legally separate entity is available in the September 2018 Finance & Operations Committee docket.

At its May 2019 meeting, the Board will consider a resolution granting 2515 LLC specific operational authority. The Board will also consider an Operating Agreement (OA) for 2515 LLC, which will detail the granted authority.

The OA will create a management committee to direct and oversee the company and will appoint as officers a chief manager/president and a treasurer. The initial members of the management committee and the initial officers, as well as the committee’s and officers’ authority to act on behalf of 2515 LLC, will come to the Board for action.

The OA will explicitly hold 2515 LLC accountable to the Board of Regents. It will include prohibitions on 2515 LLC acting without the Board’s approval in areas where the Board has reserved authority. 2515 LLC would have authority to act and exercise powers in areas that have not been reserved to the Board of Regents. It will also detail 2515 LLC’s ongoing reporting obligations to the Board.

Environmental Investigation and Remedial Action Planning

As a result of the Phase I and Phase II environmental investigations associated with the due diligence process, the Minnesota Pollution Control Agency (MPCA) requires the installation of a vapor intrusion mitigation system. This system is similar in concept to what homeowners have installed to mitigate radon in their basements. 2515 LLC has requested a “No Association Determination” (NAD) from the MPCA Voluntary Investigation and Cleanup (VIC) Program. As negotiated with Wedum University Village, LLC (the seller), the University, acting on behalf of 2515 LLC, has contracted for design and installation of the vapor mitigation system and is seeking to secure a completion of vapor mitigation response actions letter from the MPCA.

2515 LLC will take all other actions reasonably necessary to satisfy the MPCA VIC Program and the MPCA Petroleum Brownfields Program requirements to obtain liability assurances with respect to the identified releases of hazardous substances and petroleum at the property. In addition to the vapor mitigation system now required by the MPCA, soil remediation will be necessary when the property is redeveloped.

Purchase Terms and Closing Date

The seller is Wedum University Village, LLC. The purchase price for the property is $43 million, to be paid in cash at closing. Given the MPCA’s requirement to install a vapor mitigation system, the University, acting on behalf of 2515 LLC, requested an extension of the closing date to March 29, 2019, to allow for the vapor mitigation system to be installed, operated, and tested.
Acquisition Financing

The administration expects 2515 LLC will generate sufficient positive cash flow from rental operations to repay, with interest, long-term loans from the University to 2515 LLC. The loan structure is intended to represent an attractive investment opportunity for both the Temporary Investment Pool (TIP) and Consolidated Endowment Fund (CEF) pools, while enabling the property to continue to provide lower cost housing options for Twin Cities campus students. The proposed financing structure for acquiring the property is through the creation of two fully amortizing loans, the first by TIP, and the second by CEF.

Summary of the terms of the two loans:

1. A $34.8 million, first lien mortgage note yielding 4.5 percent structured as a 30-year fully amortizing note with the first five years being interest-only (I/O). The purchase of this security by TIP requires waivers of the Board of Regents Policy: Investment of Reserves as follows: the latter portion of Section II, Subd. 2 part (a) which imposes a maximum duration of seven years on any individual holding, and parts (b) and (c), which set forth requirements that cannot meaningfully be applied to this investment; and Subd. 5. (4), (5), and (6), which prohibits the direct purchase in TIP of securities that are unrated, private and/or illiquid, or those not traded on a major exchange.

2. An $8.7 million subordinated note yielding 8.0 percent, structured as a 30 year fully amortizing note with the first five years being I/O. The purchase of this security by CEF requires a waiver of Board of Regents Policy: Endowment Fund, Section VI Subd. 4 (b)(2), which requires that the direct purchase of securities by CEF be done only in the context of a co-investment where an existing investment manager is the sponsor.

The administration further proposes to have the University create and maintain a “2515 LLC Depreciation Reserve Fund” that could serve as a partial or complete source of funding in the event the operations of 2515 LLC are insufficient to cover debt service or unanticipated capital or operating needs. The reserve fund will be funded solely by the portion of the interest payments associated with the TIP loan that exceeds the book yield of TIP at time of receipt of each payment. This approach is appealing for two primary reasons. First, it matches the excess earnings associated with the 2515 LLC investment to the building up of an operating reserve pool intended to support it in the event of unanticipated capital or operating needs. Second, it does so while ensuring the Central Reserves of the University still receives the same level of interest payments it otherwise would have.

Management and Operations of the Property

2515 LLC intends to contract with Great Lakes Management Company (Great Lakes), the current and long-time property manager, to continue its management of the property and act as the owner’s agent. Great Lakes has a proven record for maintaining the property. The company is familiar with the systems and infrastructure and has provided excellent service to the University during its master lease of the eastern half of the residential portion of the property. Great Lakes understands the unique issues with managing student housing and provides additional management staff in order to promote a safe and supportive environment for students.

As the property manager, Great Lakes will operate and maintain the property, including but not limited to entering into lease agreements as 2515 LLC’s agent, collecting rents, marketing units, conducting building operations including maintenance, repair, and cleaning, contracting with service providers, establishing and maintaining custodial accounts dedicated to building-related
revenues and expenses (subject to Office of Investment and Banking standards), creating operating and capital budgets, and conducting financial accounting and reporting. All such activities will be addressed and governed by the management agreement contract.

BACKGROUND INFORMATION

At its September 2018 meeting, the Board approved formation of a private entity that would be in a position to acquire the property and thereafter improve and operate it, subject to Board approval prior to closing.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the resolution related to the approval and financing of the purchase of 2515 University Avenue SE, Minneapolis.
WHEREAS, University Village, a mixed-use residential and retail property with 199 residential units, 24,161 square feet of retail space, and 373 parking stalls, is operating at 2515 University Avenue SE, Minneapolis (the property), immediately adjacent to the Twin Cities campus; and

WHEREAS, this area near campus is experiencing dramatic change and holds long-term, strategic value to the University of Minnesota (University); and

WHEREAS, University Village’s current non-profit mission provides apartments at lower than average rents to University students, thereby positively impacting cost of attendance for such students; and

WHEREAS, in September 2018, the Board of Regents (Board) approved the creation of a private entity to be in a position to acquire, improve, and operate the property, subject to further Board review prior to closing; and

WHEREAS, on November 6, 2018, the University formed 2515 University Avenue SE LLC (2515 LLC), as a Minnesota non-profit limited liability company for the express purpose of being in the position of acquiring, improving, and operating the property, and the University is the sole member of such company, having the exclusive right to manage and conduct its affairs; and

WHEREAS, the Board reserves to itself authority to recognize 2515 LLC as an associated organization and to approve University agreements and commitments to the company consistent with Board of Regents Policy: Reservation and Delegation of Authority and other applicable University policies and procedures; and

WHEREAS, the University administration, acting through and on behalf of 2515 LLC, has negotiated with Wedum University Village, LLC (Seller) to purchase the property for $43 million; and
WHEREAS, the due diligence process identified environmental contamination at the Property; as a result, the Minnesota Pollution Control Agency ("MPCA") requires the installation of a vapor mitigation system; and

WHEREAS, 2515 LLC and Seller have negotiated that the University, acting on behalf of 2515 LLC, is contracting with a qualified environmental engineering firm to design and install the vapor mitigation system, secure a Completion of Vapor Mitigation Response Actions Letter from the MPCA, and take all other actions reasonably necessary to satisfy MPCA VIC Program and Petroleum Brownfields Program requirements to obtain liability assurances. In addition to the vapor mitigation system now required by the MPCA, soil remediation will be necessary when the Property is redeveloped; and

WHEREAS, if the transaction is consummated, 2515 LLC intends to contract with Great Lakes Management Company, the current property manager, to continue the management of the property and act as the owner’s agent; and

WHEREAS, it is proposed that the acquisition of the property by 2515 LLC (including vapor mitigation and other closing expenses totaling approximately $500,000) be financed by the University through the making of two fully amortizing loans with payments of interest only during the first five years, the first by the Temporary Investment Pool (TIP) in the amount of $34.8 million at 4.5 percent interest and secured by a first lien on the Property (the TIP Loan), and the second by the Consolidated Endowment Fund (CEF) in the amount of $8.7 million at 8.0 percent interest (the CEF Loan, the TIP Loan and the CEF Loan collectively, the Loans); and

WHEREAS, in order to provide for the funding of potential deficiencies in the ability of proceeds from the operations of 2515 LLC to cover debt service or unanticipated capital or operating needs, it is proposed that the University create and maintain the “2515 LLC Depreciation Reserve Fund” (2515 Reserve Fund), to be funded solely by the portion of the interest payments associated with the TIP Loan that exceeds the book yield of TIP at time of receipt of each payment.

NOW, THEREFORE, BE IT RESOLVED that the Board authorizes the University to approve, as the sole member of 2515 LLC, the company’s acquisition and ongoing operations of the property; and

BE IT FURTHER RESOLVED, that in order to enable the Loans to be made, the Board hereby waives the following portions of Board of Regents policies: 1) the latter portion of Section II, Subd. 2 of Board of Regents Policy: Investment of Reserves that relates to the interest-bearing portion of TIP investments, with respect to part (a) in that it imposes a maximum duration of seven years for any individual holding, and with respect to parts (b) and (c) in that the credit quality and securities ratings requirements contained therein cannot meaningfully be applied to this investment; 2) parts (4), (5), and (6) of Section II, Subd. 5(b) of Board of Regents Policy: Investment of Reserves, which prohibit the direct purchase in TIP of securities that are unrated, private and/or illiquid, or those not traded on a major exchange; and 3) Section IV, Subd. 4(b)(2) of Board of Regents Policy: Endowment Fund, which requires that the direct purchase of securities by CEF be done only in the context of a co-investment sponsored by an existing investment manager; and

BE IT FURTHER RESOLVED, that the Board authorizes the Loans and the establishment of the 2515 Reserve Fund; and
BE IT FURTHER RESOLVED, that the President and his designees are hereby authorized, empowered and directed to execute, deliver and enter into, on behalf of the University, all agreements, instruments and other documents necessary or desirable to carry out this effort.
Resolution Related to the Purchase of 2515 University Ave SE (University Village)

Brian Burnett, Senior Vice President for Finance and Operations
Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate
Stuart Mason, Associate Vice President and Chief Investment Officer

Board of Regents

March 8, 2019

SENIOR VICE PRESIDENT FOR FINANCE AND PLANNING
World Class Services for a World Class University
University Village’s Strategic Value to the University:

• Lower cost housing choices for University students – impact on cost of attendance
• Long term development opportunity adjacent to campus in an area of change
• Market return on investment
2515 University Avenue SE LLC

- Board of Regents approved in September 2018 the creation of a private entity to acquire, improve, and operate the property – an Associated Organization
- The administration will seek Board of Regents approval:
  - University’s contribution to or investment in the private entity
  - Its loan to the private entity or an assumption of debt covering the property
2515 University Ave SE – University Village

- 4.27 acres of land
- Constructed in 1999
- 199 residential rental units; 506 bedrooms
- 24,161 square feet of retail space
- 373 parking stalls
2515 University Ave SE – University Village

- Master Retail Lease to 2039
- U of M Housing and Residential Life’s Master Lease expires August 2019
- 2515 LLC will continue to contract with Great Lakes Management to manage property
Environmental Conditions

- Phase I – Identified previous uses and environmental site investigations
- Phase II – Sub slab vapor testing
- Per current MPCA Vapor Guidance- active mitigation is needed for the buildings because of the PCE and TCE exceedances in sub-slab vapor and indoor air
- Enrollment in MPCA’s VIC Program and request for No Association Determination
- Response Action Plan - sub-slab depressurization systems (SSDSs)
- Long-term – expected environmental remediation at time of redevelopment
Transaction Overview:

- $43 million acquisition price
- $750,000 earnest money
- University to install vapor intrusion mitigation system
- Closing date March 29, 2019
Contemplated Financing Package Strategy Highlights

- University’s Temporary Investment Pool (TIP) and Consolidated Endowment Fund (CEF) to provide financing to “2515 LLC” via investment in a bespoke commercial mortgage package.

- Key terms:
  - $43.5 million (which includes $0.5 million for associated acquisition and closing costs)
  - 30 year amortization with 5 year interest only provision
  - 5.2% weighted average cost of capital
    - 80% Senior debt at 4.5% fixed
    - 20% Subordinated debt at 8.0% fixed
  - Note secured by land, buildings and assignment in favor of the University of leases, rents, contracts, etc.

- Guiding principles underlying financing strategy:
  1. Generate attractive returns for TIP and CEF
  2. Better to pay ourselves back than the external capital markets
  3. Structure debt package aimed at sweeping all available cash flow back to the University while preserving lower cost rent options for East Bank campus students
  4. Develop a shortfall reserve utilizing early interest payments and, if available, excess cash flows
Guiding Principle #1: Generate attractive returns for TIP and CEF

TIP investment into senior debt at 4.5% provides sufficient illiquidity premium over public debt markets and would function as liquidity source of last resort.

CEF investment into subordinated debt at 8.0% provides endowment with stable returns in-line with hurdle rate for preserving the corpus of the endowment (i.e. CPI + 5%).
Key Base Case Modeling Assumptions

• Higher vacancies during first two years following the termination of the U of M Residential Master Lease; then stabilizing at 4%
• 2.5% year over year residential rent increases; minimal rent increases per long-term master lease for retail space
• 57% operating margins
• Approx. $360k/year capital expenditures, increasing at 3% per year
• $170k/year management fees, increasing at 3% per year
Policy provisions that require a waiver

Policy: Investment of Reserves

Sec. II, Subd. 2. requires interest bearing investments in TIP to have an average duration of no more than seven years.

Sec. II, Subd. 5. (4),(5),(6) prohibits investments made in unrated securities, in private or illiquid securities, or in securities not traded on a major exchange, unless the investments are made through investment managers in accordance with Section II, Subd. 3.

The interest bearing portion of TIP investments shall be guided by the following:

- (a) Average duration shall be four years or less for the entire portfolio with a maximum duration of seven years for any individual holding.
- (b) Average credit quality shall be A1/A+ or better.
- (c) Individual securities owned shall maintain a rating of investment grade (defined as Baa3/BBB- or better) at each holding and investment horizon.

Subd. 5. Prohibitions. Except for investments made in CEF or by investment managers in accordance with Section II, Subd. 3 of this policy:

- (a) leverage shall not be used in investing TIP funds; and
- (b) the following investments are prohibited:
  1. equity and equity related alternatives;
  2. securities convertible into equity;
  3. non-investment grade high yield securities;
  4. unrated securities;
  5. private and/or illiquid securities;
  6. securities not traded on a major exchange;
  7. any securities issued by a foreign government or corporation domiciled in a country that is not part of the Europe, Australasia, and Far East (EAFE) Index, or Canada; and
  8. derivative securities.

Policy: Endowment Fund

Sec. IV, Subd. 4. (b)(2) allows for direct co-investments to be executed in CEF only when sponsored by investment managers with whom the endowment has previously invested.

Subd. 4 Permissible Activities and Limitations.

- (a) Economic leverage, defined as the portion of an exposure obtained through the derivatives market that is not fully collateralized by cash, may be utilized subject to the constraint that gross leverage of the total endowment fund shall not exceed 110 percent. Derivative positions utilized in implementing the rebalancing program, as described in Subd. 3(a) of this section, will not be included in the calculation of gross leverage.
- (b) Co-investments are permissible subject to the following constraints: 1) co-investment commitments shall not exceed 3 percent of total endowment assets at time of commitment, and 2) co-investments may only be executed when sponsored by investment managers with whom the endowment has invested.
- (c) No individual investment may be made for the purpose of achieving management control in any company. This provision is not intended to prohibit the use by investment managers of control strategies with respect to portfolio companies.
- (d) A maximum of ten percent of the endowment may be invested in any single fund or account.
- (e) The investment of endowment funds shall comply at all times with the restrictions on investment of amounts comprising the Permanent University Fund that are set forth in Minnesota Statutes Section 11A.24 or its successor.

Subd. 5. Environmental, Social, and Governance Responsibilities. The University shall consider environmental, social, and governance responsibilities in its investment decisions.
Transaction Overview:

• $43 million acquisition price
• $750,000 earnest money
• University to install vapor intrusion mitigation system
• Closing date March 29, 2019
Overview of Changes since February

Docket Cover
• Clarifies Regents oversight of the LLC and that the Regents will be asked to approve the LLC Operating Agreement
• Clarifies that only one of the loans is secured by a lien on the property
• Clarifies Great Lakes Management will act as owner’s agent and provides overview of what services Great Lakes will provide as property manager

Resolution
• Clarifies Great Lakes Management will act as owner’s agent in their role as property manager
• Clarifies that only one of the loans is secured by a lien on the property
• Clarifies the Board’s authorization of the purchase and ongoing operations of the property by the LLC
NOW, THEREFORE, BE IT RESOLVED that the Board authorizes the University to approve, as the sole member of 2515 LLC, the company’s acquisition and ongoing operations of the property; and

BE IT FURTHER RESOLVED, that in order to enable the Loans to be made, the Board hereby waives the following portions of Board of Regents policies: 1) the latter portion of Section II, Subd. 2 of Board of Regents Policy: Investment of Reserves that relates to the interest-bearing portion of TIP investments, with respect to part (a) in that it imposes a maximum duration of seven years for any individual holding, and with respect to parts (b) and (c) in that the credit quality and securities ratings requirements contained therein cannot meaningfully be applied to this investment; 2) parts (4), (5), and (6) of Section II, Subd. 5(b) of Board of Regents Policy: Investment of Reserves, which prohibit the direct purchase in TIP of securities that are unrated, private and/or illiquid, or those not traded on a major exchange; and 3) Section IV, Subd. 4 (b)(2) of Board of Regents Policy: Endowment Fund, which requires that the direct purchase of securities by CEF be done only in the context of a co-investment sponsored by an existing investment manager; and

BE IT FURTHER RESOLVED, that the Board authorizes the Loans and the establishment of the 2515 Reserve Fund; and

BE IT FURTHER RESOLVED, that the President and his designees are hereby authorized, empowered and directed to execute, deliver and enter into, on behalf of the University, all agreements, instruments and other documents necessary or desirable to carry out this effort.
Purchase of 2515 University Ave SE (University Village)
Twin Cities Campus - East Bank

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office
MNDNR, MNDOT
1/28/2019