Board of Regents

May 2017

May 12, 2017

8:45 a.m. - 12:00 p.m.

Boardroom, McNamara Alumni Center

BOR - MAY 2017

1. Recognitions
    - Distinguished McKnight University Professor Awards - Page 4
    - McKnight Land Grant Professors - Page 5
    - National Academy Members and Other Major Faculty Awards - Page 6
    - Academy of Distinguished Teachers - Page 8
    - John Tate Award for Excellence in Undergraduate Advising - Page 10
    - Outstanding Community Service Award - Page 11
    - Community-Engaged Scholar Awards - Page 12
    - President's Award for Oustanding Service - Page 13
    - National Scholarship Recipients - Page 15
    - NCAA Champions - Page 17
2. Approval of Minutes - Action
    - Minutes - Page 18
3. Report of the President
    - Docket Item Summary - Page 27
4. Report of the Chair
    - Docket Item Summary - Page 28
5. Consent Report - Review/Action
    - Docket Item Summary - Page 29
    - Gift Report - Page 30
6. System-Wide Strategic Plan - Review
    - Docket Item Summary - Page 39
    - System-Wide Strategic Plan - Page 40
    - Presentation - Page 73
7. Update on 2018-19 Biennial Budget Request
    - Docket Item Summary - Page 84
    - Revised Presentation - Page 85
    - Presentation - Page 92
8. President's Recommended FY 2018 Annual Capital Improvement Budget - Review
    - Docket Item Summary - Page 99
    - Project Description Report - Page 101
    - Project Funding Report - Page 113
    - Resolution - Page 124

Presentation - Page 125

9. Next Steps in Strategic Evolution of Affiliated Clinical Practice - Review/Action

Docket Item Summary - Page 140

Resolution - Page 141

10. Report of the Committees

Docket Item Summary - Page 142

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Distinguished McKnight University Professor Awards

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize the recipients of the 2017 Distinguished McKnight University Professor Award.

- Stephanie M. Carlson, Professor, Institute of Child Development, College of Education & Human Development, Twin Cities
- Tianhong Cui, Professor, Mechanical Engineering, College of Science & Engineering, Twin Cities
- Reuben S. Harris, Professor, Biochemistry, Molecular Biology and Biophysics, College of Science & Engineering and Medical School, Twin Cities
- Monica Luciana, Professor, Psychology, College of Liberal Arts, Twin Cities
- Theresa M. Reineke, Professor, Chemistry, College of Science & Engineering, Twin Cities
- Loren Terveen, Professor, Computer Science and Engineering, College of Science & Engineering, Twin Cities

BACKGORUND INFORMATION

The Distinguished McKnight University Professor Awards recognize and reward outstanding mid-career faculty. Recipients are honored with the title Distinguished McKnight University Professor, which they will hold for as long as they remain at the University. The grant associated with the Professorship consists of $100,000 to be expended over five years. The winners are chosen on the merit of their scholarly achievements and the potential for greater attainment in the field; the extent to which their achievements have brought distinction to the University; the quality of their teaching and advising; and their contributions to the wider community.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: McKnight Land-Grant Professors

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize the 2017 McKnight Land-Grant Professors:

- Yaniv Brandvain, Assistant Professor, Plant and Microbial Biology, College of Science & Engineering, Twin Cities
- Sairaj V. Dhople, Benjamin Mayhugh Assistant Professor, Electrical and Computer Engineering, College of Science & Engineering, Twin Cities
- Cari Dutcher, Assistant Professor, Mechanical Engineering, College of Science & Engineering, Twin Cities
- Vivian E. Ferry, Assistant Professor, Chemical Engineering and Materials Science, College of Science & Engineering, Twin Cities
- Renee R. Frontiera, Assistant Professor, Chemistry, College of Science & Engineering, Twin Cities
- Bernadette T. Gillick, Assistant Professor, Physical Medicine & Rehabilitation, Medical School, Twin Cities
- Candice N. Hirsch, Assistant Professor, Agronomy and Plant Genetics, College of Food, Agricultural & Natural Resource Science, Twin Cities
- Robert B. Nichols, Assistant Professor, Political Science, College of Liberal Arts, Twin Cities
- Lana Yarosh, Assistant Professor, Computer Science and Engineering, College of Science & Engineering, Twin Cities

BACKGROUND INFORMATION

The McKnight-Land Grant Professors are junior scholars chosen for their potential for important contribution to their field; the degree to which their past achievements and current ideas demonstrate originality, imagination, and innovation; the significance of their research; and the potential for attracting outstanding students. Recipients are honored with the title McKnight Land-Grant Professor, a special award that they will hold for two years. The award consists of a research grant in each of two years, summer support, and a research leave in the second year.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: National Academy Members and Other Major Faculty Awards

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize recent inductees into national academies and recipients of other major faculty awards.

American Academy of Arts and Sciences

- Megan Gunnar, Regents Professor, Distinguished McKnight University Professor, Director, Institute of Child Development, College of Education & Human Development, Twin Cities
- Sarah Hobbie, Distinguished McKnight University Professor, Ecology, Evolution and Behavior, College of Biological Sciences, Twin Cities
- Marlene Zuk, Professor, Ecology, Evolution and Behavior, College of Biological Sciences, Twin Cities

Guggenheim Foundation Fellowship

- Susan D. Jones, Professor, Director, History of Science, Technology, and Medicine Program, College of Biological Sciences, Twin Cities
- Heidi Kitrosser, Professor, Law School, Twin Cities

National Academy of Sciences

- Frank Bates, Regents Professor, Department of Chemical Engineering and Materials Science, College of Science & Engineering, Twin Cities
- Maury Bramson, Professor, Mathematics, College of Science & Engineering, Twin Cities

BACKGROUND INFORMATION

Since 1780, the American Academy has served the nation as a champion of scholarship, civil dialogue, and useful knowledge. As one of the nation's oldest learned societies and independent policy research centers, the Academy convenes leaders from the academic, business, and government sectors to address critical challenges facing our global society. Through studies, publications, and programs in various disciplines, the Academy provides authoritative and nonpartisan policy advice to decision-makers in government, academia, and the private sector. The

Academy's membership of 4,600 Fellows and 600 Foreign Honorary Members includes many of the most accomplished scholars and practitioners worldwide.

The John Simon Guggenheim Memorial Foundation was established in 1925 by Senator Simon Guggenheim and his wife, as a memorial to their son who died in 1922. The Foundation awards fellowships that assist scholars conducting research in any field of knowledge and artists creating works in any medium. These fellowships allow development under the freest possible conditions, irrespective of race, color, or creed. The Foundation awards roughly 175 fellowships per year, from a pool of approximately 3,000 applicants. There is no prescreening in the process: all applications are reviewed.

The National Academy of Sciences is an honorific society of distinguished scholars engaged in scientific and engineering research, dedicated to the furtherance of science and technology and to their use for the general welfare. Among the Academy's renowned members are Albert Einstein, Robert Oppenheimer, Thomas Edison, Orville Wright, and Alexander Graham Bell. About 200 Academy members have won Nobel Prizes.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Academy of Distinguished Teachers

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize the 2017 Academy of Distinguished Teachers award recipients.

Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education

- Hangtae Cho, Senior Lecturer, Asian Languages and Literatures, College of Liberal Arts, Twin Cities
- Michelle D. Driessen, Distinguished University Professor, Chemistry, College of Science & Engineering, Twin Cities
- Robert L. Dunbar, Associate Professor, Center for Learning Innovation, Rochester
- Becca Gercken, Associate Professor, English and American Indian Studies, Division of the Humanities, Morris
- Gayle Golden, Senior Lecturer, School of Journalism and Mass Communication, College of Liberal Arts, Twin Cities
- Kurt F. Kipfmueller, Associate Professor, Geography, Environment, and Society, College of Liberal Arts, Twin Cities
- Tade O. Okediji, Associate Professor, Applied Economics, College of Food, Agricultural & Natural Resource Sciences, Twin Cities
- Daniel J. Phillipon, Associate Professor, English, College of Liberal Arts, Twin Cities
- Michael Sommers, Associate Professor, Theatre Arts and Dance, College of Liberal Arts, Twin Cities

Outstanding Contributions to Graduate and Professional Education Award

- Eray S. Aydil, Professor, Chemical Engineering and Materials Science, College of Science & Engineering, Twin Cities
- Jim Boulger, Professor, Biobehavioral Health and Population Sciences, Medical School, Duluth
- Mark L. Davison, Adjunct Professor, Educational Psychology, College of Education & Human Development, Twin Cities

- Susan Goodwin Gerberich, Professor, Division of Environmental Health Sciences, School of Public Health, Twin Cities
- Kathleen Krichbaum, Professor, Population Health Systems, School of Nursing, Twin Cities
- Kathryn Reyerson, Professor, History, College of Liberal Arts, Twin Cities
- Katherine West Scheil, Professor, English, College of Liberal Arts, Twin Cities
- Jeffry A. Simpson, Professor, Psychology, College of Liberal Arts, Twin Cities
- Margaret A. Titus, Professor, Genetics, Cell Biology and Development, Medical School and College of Biological Sciences, Twin Cities

BACKGROUND INFORMATION

The Horace T. Morse – University of Minnesota Alumni Association Award recognizes excellence in contributing directly and indirectly to student learning through teaching, research, creative activities, advising, academic program development, and educational leadership. Given each year since 1965, the award represents the highest recognition by the University community of its most distinguished scholar-teachers. The award is named for the late Horace T. Morse, first dean of the General College (1934-60) and a national leader in the field of undergraduate education.

The award for Outstanding Contributions to Graduate and Professional Education was initiated in 1999 in recognition of faculty members for excellence in instruction, instructional program development, intellectual distinction, advising and mentoring, and involvement of students in research, scholarship, and professional development at the graduate and professional level.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: John Tate Award for Excellence in Undergraduate Advising

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize recipients of the 2016-17 John Tate Award for Excellence in Undergraduate Advising.

- Rhonda R. Franklin, Professor, Department of Electrical and Computer Engineering, College of Science & Engineering, Twin Cities
- Chung-En (Anny) Lin, Senior Academic Advisor, Undergraduate Program, Carlson School of Management, Twin Cities
- Jennifer Jane Marshall, Associate Professor, Department of Art History, College of Liberal Arts, Twin Cities
- Megan Seltz, Senior Academic Advisor, Construction and Facility Management, Undergraduate Programs, College of Continuing Education, Twin Cities

BACKGROUND INFORMATION

The John Tate Award for Undergraduate Advising is named in honor of John Tate, Professor of Physics and first Dean of University College (1930-41). The Tate Award serves to recognize and reward high-quality academic advising and call attention to the contributions of academic advising to helping students achieve their goals. By highlighting examples of outstanding advising, the award identifies professional models and celebrate the role advising plays in the University's mission. Each year, a selection committee selects up to four faculty and professional advisers at the University to receive the award.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Outstanding Community Service Award

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize recipients of the 2016-17 Outstanding Community Service Award:

- Lisa Thornquist, Research and Project Evaluation Coordinator, Hennepin County Office to End Homelessness
- Brian T. Sick, Associate Professor, Department of Medicine, Medical School, Twin Cities
- Linus Chan, Teaching Specialist, James H. Binger Center for New Americans, Law School, Twin Cities
- Beth Fallon, Ph.D. Candidate, Department of Plant and Microbial Biology, College of Biological Sciences, Twin Cities

BACKGROUND INFORMATION

The Outstanding Community Service Award recognizes contributions and accomplishments of faculty, staff, students, and University-affiliated community members who have devoted their time and talent to make substantial, enduring contributions to the external community and to improve public life and the well-being of society. This award exemplifies the mission of the University as a publicly engaged institution.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Community-Engaged Scholar Awards

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize the recipient of the 2016-17 President's Community-Engaged Scholar Award:

- George Weiblen, Distinguished McKnight Professor, Plant and Microbial Biology, College of Biological Sciences, Twin Cities

To recognize the recipients of the 2016-17 College-Wide Community Engaged Scholar Awards:

- Abimbola Asojo, Professor, Interior Design Program, College of Design, Twin Cities
- Jennifer McComas, Professor, Educational Psychology, College of Education & Human Development, Twin Cities
- Michelle Johnson-Jennings, Assistant Professor, Department of Pharmacy Practice and Pharmaceutical Sciences, College of Pharmacy, Duluth
- Kathryn Draeger, Director, Regional Sustainable Development Partnerships, Extension
- Kathy Quick, Associate Professor, Leadership and Management, Humphrey School of Public Affairs, Twin Cities
- Renee Sieving, Professor, Center for Adolescent Nursing, School of Nursing, Twin Cities
- Tetyana Shippee, Assistant Professor, Health Policy and Management, School of Public Health, Twin Cities

BACKGROUND INFORMATION

The President's Community-Engaged Scholar Award recognizes one faculty or P&A individual annually for exemplary engaged scholarship in his/her field of inquiry. The faculty or P&A award recipients have demonstrated a longstanding academic career that embodies the University of Minnesota's definition of public engagement.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: President's Award for Outstanding Service

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize recipients of the 2016-17 President's Award for Outstanding Service.

- Etty DeVeaux, Chief of Staff and Assistant to the Vice Provost and Dean of Graduate Education, The Graduate School, Twin Cities
- Molly Dingel, Associate Professor, Center for Learning Innovation, Rochester
- Mark Karon, Director, University Student Legal Service, Office for Student Affairs, Twin Cities
- Karen Miksch, Associate Professor and Coordinator, Higher Education and Law, Department of Organizational Leadership, Policy and Development, College of Education & Human Development, Twin Cities
- Susan Marie Pohlod, Executive Office and Administrative Specialist, Department of Applied Economics, College of Food, Agricultural & Natural Resource Sciences, Twin Cities
- Lester Potts, Grounds Superintendent, Landcare Central Services, Facilities Management, Twin Cities
- Kathyrn Pouliot, Manager, Benefits Services, Office of Human Resources, Twin Cities
- Luis Ramos-Garcia, Associate Professor, Department of Spanish and Portuguese, College of Liberal Arts, Twin Cities
- Nikki Letawsky Shultz, Assistant Dean, Student Affairs and International Programs, College of Biological Sciences, Twin Cities
- Robert Stein, Everett Fraser Professor of Law, Law School, Twin Cities
- Bilin Tsai, Professor, Department of Chemistry and Biochemistry, Swenson College of Science & Engineering, Duluth

BACKGROUND INFORMATION

The President's Award for Outstanding Service was established in 1997 to recognize faculty and staff who have provided exceptional service to the University of Minnesota. The award is presented each year and honors active or retired faculty or staff who have gone well beyond their regular duties and have demonstrated an extraordinary commitment to the University community.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: National Scholarship Recipients

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

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

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

To recognize recipients of national scholarships:

Churchill Scholarship
- Anthony Tabet, Chemical Engineering, College of Science & Engineering, Twin Cities

Fulbright Award
- Talia Anderson, Geography and Spanish, College of Liberal Arts, Twin Cities
- Alexandra Johnson, American Indian Studies, College of Liberal Arts, Twin Cities

Goldwater Scholarship
- Rahul Parhi, Mathematics and Computer Science, College of Science & Engineering, Twin Cities

Udall Scholarship
- Tarlynn Tone-Pah-Hote, Biology, Morris

BACKGROUND INFORMATION

The Winston Churchill Foundation of the United States was founded in 1959 to offer American students of exceptional ability and achievement in the sciences, engineering, and mathematics the opportunity to pursue graduate studies at Cambridge. Fourteen seniors from the top colleges and research universities in the United States are selected as Churchill Scholars each year, making the $60,000 award one of the most selective and prestigious post-graduate scholarships.

In 1945, Senator J. William Fulbright introduced a bill in the United States Congress that called for the use of surplus war property to fund the "promotion of international good will through the exchange of students in the fields of education, culture, and science." In 1946, President Harry S. Truman signed the bill into law, and Congress created the Fulbright Program, the flagship international educational exchange program sponsored by the U.S. Government. The Fulbright

Program has fostered bilateral relationships in which citizens and governments of other countries work with the U.S. to set joint priorities and shape the program to meet shared needs.

The Barry M. Goldwater Scholarship and Excellence in Education Program was established by Congress in 1986 to honor Sen. Barry Goldwater, who served his country for 56 years as a soldier and statesman, including 30 years of service in the U.S. Senate. The prestigious scholarship is awarded annually to outstanding sophomores and juniors who intend to pursue research-oriented careers in mathematics, the natural sciences and engineering. The scholarships provide up to $7,500 per year for up to two years of undergraduate study.

The Udall scholarship honors the legacies of Morris Udall and Stewart Udall, whose careers had a significant impact on Native American self-governance, health care, and the stewardship of public lands and natural resources.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: NCAA Champions

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

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

PRESENTERS: President Eric W. Kaler

PURPOSE & KEY POINTS

To recognize the following team for winning an NCAA championship during the 2016-17 academic year:

- Yu Zhou**,** Diving, Twin Cities – Wenbo Chen, Coach

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS

Board of Regents Work Session:
Meeting Minnesota's Rural and Native American Health Care Needs
March 23, 2017

A work session of the Board of Regents of the University of Minnesota was held on Thursday, March 23, 2017 at 2:45 p.m. in the Kirby Student Center Ballroom at the University of Minnesota Duluth.

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

Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, and Stephen Lehmkuhle; Interim Chancellor Barbara Keinath; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Kathy Brown, and Brooks Jackson; Interim Vice President Michael Berthelsen; Executive Director Brian Steeves; Associate Vice President Julie Tonneson.

Student Representatives present: Michael Kenyanya.

Chair Johnson invited Brooks Jackson, Vice President for Health Sciences and Dean of the Medical School, to introduce a discussion on Minnesota's rural and Native American health care needs, as detailed in the docket. Jackson provided an overview of the academic health center (AHC) and discussed affiliate agreements with partners throughout the state. He reported on the rural impact of each AHC school, including education and outreach, community engagement, and impact on Native American populations. Jackson explained several major challenges in health education and reported on AHC accomplishments. He introduced representatives from each school to engage in discussion: Dean Trevor Ames, College of Veterinary Medicine; Interim Dean Gary Anderson, School of Dentistry; Dean Connie Delaney, School of Nursing; Research Associate Carrie Henning-Smith, Rural Health Research Center, School of Public Health; Senior Associate Dean Randall Seifert, College of Pharmacy; and Regional Dean Paula Termuhlen, Medical School, Duluth campus.

Regent Omari asked if students receive training on cultural awareness and practices prior to working with native populations. Termuhlen highlighted several UMD programs that focus on outreach to native populations and schools on local reservations, some beginning as early as elementary school. She added that the Medical School's Duluth campus has created a Native American curriculum to help students learn how best to work with members of those communities.

In response to a question from Regent Powell, Anderson responded that a challenge for dentistry in some rural communities is access to quality care. He reported that many communities rely heavily on dwindling federal funding. Anderson noted an oversupply of dentists nationwide, but a disproportionate dispersal between rural and metro communities. He noted the difficulty of predicting where students will go following graduation.

In response to several questions from Regent Hsu, Ames agreed that while it is difficult to control where students go following graduation, students from rural areas are more likely to return to a similar community after graduation. He noted that student debt and income potential are also factors that influence where a student will settle. Ames suggested that if

there were ways to minimize debt or increase loan forgiveness, students could base their decision on community preference rather than earning potential. Jackson stressed the importance of available health care meeting the needs of the community.

Regent Beeson observed that efforts to develop a more integrated approach to research, teaching, and outreach have focused almost exclusively on the Twin Cities. While partnerships exist with rural clinics and hospitals, he wondered if a more integrated approach might better serve the needs of rural communities. Delaney responded that the School of Nursing has an integrated program that leverages engagement between physicians, nurse practitioners, and the public to provide cardiovascular care to people in their homes. Termuhlen remarked that the Medical School's Duluth campus has campus-based participatory research projects that partner with local and Native American communities. Jackson remarked that a combined health sciences approach, similar to the UMTC Academic Health Center, could be beneficial to rural communities.

Regent McMillan asked about the adequacy of consultation with regional clinics and private providers to understand their needs and perspectives on serving rural communities. Henning-Smith responded that the Rural Health Research Center has a team that works with critical access hospitals across the country to evaluate their needs and track the quality of care patients receive. Delaney added that Nursing works closely with health systems across the state and many are working to expand their team-based care. She noted strong demand in rural areas for inter-care partnerships.

Regent Anderson remarked on the increase in home health nurses in rural areas and asked whether appropriate training is provided for that care model. He inquired about savings associated with people staying in their homes longer. Delaney responded that nurses receive training in all aspects of care, including home health, public health, and case management. She reported a growing demand in rural communities for home and ambulatory care. Henning-Smith confirmed that home care would result in significant savings, with the cost of nursing home care approximately double the cost of home care. She explained that the School of Public Health is monitoring changes in federal policy that could affect programs designed to allow patients to receive home care.

In response to several questions from Regent Sviggum, Jackson noted that the University does not have a physician's assistant (PA) program but agreed PAs could be a resource in serving rural health care needs. He explained that approximately half of the students trained in rural clinics stay in those communities, and clarified that the data do not include regional centers such as Rochester or Saint Cloud. Interim Dean Anderson added that some challenges in rural dental care and outreach programs are attributable to disparities in government reimbursement. He noted that individual providers often shoulder the financial burden, limiting the services they can provide. Siefert explained that federal legislation to allow pharmacies to bill Medicare Part B is under consideration, and that pharmacies are one of the few providers unable to bill that way.

In response to a question from Student Representative Kenyanya, Termuhlen explained that there are curricular differences in training for rural versus metropolitan communities. In rural areas, the physician is often the sole health care provider for a large area, so students training for rural health participate in an immersive experience, shadowing rural physicians, developing leadership skills, and learning community needs. Kenyanya asked about the dynamic between the Twin Cities and Duluth medical schools and schools of pharmacy. Seifert responded that a strong partnership exists between the deans on each campus, noting many collaborations, including clinical and training opportunities that help integrate the programs. Termuhlen added that Duluth students and faculty benefit by being part of the larger system.

Regent Hsu asked if UCare support for such programs as the mobile dental clinic is likely to return. Jackson responded that it will take several years before UCare could again be a viable contributor. He suggested it might be unwise to depend so heavily on an insurance company and that the University should seek other funding, including from the state.

Regent Lucas asked if improvements in technology, such as robotics and telemedicine, could help with rural health care needs. Delaney responded that Nursing ensures that all students are proficient in tele-health services. She added that robotics is a growing area of research, both in pharmaceuticals and in health care delivery. Seifert reported that the School of Pharmacy is working to become an ECHO (Extension for Community Healthcare Outcomes) hub, which is a team-based training model that connects rural providers with specialists from across the country.

Regent Omari suggested that the University must continue to address the health care needs of the state. He encouraged collaboration with other providers, but stressed the University's obligation to participate. He agreed that support from the legislature would benefit the state, especially rural communities, in the long term. Omari offered that access to basic services is a public health issue.

In response to a question from Regent Anderson, Delaney responded that the School of Nursing is involved with companies doing research on wearable devices. Termuhlen reported that a faculty member has been working with the grand challenges team on using wearables to catalog depression and depressive symptoms. Ames added that wearables are also being used to monitor service and agricultural animals.

The meeting adjourned at 3:54 p.m.

Brian R. Steeves

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS

Board of Regents Meeting
March 24, 2017

A meeting of the Board of Regents of the University of Minnesota was held on Friday, March 24, 2017 at 8:45 a.m. in the Kirby Student Center Ballroom at the University of Minnesota Duluth.

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

Staff present: President Eric Kaler; Chancellors Michelle Behr, Lendley Black, and Stephen Lehmkuhle; Interim Chancellor Barbara Keinath; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Kathy Brown and Brooks Jackson; Interim Vice President Michael Berthelsen; Executive Director Brian Steeves; Associate Vice President Julie Tonneson.

OATH OF OFFICE

The Honorable Lawrence B. Stauber, Jr., Minnesota Court of Appeals, administered the oath of office to the following Regents:

Steven A. Sviggum, representing the 2nd Congressional District – six-year term
Darrin M. Rosha, representing the 3rd Congressional District – six-year term
David J. McMillan, representing the 8th Congressional District – six-year term
Kendall J. Powell, representing an at-large position – six-year term

APPROVAL OF MINUTES

A motion was made and seconded, and the Board of Regents voted unanimously to approve the minutes of the following meetings:

Audit & Compliance Committee – February 9, 2017
Litigation Review Committee – February 9, 2017
Facilities, Planning & Operations Committee – February 9, 2017
Faculty & Staff Affairs Committee – February 9, 2017
Board of Regents Work Session – February 9, 2017
Academic & Student Affairs Committee – February 9, 2017
Finance Committee – February 9, 2017
Board of Regents – February 10, 2017
Litigation Review Committee – March 7, 2017

REPORT OF THE PRESIDENT

President Kaler congratulated the newly elected and reelected Regents. He reported on several of UMD's accomplishments, including increased enrollment, the opening of a new math learning facility, and the success of the Bulldogs men's hockey team. He emphasized the University's impact throughout the state and announced the launch of a new scholarship

through CFANS, designed to attract and retain students from greater Minnesota. Kaler reported that funding proposals from the House and Senate fall short of the University's legislative request.

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

REPORT OF THE CHAIR

Chair Johnson reported on the Board's activities during the past several days. Regents visited the Cloquet Forestry Center, where they learned about forestry research and education programs. Johnson also noted highlights from the Board's visit to the Duluth campus, where Regents heard presentations on collaborative research projects conducted by students and faculty, toured buildings in need of repair or modernization, toured the Medical School, and had dinner with community and business leaders. He stressed the importance of the University's relationship with Duluth and the Northeastern Minnesota region.

A copy of the Report of the Chair is on file in the Board Office.

RECEIVE AND FILE REPORTS

Chair Johnson noted the receipt and filing of the Quarterly Report of Grant and Contract Activity and the University Organizational Chart.

CONSENT REPORT

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

- Summary of Gifts through February 28, 2017
- Report of the All-University Honors Committee
- Report of the Naming Committee
- Faculty & Staff Affairs Committee Consent Report
- Finance Committee Consent Report

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

REPORT OF THE STUDENT REPRESENTATIVES TO THE BOARD OF REGENTS

Student Representatives Lauren Mitchell, Chair, and Michael Kenyanya, Vice Chair, presented a report from the student representatives, as detailed in the docket. The report offered perspectives on topics of concern to University students: mental health services, disaggregation of student race data, and free speech at the University.

Regent Powell asked about preventative mental health programs and inquired about the role of counselors in a student's life. Mitchell responded that she has counseled several students and feels it is part of her role as an instructor. She noted that this is a critical time in a student's life and is often when mental health issues first present. Mitchell added that students who are concerned about a friend's mental health need guidance on ways to be supportive. She agreed that prevention is important and reported that some preventative programs exist, but added that the system campuses lack resources.

Regent Rosha remarked that the fall 2018 target for a system-wide policy on free speech is a long timeline. He suggested engaging sooner with the administration to help shape that policy. Kenyanya explained that the longer timeframe will allow for adequate engagement with different faculty, staff, and student groups. He noted individual efforts to establish free speech guidelines, expressing the hope to bring those groups together. Rosha observed that 18 months is longer than most student leaders' tenure and suggested it might be helpful for the current student leadership to see the issue through.

Regent Anderson suggested there are many ways to measure diversity and shared his belief that there may be too much focus on specific diversity goals. He questioned the report's assertion that white, Native American, and Asian students are proportionally represented at the University, observing that subsequent findings in the report suggest otherwise. Kenyanya replied that the statement may have been misworded. He clarified the intended point and explained that by looking at smaller subpopulations it is easier to see ways they are misrepresented. Mitchell added that grouping students together in broad categories can mask additional factors of their identity.

In response to a question from Regent Hsu, Mitchell remarked that it would be difficult to determine exactly how much money would be needed to support the suggested programs. She offered that a $200,000 allocation to the Twin Cities campus did improve services and resources, and suggested similar investments for the system campuses would help address their mental health needs. Hsu asked if it would helpful for the University to adjust curriculum to alleviate stress on students. Mitchell advised against making dramatic changes to the curriculum, noting that students should face some academic challenges. She emphasized the importance of having available resources to help students deal with those challenges.

Regent Omari agreed that the point of disaggregated student racial data is to help identify specific populations who are struggling or underrepresented, noting that when more is known about a population it is easier to determine what can be done. He emphasized the importance of providing high quality resources to address mental health issues on all campuses. He urged against simply reaching a goal or metric without ensuring the quality of care.

Regent Lucas applauded the students for their work on the disaggregation of student racial data. She explained that she has felt first-hand the impact of being grouped into a large category and appreciates that students are addressing the issue.

Regent Beeson suggested that the issue of free speech is largely cultural and urged students to participate in changing norms. He urged greater tolerance across campus culture.

UPDATE ON SYSTEM-WIDE STRATEGIC PLANNING PROCESS

Chair Johnson invited UMR Chancellor Steven Lehmkuhle and UMTC Vice Provost for Faculty and Academic Affairs Rebecca Ropers-Huilman to provide an update on system-wide strategic planning.

Lehmkuhle reviewed the planning process and progress to date. Lemkuhle and Ropers-Huilman shared general feedback from listening sessions with campus communities, summarizing challenges, strengths, and opportunities. Lehmkuhle reviewed feedback from external stakeholders, noting that the overall opinion of the University is positive despite some negative perceptions.

Lehmkuhle reported on the University's impact state-wide. He noted that each campus has a unique identity and serves its respective community in different ways. Ropers-Huilman emphasized that the strategic plan will not dictate specific steps for each campus, school, or

unit. Rather, the plan is intended to recognize the strengths of each campus and identify ways to strengthen the system's impact.

Lehmkuhle reported that the University's guiding principles have been key in developing the system-wide plan. He stressed that the purpose of the system should be more than locations on a map; it should be an active entity that adds value to the University's mission. He described action steps that will help guide the plan's goals. Ropers-Huilman explained the plan's strategic intentions.

Regent McMillan asked if enough resources and time have been provided for this phase of planning, and wondered how the strategic plan will help the University allocate resources across the system. Lehmkuhle responded that current resources are sufficient but the plan will require continued attention and future support. He emphasized that these conversations are only the beginning of what will be an ongoing process. Lehmkuhle noted that the plan will identify how each campus contributes to the system, making it easier to determine resource allocation. Kaler added that a designated position to maintain a system perspective is needed, though that position does not yet exist.

Regent Anderson noted many opportunities to establish a stronger system. He mentioned pipeline programs that make for an easier transition between campus majors, and remarked on some of the campus sharing issues. He added that he sees great potential in the plan.

Regent Beeson commented that the campuses are physically distant from one another, but the most critical element to collaboration is building relationships. He stressed the importance of exchanging ideas and developing networks between campuses and disciplines.

Regent Hsu expressed frustration at what he identified as the University's lack of direction. He suggested that it is difficult to invest appropriately in programs and initiatives when clear, long-term goals do not exist. He urged greater involvement by the University's senior vice president for finance and operations in the planning process, emphasizing that the budget should align with the plan.

In response to a question from Regent Powell, Kaler responded that he has served in an advisory role during the planning process. He emphasized that the goal of the plan is to help the system work more effectively. He explained that once the plan is in place, the administration will be able to make smarter decisions about resource allocation.

Regent Rosha stressed the importance of a strategic plan in helping obtain funding from the state and communicating with the legislature. He suggested that the plan be a long-term strategy to guide decisions, notably resource allocation. He acknowledged the initial steps but expressed concern that the timeline may be too limited.

Lehmkuhle emphasized that the presentation is a strategic framework on the steps to a strategic plan. He noted that a framework to direct future steps is expected in June. Ropers-Huilman added that there is more specificity in the plan and that the planning team is open to additional input. She replied that the conversations have helped inform her own practices as a University leader.

COMMUNITY ENGAGEMENT: UMD, DULUTH, AND THE NORTHLAND

Chair Johnson invited UMD Chancellor Lendley Black, Executive Vice Chancellor Fernando Delgado, and Vice Chancellor Lisa Erwin to lead a discussion on community engagement in Duluth and its surrounding communities.

Delgado reported on outreach efforts of the UMD academic community. He explained that much of the faculty's research addresses the needs or issues of the surrounding communities, environment, and economy. He stated that faculty are highly engaged in outreach with other educational programs, such as volunteering their time with K-12 education providers and in community activities throughout the region.

Erwin reported on student engagement. She noted that students participate in internships and co-ops, which benefit student development and help local businesses. She explained that students are involved in programs designed to build positive relationships with their campus neighbors. Erwin added that students have led initiatives to improve transportation options in and around campus, including increased bus lines, a car share program, and a student cab service. She reported that students provide countless volunteer and service hours to the community through organizations, clubs, and Bulldog athletics.

Black remarked on the many partnerships UMD has cultivated with the community, including area colleges. He described collaboration with a local developer in the construction of a near-campus, mixed-use residential complex, which provides housing and retail to both students and the local community. Through its police department, the campus has established relationships with the Duluth police and fire departments, and the St. Louis County sheriff's department. Black emphasized that these partnerships mutually benefit the campus and its community partners.

Regent Omari noted a common misconception about community engagement and community service. He offered that service is often a quick fix or fleeting involvement, without a true understanding of the issues. He added that he is encouraged to see UMD's efforts toward true community engagement and the development of reciprocal relationships.

FY 2018 BUDGET FRAMEWROK

Chair Johnson invited Senior Vice President Brian Burnett and Associate Vice President Julie Tonneson to report on the FY 2018 budget framework, as detailed in the docket.

Tonneson provided an overview of the budget development process and reviewed the University's revenue sources. She discussed recurring expense drivers, including required and variable costs, and strategic costs pools. Tonneson reported that the target compensation pool for FY 2018 is based on a 2 percent salary increase. Burnett noted that this increase is slightly lower than the local market and higher education. Tonneson reviewed variable costs, including facilities repair and replacement, network upgrades, and the Promise Scholarship program. She explained that the strategic cost pools include biennial budget request initiatives and system-wide investments.

Tonneson reviewed the two categories of resource drivers: new and repurposed resources. She reviewed the state appropriation request, noting the critical importance of core mission and student success in keeping tuition increases low. She explained that the goal is to minimize undergraduate tuition increases and freeze tuition rates for the system campuses. She reviewed tuition increases of the past several years and detailed the revenue impact of additional increases. Tonneson noted that estimates are based on assumed stable enrollment. She explained that non-resident, non-reciprocity (NRNR) rates will likely increase more significantly, but increases for current students will be limited to 5.5 percent. She noted that application rates for NRNR students are down significantly, which may affect overall revenue.

Burnett provided an update on the President's reallocation goal of $90 million over six years.

In response to a question from Regent Lucas, Kaler noted that international applications are down from last year but that more offers have been made. He added that NRNR applications

and offers made are also down from last year but that confirmations are higher; from fewer offers there is a higher yield. He emphasized that it is early in the admissions process and the data are for the Twin Cities campus only; any conclusions should be drawn with caution.

In response to a question from Regent Hsu, Interim Vice President Michael Berthelsen explained that without the new power plant, utility cost increases would have been significantly higher. He estimated that the net utility cost savings will be approximately $2 million per year. Hsu asked about the feasibility of freezing resident undergraduate tuition and increasing NRNR tuition to compensate, sharing his belief that NRNR increases are not as aggressive as they should be. Tonneson committed to providing data on options for freezing resident tuition.

Regent Beeson reminded the Board of key priorities established in past years, including being a high-value institution. He emphasized that improvements and initiatives require investment. He suggested that modest increases to resident tuition may be needed to maintain the quality of the institution.

In response to several questions from Regent Sviggum, Burnett responded that about 95 percent of gifts are restricted. Tonneson explained that funds are often restricted by unit and not to specific expenditures; a donor can either restrict their funds to specific uses or allow a unit to have discretion over allocation. She clarified that to be counted in the $90 million, personnel changes must be from administrative support or leadership positions, not from faculty or research. She reported that most personnel changes resulted from attrition, though there were a few layoffs, and affected all employee groups.

Regent Hsu observed that the 2 percent compensation pool does not guarantee that all employees will receive a 2 percent increase. Burnett agreed, noting that salary increases will be merit-based and each unit will determine how to allocate its 2 percent pool. Hsu suggested that if the University is willing to pay market rates, then it should charge market rates for tuition. He observed that the institution's NRNR tuition rates remain well below Big Ten peers. He also urged greater increases to the sticker price.

Regent Omari suggested that the drop in NRNR applications could be the result of last year's tuition increases, and noted he is eager to see additional enrollment data. He stressed the importance of student jobs and urged for careful consideration of these positions when determining unit reallocations.

REPORT OF THE COMMITTEES

Chair Johnson reported that the committees did not meet this month.

Johnson remarked on a recent report of sexual assault involving a student and members of the Gopher football team. He emphasized the severity of these allegations and the importance of learning from the situation. He announced the launch of an independent review to assess the facts and process related to those events and actions; clarify accountability; and identify areas of improvement for addressing similar challenges in the future. Johnson expects the review to be completed by May 2017.

The meeting adjourned at 11:57 a.m.

BRIAN R. STEEVES
Executive Director
and Corporate Secretary

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Report of the President

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

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

PRESENTERS: President Eric W. Kaler

BACKGROUND INFORMATION

It is customary for the President to report on items of interest to the University community at each Board meeting.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Report of the Chair

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

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

PRESENTERS: Regent Dean E. Johnson

BACKGROUND INFORMATION

It is customary for the Chair to report on items of interest to the University community at each Board meeting.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Consent Report

☐	**Review**	X	**Review + Action**	☐	**Action**	☐	**Discussion**

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

PRESENTERS: Regent Dean E. Johnson

PURPOSE & KEY POINTS

To seek Board approval of items in the Consent Report, as required in Board of Regents Policy: *Reservation and Delegation of Authority.*

Items for consideration:

A. Gifts
The President recommends approval of the Summary Report of Gifts to the University of Minnesota through March 31, 2017.

B. 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 May 4, 2017.

C. Report of the Naming Committee
The President recommends approval of the Naming Committee recommendations forwarded to the Board in a letter dated May 4, 2017.

MEETING OF THE BOARD OF REGENTS
GIFTS TO BENEFIT THE UNIVERSITY OF MINNESOTA
SUMMARY REPORT*

May 2017 Regents Meeting

	March		Year-to-Date	
	2017	2016	07/01/16 03/31/17	07/01/15 03/31/16
U of M Gift Receiving	$ 447,487	$ 62,179	$ 1,617,293	$ 2,969,483
4-H Foundation	21,193	49,523	555,893	639,046
Arboretum Foundation	514,763	364,877	4,261,916	7,542,471
Univ of MN Foundation	18,737,947	25,639,775	214,110,704	212,722,596
Total Gift Activity	**$ 19,721,390**	**$ 26,116,354**	**$220,545,806**	**$ 223,873,597**

*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 March 2017

Donor	Gift/Pledge	Purpose of gift
$1 Million and Over		
Sharon B. Weinel Trust	Gift	College of Science and Engineering
Duane H. Engebretson Estate	Gift	College of Pharmacy
Bentson Fdn.	Gift/Pledge	Scholarships, School of Public Health
Esther J. Perlman Estate	Gift	College of Veterinary Medicine
The Hormel Fdn.	Gift	Hormel Institute
$500,000 - $1,000,000		
General Mills Inc.	Gift	Various Colleges
John E. and Nancy E. Lindahl	Gift/Pledge	Carlson School of Management, Intercollegiate Athletics
Wyona R Bartsch Estate	Gift	College of Science and Engineering, School of Nursing
$250,000 - $500,000		
The McKnight Fdn.	Gift/Pledge	Various Colleges
Anonymous	Gift	Medical School, College of Liberal Arts
Barbara Mackey Kaerwer Estate	Gift	Minnesota Landscape Arboretum
$100,000 - $250,000		
Horst Rechelbacher Fdn.	Gift	College of Food, Agricultural and Natural Resource Sciences
Altium Inc.	Gift	College of Science and Engineering
Duane L. Ottenstroer Char. Fund-Comm. Fdn. NE FL	Gift	Carlson School of Management
Fredrikson and Byron Fdn.	Pledge	Law School
Karen Wyckoff Rein in Sarcoma Fdn.	Gift	Academic Health Center
The James Ford Bell Fdn.	Gift	Libraries
Robert and Mary Mersky	Gift	Weisman Art Museum
Bert Gross and Susan Hill Gross	Gift	College of Liberal Arts
James and Susan Ogilvie	Pledge	Medical School
K L N Enterprises Inc.	Pledge	Intercollegiate Athletics
Robert and Susan Greenberg	Pledge	Intercollegiate Athletics
The Quell Fdn. Inc.	Pledge	Scholarships
$50,000 - $100,000		
Rodney L. and Judith L. Cooperman	Gift	Medical School
William R. Loney Estate	Gift	Medical School

$50,000 - $100,000

Greg Marzolf Jr. Fdn.	Gift	Academic Health Center, Medical School
John G. Turner	Pledge	Intercollegiate Athletics
Martin G. Weinstein	Gift	University of Minnesota Duluth
International Community Fdn.	Gift	College of Food, Agricultural and Natural Resource Sciences
Christopher J. Brown and Kelly J. King-Ellison	Gift	Intercollegiate Athletics
Annabel R. Cornelison Estate	Gift	Law School
Ajinomoto Heartland Inc.	Gift	College of Food, Agricultural and Natural Resource Sciences
Procross Aps	Gift	College of Food, Agricultural and Natural Resource Sciences
Federated Insurance Co.	Gift	Intercollegiate Athletics
Community Housing Development Corp.	Gift	Humphrey School of Public Affairs
Harald Uhlig	Pledge	College of Liberal Arts
Jerry and Lisa O'Brien Fam Fnd-MN Comm. Fdn.	Gift	Weisman Art Museum
Wesley J. and Mary Kate Laseski	Pledge	Carlson School of Management

$25,000 - $50,000

Data Recognition Corp.	Gift	Intercollegiate Athletics
Minnesota Nursery Research Corp.	Gift	College of Food, Agricultural and Natural Resource Sciences
Childrens Cancer Research Fund	Pledge	Medical School
Green Bay Packaging	Gift	College of Science and Engineering
Henkel	Gift	College of Science and Engineering
Anonymous	Gift	College of Science and Engineering
Helen S. Henton Trust	Gift	Unrestricted
Harold W. Larson Estate	Gift	Intercollegiate Athletics
Wayne A. Pletcher	Gift	College of Biological Sciences
George Family Fdn.	Gift	Center for Spirituality and Healing
Randy Shaver Cancer Research and Community Fund	Gift	Academic Health Center
Margaret H. Chutich and Penny A. Wheeler	Gift	Intercollegiate Athletics
Ruth V. Wittmers	Gift	Medical School
Land O'Lakes Inc.	Gift	Carlson School of Management, College of Food, Agricultural and Natural Resource Sciences
Columns Resource Group Fdn. Minneapolis	Gift	Academic Health Center

$25,000 - $50,000

Minnesota Landscape Arboretum Auxiliary	Gift	Minnesota Landscape Arboretum
Wells Fargo Bank NA	Gift	Intercollegiate Athletics, Minnesota Landscape Arboretum
Gary E. and Vicki J. Wyard	Gift	Medical School
Microsoft Corp.	Gift	College of Science and Engineering
Anonymous	Gift	Medical School
Anonymous	Gift	College of Science and Engineering
Dale A. Dramstad Trust	Gift	School of Dentistry
Daniel P. Connors	Pledge	College of Science and Engineering
David and Mary Anderson Family Fdn.	Pledge	Center for Spirituality and Healing
Mary Agnes McQuinn	Gift	Minnesota Landscape Arboretum
Tawani Fdn.	Gift	Medical School
Timothy A. Huebsch	Pledge	Carlson School of Management

$10,000 - $25,000

Benjamin F. Nelson Estate	Gift	Medical School
Paul E. Solomon	Pledge	Intercollegiate Athletics
Kevin and Jennifer Weist Family Fnd-MN Comm. Fdn.	Gift	Medical School
Minnesota Lions Vision Fdn. Inc.	Gift	Medical School
Darrigans Creek Fund of the Minneapolis Fdn.	Gift	College of Food, Agricultural and Natural Resource Sciences
Cheng-Khee and Sing-Bee Chee	Pledge	University of Minnesota Duluth
Lisa Huey	Pledge	Intercollegiate Athletics
Nancy B. Nicholson 2003 Charitable Lead Trust	Gift	University of Minnesota Duluth
Securian Fdn.	Gift	Intercollegiate Athletics
Arvid Olson Estate	Gift	Medical School
Sirius Minerals PLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Syvilla M. Turbis Estate	Gift	Academic Health Center, Medical School
RBC Tile and Stone	Gift	Intercollegiate Athletics
JGT Inc.	Gift	Intercollegiate Athletics
Porter Creative Services Inc.	Gift	College of Liberal Arts
RTP Co.	Gift	Intercollegiate Athletics, Medical School
Cargill Inc.	Gift	Institute on the Environment
Daniel J. Seeler	Gift	Intercollegiate Athletics
Caribou Coffee Co. Inc.	Gift	Carlson School of Management
ISK Biosciences Corp.	Gift	College of Food, Agricultural and Natural Resource Sciences

$10,000 - $25,000

Pink Pumpkin Patch Fdn.	Gift	Hormel Institute
UnitedHealth Military and Veterans Services LLC	Gift	Carlson School of Management
Thomas P. and Jane B. Nelson	Gift	Minnesota Landscape Arboretum
Helena Hernmarck	Gift	College of Design, Libraries
Star Tribune	Gift	College of Liberal Arts
Valent USA	Gift	College of Food, Agricultural and Natural Resource Sciences
AgStar Financial Services	Gift	4H Foundation
Minnesota Department of Corrections	Gift	Research
Gregory R. Page	Gift	Minnesota Landscape Arboretum
Flowers Foods	Gift	College of Food, Agricultural and Natural Resource Sciences
John M. and Catherine R. Muggee	Gift	Academic Health Center, Medical School
Style 2000 Inc.	Gift	Medical School
SipcamAdvan	Gift	College of Food, Agricultural and Natural Resource Sciences
Fairview - Behavioral Health	Gift	Medical School, School of Nursing
Hullsiek and Allen Memorial Fund-St. Paul Fdn.	Gift	Medical School
Miriam Segall	Gift	College of Liberal Arts
Bruce Olson	Gift	Intercollegiate Athletics
Mark Davis	Gift	Intercollegiate Athletics
William R. Dircks	Gift	Intercollegiate Athletics
H. William and Judy Walter	Gift	Intercollegiate Athletics
Karen E. Hawley and Charlaine E. Tolkien	Pledge	Intercollegiate Athletics
Erik Torgerson	Gift	Intercollegiate Athletics
Absolute Energy LLC	Gift	Hormel Institute
Anthony Ostlund Baer and Louwagie PA	Gift	Medical School
Arysta LifeScience North America Corp.	Gift	College of Food, Agricultural and Natural Resource Sciences
Chapman Forestry Fdn.	Gift	College of Design
CMGRP Inc.	Gift	Carlson School of Management
Constance G. and Edward N. Taylor	Gift	Academic Health Center
Dean and Tammie Junkans	Gift	Medical School
E. Theodore and Lois M. Thompson Family Fund	Gift	Medical School
Fish and Richardson P C	Gift	Medical School
LaVerne I. Colness	Gift	University of Minnesota Duluth

$10,000 - $25,000

Liz and Van Hawn Desgtd Beneficiary Fnd 2017 #1	Gift	Medical School
Lorna Rafness	Gift	Libraries
Mezin-Koats Family Fdn.-Renaissance Char. Fdn. Inc.	Gift	Academic Health Center
Paustis Wine Co.	Gift	Medical School
Richard D. McEvoy	Gift	Medical School
Smikis Fdn.	Gift	Libraries
Susan J. Forstrom	Gift	School of Nursing
Terry L. Wade and Bonnie R. Grzeskowiak	Gift	College of Veterinary Medicine
Wallace P. Ritchie	Pledge	Medical School
Walt and Elizabeth Bachman Fund-Mpls Fdn.	Gift	Scholarships
Wells Family Fdn. Trust	Gift	Medical School

$5,000 - $10,000

Minnesota Management and Budget	Gift	Carlson School of Management
Cheryl A. Franson	Gift	College of Science and Engineering
Eugene U. Frey	Gift	Intercollegiate Athletics
Intercomp Co.	Gift	Intercollegiate Athletics
Allen R. Arvig	Gift	Intercollegiate Athletics
Michael A. Bilski	Gift	Intercollegiate Athletics
Dugout Club	Gift	Intercollegiate Athletics
Jon W. Springer	Gift	Intercollegiate Athletics
Doherty Employment/Staffing Group	Gift	Intercollegiate Athletics
Pipestone Applied Research LLC	Gift	College of Veterinary Medicine
Physical Electronics USA Inc.	Gift	College of Science and Engineering
Robert S. Berkwitz	Gift	Intercollegiate Athletics
Bowling for the Battle	Gift	Hormel Institute
Louis B. Bushard	Gift	College of Science and Engineering, Intercollegiate Athletics
Roger R. Bettin	Gift	Intercollegiate Athletics
Richard L. and Jacalyn Lindstrom	Gift	Intercollegiate Athletics
Anonymous	Gift	Intercollegiate Athletics
Mendon F. Schutt Family Fund-Mpls Fdn.	Gift	Medical School, Minnesota Landscape Arboretum
Power Play Club	Gift	Intercollegiate Athletics
Wells Fargo Fdn.	Gift/Pledge	Various Colleges
Kenneth S. Rosenblum and Ann Simonds	Gift	College of Science and Engineering
Stanley M. and Luella G. Goldberg	Gift	Various Colleges

$5,000 - $10,000

C. H. Robinson Worldwide Inc.	Gift	Carlson School of Management, Minnesota Landscape Arboretum
Mohring Family Trust-Renaissance Char. Fdn.	Gift	College of Liberal Arts
Reichel Foods Inc.	Gift	Hormel Institute
Supervalu Fdn.	Gift	Weisman Art Museum
Margaret Walker	Pledge	College of Liberal Arts
Marcia C. and Richard W. Carthaus	Gift	College of Education and Human Development, Minnesota Landscape Arboretum
Next Generation Fund-Hugh J. Andersen Fdn.	Gift	College of Veterinary Medicine
S. Edward Wagner	Gift	Minnesota Landscape Arboretum
Jane Sage Cowles	Gift	College of Education and Human Development, College of Liberal Arts, Intercollegiate Athletics
Miles J. and Cheryl D. Cohen	Gift	Intercollegiate Athletics
Eberle Scholarship Fund, St. Paul Fdn.	Gift	College of Food, Agricultural and Natural Resource Sciences
Stacy D. Rubsam and Elizabeth F. Draxten	Gift	Carlson School of Management
Pan-O-Gold Baking Co.	Gift	Intercollegiate Athletics
Robert F. Coughlin	Gift	Intercollegiate Athletics
Jostens Inc.	Gift	Intercollegiate Athletics
Learfield Communications Inc.	Gift	Intercollegiate Athletics
Gordon D. Spronk	Gift	Intercollegiate Athletics
Charles G. Cunningham	Gift	Intercollegiate Athletics
Leedstone	Gift	Intercollegiate Athletics
Michael G. McDermott	Gift	Intercollegiate Athletics
Thor Becken	Gift	Intercollegiate Athletics
Larry A. Schulz	Gift	Intercollegiate Athletics
Norman C. Linnell	Gift	Intercollegiate Athletics
Andrew A. Rieck	Gift	Intercollegiate Athletics
Bernard W. Gaffron	Gift	Intercollegiate Athletics
Betty C. McCollom	Gift	College of Science and Engineering
Diane Vandersall	Gift	Intercollegiate Athletics
Doug J. Collison	Gift	Intercollegiate Athletics
Emerson Process Management	Gift	Intercollegiate Athletics
Evans Giving Account-Fidelity Charitable	Gift	University of Minnesota Duluth
Farnham Charitable Fund	Gift	Intercollegiate Athletics
Harris Mechanical	Gift	Intercollegiate Athletics
Harry A. Engelbrecht	Gift	Intercollegiate Athletics

$5,000 - $10,000

Kyle D. Rudser	Gift	Intercollegiate Athletics
Lois K. Berens	Gift	Intercollegiate Athletics
M. Mitchell and Laurie Davis	Gift	Intercollegiate Athletics
MacQueen Equipment Inc.	Gift	Intercollegiate Athletics
Patricia A. Lyon	Gift	Intercollegiate Athletics
Peter S. Janzen	Gift	Intercollegiate Athletics
Ralph L. Strangis	Gift	Intercollegiate Athletics
Research and Diagnostic Systems Inc.	Gift	Medical School
Roy R. Ferber	Gift	Intercollegiate Athletics
Satoshi Otake	Gift	College of Veterinary Medicine
SFM Mutual Insurance Co.	Gift	Intercollegiate Athletics
SPS Commerce Inc.	Gift	Carlson School of Management
Timothy S. Allen	Gift	Intercollegiate Athletics
Chad D. and Jennifer S. Gednalske	Gift	Intercollegiate Athletics
E. D. and S. A. Zahrbock Family Fdn.-Ren. Char. Fdn.	Gift	University of Minnesota Morris
Peter A. and Nancy E. Cole	Gift	Medical School
Scott K. and Susan R. Oelkers	Gift	Hormel Institute
Robert L. Morgan	Gift	Intercollegiate Athletics
ANSYS Inc.	Gift	College of Science and Engineering
Grain Millers Inc.	Gift	College of Food, Agricultural and Natural Resource Sciences
Grant Thornton Fdn.	Pledge	Various Colleges
Johnson and Johnson	Pledge	Intercollegiate Athletics
CliftonLarsonAllen LLP	Gift	University of Minnesota Duluth, College of Science and Engineering
Darcy and Steve Roessler	Gift	Intercollegiate Athletics
Anderson Funeral Home Ltd.	Gift	Medical School
Anonymous	Gift	College of Food, Agricultural and Natural Resource Sciences
Anonymous	Gift	Minnesota Landscape Arboretum
Arsher Charitable Trust	Gift	Academic Health Center
Bender Family Charitable Fund-Tulsa Comm. Fdn.	Gift	Law School
Chelsie Redalen Keys	Gift	College of Food, Agricultural and Natural Resource Sciences
Curtis A. Nelson and Annette L. Seppanen	Gift	University of Minnesota Morris
Darby M. and Geraldine M. Nelson	Gift	College of Biological Sciences
Dassault Systemes Simulia Corp.	Gift	College of Science and Engineering
Douglas A. Winthrop	Gift	Law School
Georgia 4-H Club Fdn. Inc.	Gift	University of Minnesota Extension

$5,000 - $10,000

Grande Cheese Co.	Gift	College of Food, Agricultural and Natural Resource Sciences
Greg A. Ogren	Gift	University of Minnesota Duluth
Hormel Foods Corp. Charitable Trust	Pledge	Various Colleges
IBM Corp.	Gift	College of Science and Engineering
Jean C. Jacobs	Gift	Minnesota Landscape Arboretum
Jeffrey Galner	Gift	College of Liberal Arts
Jim and Carole Hynes Family Fdn.-American Endow. Fdn.	Gift	Global Programs and Strategy Alliance
Joel A. and Heidi R. Hazzard Revocable Trust	Gift	University of Minnesota Duluth
John Graham	Gift	Intercollegiate Athletics
Joseph R. Allen	Gift	College of Liberal Arts
Julie A. Arnott	Gift	College of Science and Engineering
Koons Family Fund-Oregon Community Fdn.	Gift	School of Nursing
Kumanduri Romero Family Fnd-Fidelity Char. Gift Fund	Gift	College of Science and Engineering
LifeSource-Upper Midwest Organ Procurement Org.	Gift	Medical School
Local Fund of the Hugh J. Andersen Fdn.	Gift	College of Veterinary Medicine
Lockridge Grindal Nauen PLLP	Gift	Academic Health Center
M. and M. Sapers Fund-Combined Jewish Philanthropies	Gift	College of Design
Mervin N. Kiryluik	Gift	University of Minnesota Duluth
Michael G. Neste	Gift	Medical School
Norman M. Vinnes	Gift	College of Education and Human Development
Ramsdell Rev. Family Trust	Gift	College of Science and Engineering
Rebecca J. Morris	Gift	Hormel Institute
Richard S. Goldman	Gift	Carlson School of Management
Robert G. McDonald	Gift	University of Minnesota Morris
SKB Environmental	Gift	Hormel Institute
Stacey L. Mills Heins	Gift	Medical School
Stephen and Lusia Hornstein Family Fund #3	Gift	Medical School
The Curtis L. Carlson Family Fdn.	Gift	Carlson School of Management
The Driscoll Fdn.	Gift	Minnesota Landscape Arboretum
The L. E. Phillips Family Fdn. Inc.	Gift	College of Food, Agricultural and Natural Resource Sciences
Timothy P. Metcalf	Gift	Medical School

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: System-Wide Strategic Plan

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

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

PRESENTERS: President Eric W. Kaler
Stephen Lehmkuhle, Chancellor, University of Minnesota Rochester
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

The purpose of this item is review of the University's system-wide strategic plan (plan). The discussion will include an overview of the plan and its three strategic intentions, a review of a capacity-building plan for the system, and specific steps to advance this work.

The plan is designed to better align institutional resources and leverage the University's strengths as a system. It outlines perspectives of students, staff, faculty, and administrators about the University's current accomplishments, its aspirations for the future, the challenges that are impeding success, and ways to address those challenges. The plan highlights the University's capacity for increased excellence and impact as a leading public land-grant institution.

The goal of the plan is to work purposefully as one University that leverages its strengths across five distinct campuses. The multi-campus system provides unique opportunities to carry out the University's mission of research, education, and outreach while serving students, Minnesotans, and the world.

BACKGROUND INFORMATION

The planning process formally launched in fall 2016 and has included two visits to each of the system campuses, where facilitators had discussions with students, faculty, staff, and leaders. The co-chairs met with members of Extension, the College of Continuing Education, Research and Outreach Centers, Public Engagement Council, external stakeholders, and staff and faculty governance bodies.

The Board received an update on the system-wide strategic planning process at its March 2017 meeting. It held a work session in December 2016 regarding themes for the plan, and received an overview on the planning process at its October 2016 meeting.

Building Our Collective Future

University of Minnesota System-Wide Strategic Plan

May 8, 2017

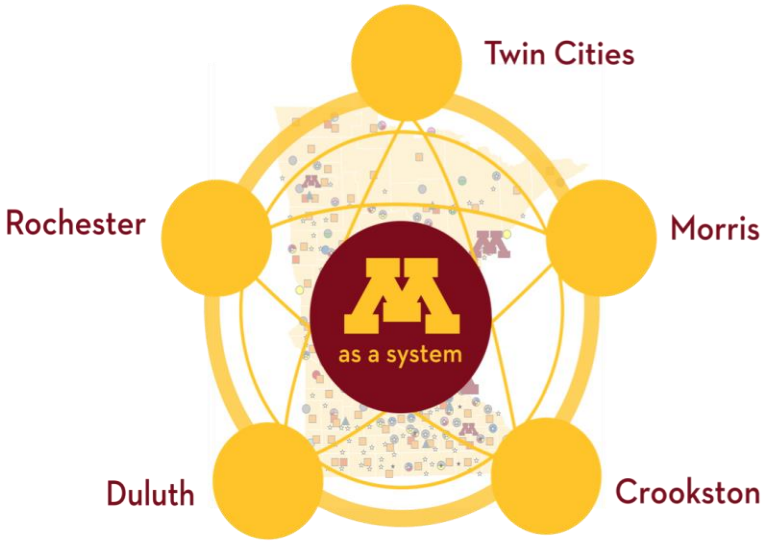
I. Executive Summary

As a System, the University of Minnesota has extensive resources to sustain and develop the state of Minnesota. Each campus offers a distinctive learning environment to equip students with knowledge and life-long skills; the resources of a globally-engaged research university provide a wealth of opportunities across the System to advance and translate knowledge and model creativity; and many units work with our broader community to address critical issues in Minnesota and throughout the world. To build our collective future, we have constructed a plan that highlights and connects the distinctive strengths and forms of excellence that exist across our University.

In this plan, we assert that excellence takes many forms that are worth our shared investment. The University of Minnesota System provides Minnesotans with access to outstanding liberal arts education, hands-on learning experiences in fields, labs, and community centers, and research and educational experiences. Through preparing educators and health care providers, providing opportunities that expand our cultural understanding and enrich our lives, and fueling economic development, these opportunities prepare future leaders and strengthen our communities.

The University of Minnesota has already built a well-established and strong presence in the state and throughout the world. Through our five campuses, classroom-based and online programs, Extension efforts in every Minnesota county, Research and Outreach Centers, and many other initiatives, the University of Minnesota enriches our communities. This plan highlights our strategic intentions related to educational development, scholarly research and creative work, and partnering with Minnesota communities. It also outlines next steps that will allow us to be even more responsive to the challenges facing our towns and cities, state, nation and world.

The System-Wide Strategic Plan is a connector plan that focuses on the distinctiveness within and comprehensiveness and distributed nature of the University of Minnesota. It draws attention to the ways in which our many forms of excellence complement each other to build our collective future.

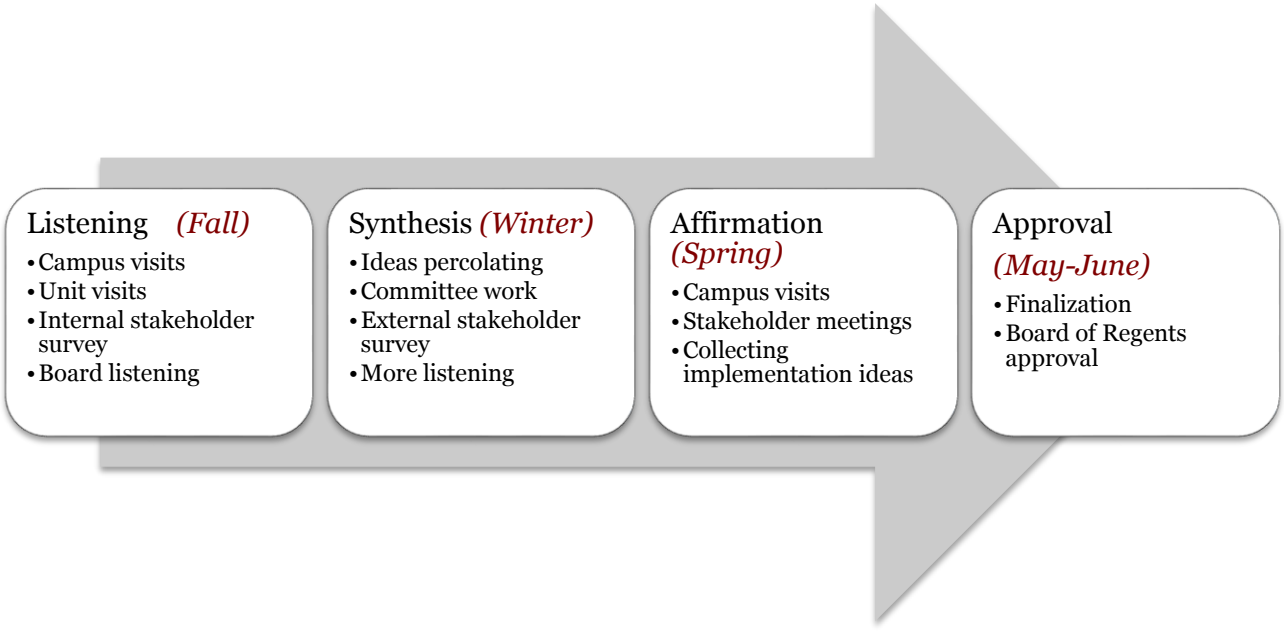


II. Process

In Fall 2016, the University of Minnesota embarked on a System-wide strategic planning effort to better align its resources and leverage its strengths as a System. Charged in October 2016 by President Eric W. Kaler, a 30-member System-Wide Strategic Planning Committee developed a plan over the 2016-17 academic year to benefit students and citizens across the state by embracing a System-wide perspective. Toward that end, we focused on the following questions:

- Who are we as a university System? What are our collective strengths and commitments? What are the unique strengths of individual campuses?
- How do we ensure that the unique areas of strength are complementary and connected within the System?
- How do we ensure that the collective and unique strengths of our campuses, Extension, and Research and Outreach Centers are accessible to, and meet the needs of, students, faculty, Minnesota communities, and other stakeholders?
- What strategic intentions should guide short- and long-term planning, decision-making, and resource allocation?

The planning process had three phases: Inquiry, Synthesis, and Affirmation, culminating in final approval by the Board of Regents in Summer of 2017.



Inquiry: During Fall 2016, the co-chairs and committee members completed visits to all five campuses as well as hosted conversations with the Board of Regents and several other stakeholder groups. They spoke with approximately 500 people about their hopes for the University of Minnesota as a System.

Major themes that emerged during this phase include:

- Faculty, staff, and students are proud of what they do.
- People on all campuses and in Extension and the Research and Outreach Centers want to be valued for the work that they do. Those on System campuses want to be more involved in planning and developing System-wide solutions.
- Faculty, staff, students and administrators lack knowledge about the contributions and unique strengths across the System. This hinders their ability to work together.
- It will be important to balance the values of innovation, effectiveness, efficiency, responsibility, and inspiration as we move into our future.

Synthesis: During Winter of 2017, the System-wide Strategic Plan Committee met in an all-day retreat and then worked together virtually to process and synthesize the input collected during the Inquiry Phase. Major themes that emerged from the Committee included:

Strengths and Opportunities	Challenges and Opportunities
• We are the university and workplace of choice and we have excellent students, staff, and faculty. • Our distinctiveness and comprehensiveness allow us to have a broad and deep impact. • Many administrative functions effectively support our mission System-wide. • Relative to other states, we have historically had strong state support. • We have mutually beneficial partnerships across the state.	• While each campus makes a distinct and significant contribution to Minnesota, the needs and opportunities of System campuses are sometimes dwarfed by those of the Twin Cities campus. It is hard to attend to a local context within a large System. • Collaboration between System entities can be challenging. • While we have connections to many Minnesota communities, some feel we are not sufficiently connected to "main-street Minnesota." • We need to provide support for the success of an increasingly diverse student population. • An aging infrastructure requires attention and resources.

In addition, the co-chairs completed visits with additional stakeholder groups to dig deeper into emerging themes and received survey feedback from nearly 150 external stakeholders. Top priorities for the University as a System from the external community survey included:

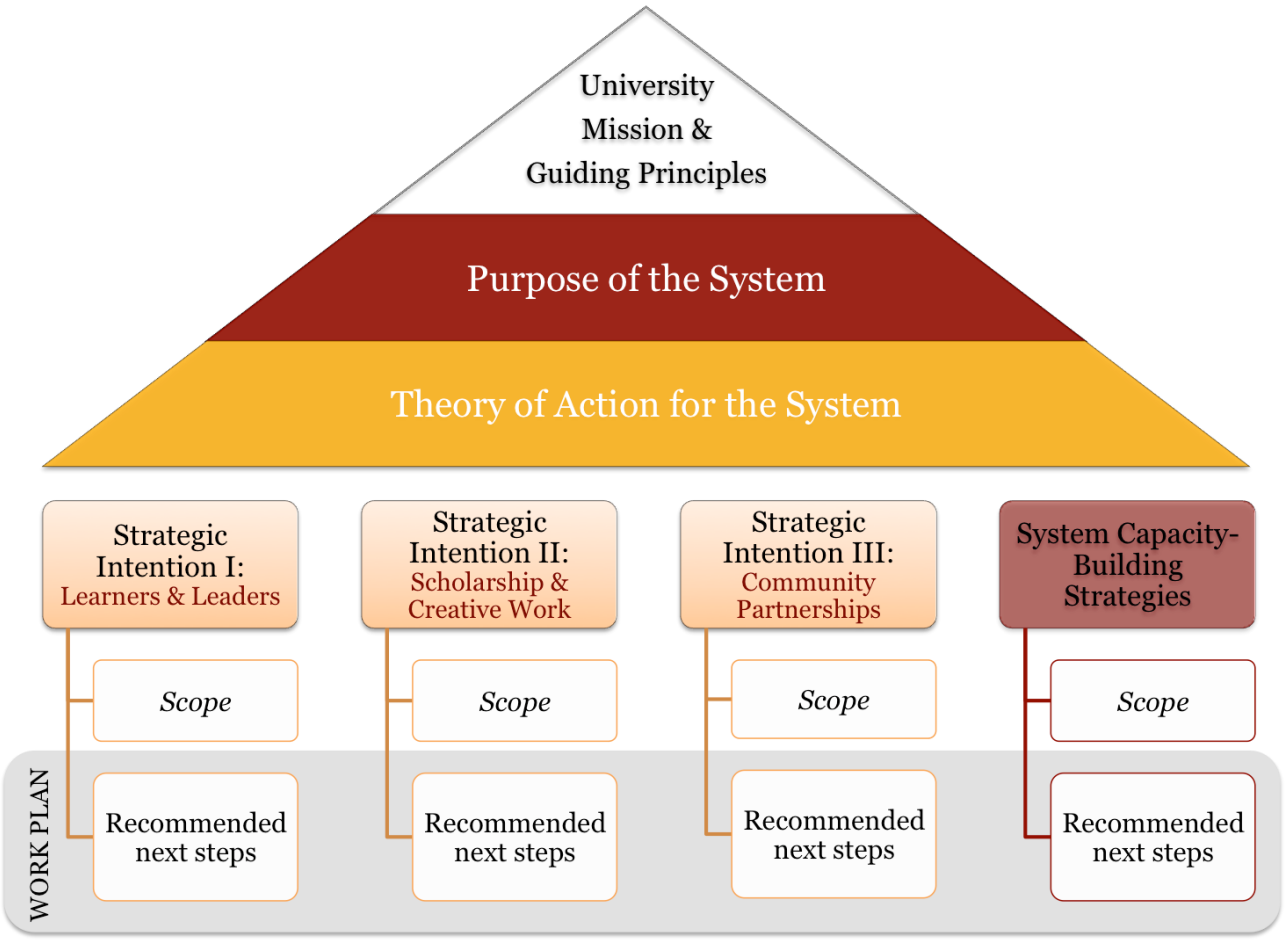
1) Ensure that there are robust learning experiences to prepare students on each campus to meet ever-changing workforce needs and engage in their communities.
2) Maintain and invest in the scholarly excellence that makes the University of Minnesota one of the world's best research universities.
3) Strengthen the health sciences to ensure excellence in health care in Minnesota.
4) Develop partnerships with industry to advance economic development in Minnesota.

The co-chairs presented a summary of the draft plan to the Board of Regents in March.

Affirmation: In Spring of 2017, the co-chairs conducted visits to all five campuses and met with additional stakeholder groups in order to gain feedback on the draft plan and consider implementation ideas. Nearly 500 University stakeholders provided feedback during this phase.

III. Plan Framework

Grounded in the University's mission and guiding principles, the System-Wide Strategic Plan states a Purpose and Theory of Action for the System, followed by a set of Strategic Intentions and System Capacity-Building Strategies that will allow the University of Minnesota System to accomplish its Purpose and enact its Theory of Action. Next steps for the Strategic Intentions and the System Capacity-Building Strategies are recommended.



Framework definitions:

University Mission & Guiding Principles: The existing University of Minnesota mission and guiding principles were approved by the Board of Regents in 2008 and serve as the foundation for the System-wide strategic plan.

Purpose of the System: Definition of the function and rationale of the University of Minnesota System.

Theory of Action for the System: Overarching philosophy about what it will take to achieve the proposed Purpose.

Strategic Intentions: Long-range ambitions for maximizing innovation and creativity across the System and enriching the distinctiveness of our five campuses in order to achieve the desired Purpose.

System Capacity-Building Strategies: Approaches for enhancing the capacity of the University of Minnesota System to connect and appropriately network its distinctive statewide resources to achieve the Strategic Intentions and Purpose.

Work Plan: Next steps for operationalizing the Strategic Intentions and System Capacity-Building Strategies.

IV. Current University Mission & Guiding Principles

UNIVERSITY MISSION

The University of Minnesota (University), founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

§ **Research and Discovery** - To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
§ **Teaching and Learning** - To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non- degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
§ **Outreach and Public Service** - To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

GUIDING PRINCIPLES

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- Embodies the values of academic freedom, responsibility, integrity, and cooperation
- Provides an atmosphere of mutual respect, free from racism, sexism and other forms of prejudice and intolerance
- Assists individuals, institutions, and communities in responding to a continuously changing world
- Is conscious of and responsive to the needs of the many communities it is committed to serving
- Creates and supports partnerships within the University, with other educational Systems and institutions, and with communities to achieve common goals
- Inspires, sets high expectations for, and empowers the individuals within its community

[*Adopted by Board of Regents: January 14, 1994, Amended: February 8, 2008]*

V. System-Wide Strategic Plan

PURPOSE OF THE SYSTEM

The distinctiveness of our campuses and the comprehensive and distributed nature of our System allow the University of Minnesota to be greater than the sum of its parts.

As a System, the University of Minnesota will connect and leverage its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

THEORY OF ACTION FOR THE SYSTEM

IF WE…	*THEN WE WILL…*	*AND…*	*AND…*	*AND…*	*LEADING TO…*
Recognize the University of Minnesota's unique role in the State as "the primary state supported academic agency for research and extension services"* AND value the distinctiveness of our campuses and the comprehensive and distributed nature of our System;	Invest in each campus and its units so they can excel in their areas of unique strength;	Develop stronger collaborations and minimize internal competition;	Actively listen to, connect with, learn from and create enriching partnerships with communities;	Advance excellence in research and creativity, teaching and learning, and outreach and public service;	A System that connects and leverages its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

* *2016 Minnesota Statute 135A.052 Postsecondary Missions.*

STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

- To effectively meet the needs of students, develop System-wide recruitment and enrollment strategies that focus on the fit between the campus and the student's experiences and talents in order to enhance student success and match student interest. Support intercampus transfers for students whose academic interests are best served at a campus in the System other than that on which they started.

- Expand academic pathways between undergraduate, graduate and professional programs to facilitate student success, increase recruitment and retention of students within the System, and meet the needs of Minnesota communities.

- Develop a System-wide approach to providing online learning opportunities that increase access for undergraduate, graduate and professional students to start, complete, or supplement a University of Minnesota degree. Expand potential enrollments in targeted areas where there is student demand and faculty capacity.

- Coordinate course/program offerings to facilitate access to and efficient use of System resources through a variety of instructional modes (classroom, blended, online). Using shared governance, decide on the conditions in which it is appropriate to duplicate efforts, recognizing the distinctiveness of and expertise on all campuses.

- Promote lifelong learning throughout Minnesota by assessing needs and working collaboratively across units to meet those needs and increase access to University resources. Leverage online education, Extension, Continuing Education, Research and Outreach Centers, and System campuses all of whom have established strong ties to populations across Minnesota.

- Ensure that students on all campuses receive a broad liberal education, which spans the sciences, humanities, arts and social sciences in order to increase imagination and creativity, foster empathy, and provide the basis for engaged citizenship.

- To facilitate students' abilities to enrich their communities and address local and global challenges, ensure students on all campuses have access to high-impact experiences such as first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, opportunities to grow intercultural skills, service-learning or community-based learning, internships, or capstone courses and projects.

- Strive to support students' holistic wellbeing during their time at the University.

- Improve structures and supports to create interdisciplinary curricular and co-curricular experiences. Foster opportunities for students, staff and faculty on each campus to conduct research, teaching, and outreach using interdisciplinary perspectives that draw on and expand disciplinary expertise.

STRATEGIC INTENTION II: Scholarship & Creative Work

We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways.

- Invest in our role as Minnesota's premier producer of scholarship that expands the frontiers of knowledge. Recognize the distinctive areas of research and creativity aligned with expertise at each campus and in Extension and Research and Outreach Centers.

- Conduct and disseminate research, to include community-based research, which is collaboratively developed and responsive to community and university needs.

- Capitalize on our ability to provide students with basic, applied and engaged research opportunities that contribute to our collective knowledge and enrich their education.

- Utilize technology to bring together researchers, artists and scholars across the System to exchange research ideas and form collaborations.

- Encourage faculty exchanges to strengthen research and creative opportunities for faculty and students at each of our campuses.

- Leverage research administrative systems (for example, through the Office for the Vice President for Research, the Executive Vice President and Provost's Office, and the Institutional Review Board) to ensure high-quality, ethical, and meaningful research. Ensure that scholarship adheres to the highest ethical standards.

- Leverage research and creative facilities across the System to promote collaboration and maximize use of resources to enhance scholarly development. Enable transfer of instrumentation between campuses to extend the useful life of instrumentation.

STRATEGIC INTENTION III: Community Partnerships

We will actively listen to, connect with, learn from and create enriching partnerships with communities to address challenges and create opportunities together.

- Recognize assets present in communities and draw on those resources to forge mutually-beneficial relationships between communities and the University.
- Promote student, staff and faculty engagement in learning and problem-solving by bringing community and University expertise together to identify, understand, and solve community challenges throughout the State.
- Employ innovative approaches to meeting Minnesota's workforce needs, such as building a state-wide strategy to promote ongoing learning and certification for adults.
- Maximize the responsiveness and efficacy of the University to address the needs of diverse communities throughout Minnesota and the world. Work to build resources and partnerships that give attention to rural and urban communities, majority and minority populations, and businesses and non-profit organizations.

SYSTEM CAPACITY-BUILDING STRATEGY A: Campus Distinctiveness

Ensure that the distinctiveness of each campus is planned, communicated, and resourced.

- Communicate internally and externally about the successes and unique commitments of each campus according to its distinctive role in the System.
- Explain and make transparent resource allocation decisions as they relate to System priorities. Ensure that resource allocation decisions reflect the challenges of each unit/campus and consider how the System could mitigate those challenges.

SYSTEM CAPACITY-BUILDING STRATEGY B: System Strength

Ensure that the strength of the System is actively communicated with stakeholders.

- Develop and use common language for our System and its constituent parts.
- Create a web presence that prioritizes the University of Minnesota System and explicitly acknowledges the five campuses that constitute the System.

- Create a comprehensive public affairs and media campaign to illustrate the comprehensiveness of the System as well as the distinctiveness of its component parts. Emphasize unique strengths that the University offers across the System.

- Develop recruiting and enrollment strategies that emphasize the strength of the System as well as branding strategies that show the distinctiveness of each campus and the comprehensiveness of the System.

SYSTEM CAPACITY-BUILDING STRATEGY C: Inclusive Excellence

Develop systems that promote inclusive excellence.

- Create a System-wide strategy to recruit and retain diverse faculty, staff, and students. Prioritize recruitment and retention practices that support inclusive excellence throughout every employee and student group.

- Establish a comprehensive system to collect data related to our diversity efforts. Ensure that these data systematically inform decision-making.

SYSTEM CAPACITY-BUILDING STRATEGY D: System Mindfulness

Integrate System mindfulness throughout core functions and decision-making processes.

- Include an explicit focus in Board of Regents agenda-setting on how synergies within the System can best serve Minnesota.

- Identify System-wide "core values" that provide a compass for strategic decision-making and serve as the foundation for fulfillment of mission and purpose.

- Promote inclusive governance processes throughout the System. Ensure that faculty, staff, and students from across the System have structured opportunities to provide input into policies and decisions that affect their teaching, learning, living and working environments prior to those decisions being implemented. Create common administrative policies that are informed by and govern the entire System, with the exception of policies that relate to the distinctive nature of individual campuses.

- Ensure clarity of and accountability for the responsibilities of System-wide units. Develop criteria and provide rationales for types of decisions that are best made by those on a given campus/unit and those that are best made System-wide. Ensure that these decisions foreground the good of the System and that these decisions are informed by regular communication among those affected.

- Facilitate faculty and staff collaboration throughout the System to enhance sharing of scholarly, creative and administrative expertise in ways that acknowledge different circumstances. Create "System Days" once a month to facilitate communication among people in similar roles or in similar scholarly areas from across the System. System Days will provide opportunities for faculty and staff to consult with each other, build professional community and capacity, develop collaborative research, teaching, or service, participate in professional development, and provide input into System-wide decision-making. Encourage technologically-enhanced meetings and occasional hosting of System-wide meetings by each campus to ensure full integration of all campuses.

- Facilitate faculty and staff collaboration throughout the System around shared challenges (i.e. student mental health) and use technology to leverage available resources throughout the System to address these problems.

- Continue to implement technology to facilitate System-wide interactions, such as conference rooms with easy-to-use AV equipment, classrooms with easy-to-use ITV capabilities, and maximize use of such technology for System-wide meetings.

- Consider faculty expertise on all campuses when forming graduate faculty and developing graduate student committees.

- Ensure that professional development opportunities offered at one campus are available at all campuses when appropriate. Create a process wherein professional development that would meet System-wide needs is funded by System resources to ensure equity and access to those resources.

- Identify opportunities for productive exchange and collaboration between faculty, staff and students across the System. For example, students could "study away" within the System, faculty could spend a semester on a campus other than their own, and intercampus conferences could be developed. Additionally, the Research and Outreach Centers, Extension, and the Office of Public Engagement could work across units to enrich research, teaching, creative and outreach opportunities.

VI. Work Plan / Recommended Next Steps

SYSTEM CAPACITY-BUILDING

Throughout the University of Minnesota System, university resources and expertise have connected to better serve our students, communities, and faculty and staff. To more directly seek opportunities as a System and leverage our distributed expertise and resources, it is imperative that we build a structure and develop tactics to identify and connect our distinctive statewide resources to improve the quality of life in Minnesota and beyond. This structure is necessary to begin the work needed to achieve the strategic intentions.

Administrative Structure

- Appointment of a System Council whose purpose it is to facilitate communication between System units and advocate for the interests of the System. Members of the System Council will include key leaders of units with System-wide responsibilities and representatives from each campus appointed by the Chancellors and Executive Vice President and Provost. The System Council will be charged by the President to advance the Strategic Intentions and build system capacity.

- Appointment of Co-Chairs of the System Council who work closely with all campuses and units to ensure active communication and consultation throughout the System. The Co-Chairs would be one faculty member and one administrator from two different campuses. The President, Executive Vice President and Provost and Chancellors will design the application and review process for the Co-Chair positions. The President's Office will provide staffing for the System Council.

- The System Council, although primarily a tactical group gathered to the implement the work plan, will need to strategically manage and prioritize its work. The work plan requires a long-term and ongoing institutional commitment as the different elements of the work plan vary in complexity and readiness for implementation.

- The System Council should work directly with the President to set its annual agenda. However, four work items related to the strategic intentions emerged with a high priority during the current planning process: 1) Increase awareness of distinctiveness of other campuses/units; 2) Create a System-wide enrollment strategy; 3) Coordinate online delivery of programs and facilitate students' access to online courses throughout the System; and 4) Identify and expand best practices for collaboration, including among and between campuses, Research Outreach Centers, and Extension.

- The System Council Co-Chairs will participate in the meetings of the President's Senior Leadership Team to bring a System perspective to its deliberations.

- Chancellors will continue to report directly to the President. They will also continue to meet regularly as a group with the President, the Executive Vice President and Provost, Senior Vice President for Finance and Operations. This group will receive regular updates from the System Council Co-Chairs.

Engagement by the Board of Regents

- The Board of Regents should request regular updates, either to the full board or through committees, on the implementation of the work plan, including challenges and opportunities experienced throughout the University System.

Integration into the Budgeting Process

Decision-Making Rubric

- The University Budget and Finance Office should consult with the System Council in the creation of the rubric used in the Compact Process for both administrative and academic units. This consultation should be focused on examining and recommending ways for units to interact and collaborate with other units throughout the university.

- A decision-making rubric should be shaped by the Theory of Action to include a unique System perspective as part of the budgetary process. The value of including a System Rubric is to actualize the Strategic Intentions in the decision-making process. More specifically, the Rubric should establish the expectation that:

    1. The investment of current resources of the campuses and System-wide units will enhance their areas of unique strength and their distinct contributions to the System;
    2. Units requesting new resources will prioritize collaboration when collective efforts will maximize the impact;
    3. The System will minimize internal competition and unnecessary duplication, especially for programs and initiatives, such as graduate and research programs, that are resource-intensive. Decisions about duplication should consider the System's strategic priorities, programmatic distinctiveness, fiscal viability, student demand, and community need.
    4. When appropriate, units will actively listen to, connect with, learn from and develop enriching partnerships with communities.

- This decision-making rubric should be enacted both in the overall budgeting process for all campuses and units with System-wide responsibilities through the Compact process, and also by the Chancellors and unit leaders as they make budget decisions within their campuses or units.

Key Investment Areas

- The strategic plans for each campus and unit with System-wide responsibilities will, when completed, provide the rationale and basis for investment decisions. From a System perspective, connections and collaborations among campuses and units with System-wide responsibilities that facilitate the three strategic intentions should also inform investment decisions. The following questions, when appropriate, should be addressed prior to making final investment decisions:

    1. Does the proposed initiative overlap with similar initiatives underway on any other campus or unit? If so, has input from those campuses or units been solicited?
    2. Will a proposed initiative either directly or indirectly impact the other campuses or units? If so, how can we mitigate negative effects or magnify positive effects?
    3. If the proposed initiative is collaborative, have the campuses or units involved stipulated a process to assess the effectiveness of the collaboration? When possible, any new investments in joint efforts should have sunsets and regular review processes to ensure that the proposed collaborative initiative is maximally effective.

- The System Council would be consulted when seeking answers to these questions.

Additional System capacity building should include:

Improve System-wide Communication. Assemble the leadership from University Relations and counterparts on the System campuses, colleges, and other key units (currently called the Communications Collaborative) to:

- Develop a common language for the System and its component units. Distribute internal and external communications about the successes of each campus, emphasizing the distinctive excellence present on individual campuses and throughout the System. Develop a process that clearly identifies campus versus System-wide communications.

- Develop internal and external communication strategies to highlight the collective scope of the System's impact on communities in the state.

- Work with University Budget and Finance Office to communicate processes, rationales, and outcomes related to resource allocation.

Build Intercampus Awareness. Work directly with the System Council to:

- Establish regular days each month (System days) to coordinate meetings involving faculty and staff from all campuses. In this way, staff and faculty from all campuses with similar roles and interests will gather and build the University of Minnesota community.

- Working with the Office of Institutional Compliance, launch a System-wide exercise to identify a set of shared values that can be affirmatively adopted throughout the System.

- Work with the Executive Vice President and Provost's office and the Vice Chancellors for Academic Affairs on the System campuses to develop a process to initiate intercampus scholarly conferences in areas of excellence. Facilitate the access of multiple campuses to external speakers whenever possible.

- Work with the Provost's office and the Vice Chancellors for Academic Affairs on the System campuses to manage and promote faculty exchanges, and study away opportunities for students.

Build Inclusive Excellence. Assemble leadership from the Office of Equity and Diversity, the Office of the Executive Vice President and Provost, the Graduate School, the Office of Human Resources, and the Vice Chancellors for Academic Affairs on the System campuses to:

- Build on the success of the pre- and post-doctoral diversity programs and extend them to more campuses.

- Continue to develop and expand to System campuses existing resources and strategies to recruit and retain underrepresented groups among faculty, staff, and students.

- Create a clear and transparent process to set goals, collect data related to those goals, and implement best practices for strengthening diversity across the System.

Develop Baseline Measures to Assess Current Practices and Monitor Progress. This work would be coordinated by the System Council. Examples of useful baseline measures: The percentage of System topics on Board agenda for past year; a list of administrative units with System-wide responsibilities; the number of professional development programs accessible to all campuses and the method of delivery; report on percentage of underrepresented faculty and staff by campus; number of faculty exchanges, and additional metrics.

STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

Working with enrollment professionals, this work will be led by the Vice Chancellors for Academic Affairs for the System campuses, the Vice Provost and Dean of Undergraduate Education, and the Executive Vice President and Provost.

Develop a System-wide Recruitment and Admissions Strategy. The strategy should be driven by fit, market and rebrand recruitment around fit, and campus distinctiveness in order to maximize the number of the Minnesota students served by the System. Working with the admission directors from each campus, this group will:

- Examine and track the impact of the enrollment growth plan at the Twin Cities Campus on the undergraduate enrollments of the System campuses.

- Leverage the strengths of the individual campuses to advance the System by revisiting the shared application and wait-list process to ensure active communication around the distinctiveness of each system campus and the alignment of programs and environments with students' interests.

- Continue and expand System-wide approaches during college fairs and the development of recruiting materials.

Develop System-wide Retention Strategies. The same group will:

- Develop programs to recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota.

- Develop academic pathways that directly connect high performing students in appropriate undergraduate programs to graduate or professional programs offered by the University of Minnesota (e.g., preferred admittance programs).

- Consider strategies to facilitate students' ability to seek re-admission or transfer within the System when a student decides not to re-enroll on the original University of Minnesota campus.

Develop a Coordinated Strategy for Online Learning for Undergraduate and Graduate Courses and Programs. Working with the Dean of Continuing Education, a Crookston campus designee representing Crookston's distance learning program, the University of Minnesota Online Steering Committee, and leaders in the Center for Educational Innovation, the Executive Vice President and Provost and the Vice Chancellors for Academic Affairs will:

- Work closely with campus and collegiate unites to coordinate needs assessments for and development of online offerings to increase accessibility and meet expressed needs. Market these offerings as a System.

- Create shared development and delivery methods, a shared curriculum or an agreed upon transfer policy when common or individual courses are delivered by different campuses that can be part of an undergraduate degree program, consider revenue sharing approaches, address multi-campus enrollment issues, and establish quality metrics and controls.

Develop Baseline Measures to Assess Current Practices and Monitor Progress. This work would be coordinated by the System Council Co-Chairs. Examples of useful baseline measures: shared application yield rates; wait-list attrition, intercampus transfer data including exit interviews; an analysis of online learning of programming offered by academic units across the System.

STRATEGIC INTENTION II: Scholarship & Creative Work

We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways.

Promote Research Collaborations Across the System. The Vice President for Research will coordinate efforts to:

- Connect researchers across the System with facilities and System-wide centers and institutes.

- Promote and assess the benefits of sabbatical visits across campuses.

- Consider better ways to leverage research administrative systems (for example, Sponsored Programs Administration, grants programs, and compliance) across campuses.

Leverage Research Instrumentation. The Vice President for Research and System campus counterparts will:

- Create a central exchange process to expand and support transferring of replaced instrumentation in one unit to another in order to extend the useful life of the instrumentation.

- Utilize technology to bring together researchers, scholars, and artists across the System to exchange ideas and form collaborations.

Develop Baseline Measures to Assess Current Practices and Monitor Progress. This work would be coordinated by the System Council Co-Chairs. Examples of useful baseline measures: the number of grants submitted and awarded with investigators from different campuses; an inventory of the users of research centers disaggregated by college and campus; the number of research sabbaticals within the System; and an accounting of the remaining lifespan of decommissioned research equipment.

STRATEGIC INTENTION III: Community Partnerships

We will actively listen to, connect with, learn from and create enriching partnerships with communities to address challenges and create opportunities together.

Enhance Our Community Partnerships. The System Council should assemble the Dean of Extension, Director of the Office of Economic Development, Associate Vice President for Public Engagement, with Research and Outreach Center representatives, Global Programs and Strategy Alliance staff, and leadership of Academic Health Center outreach efforts to:

- Inventory all community-based projects underway in the state denoting the nature of the project and its location.
- Identify and study the collective work done by multiple units to provide holistic approaches when partnering with communities to address their needs. Disseminate to faculty, staff, and student leaders throughout the System the best practices of multiple units working together with communities.
- Consider methods to engage more broadly faculty and students to participate in holistic approaches to partner with communities.
- Coordinate the development and delivery of certification programs and non-credit courses to address specific community educational needs.

Develop Baseline Measures to Assess Current Practices and Monitor Progress. This work would be coordinated by the System Council. Examples of useful baseline measures: a general assessment of current community-based activities: number, type, outcome, and investment. Estimate the number of faculty and student public engagements in courses across the five campuses.

CONCLUSION

This plan outlines how those of us who are invested in the success of the University of Minnesota can build our collective future. This future recognizes the critical role we play in our local communities, throughout Minnesota, and in the larger global community. Through implementing the priorities outlined in the plan, we will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces. We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways. And we will actively create enriching partnerships with communities to address challenges and create opportunities together. We will address the critical questions of our communities and our fields of study and, in so doing, enrich the human condition. We are building on a foundation of excellence and our potential is boundless.

APPENDIX

DISTINCTIVE UNITS	
UM – Crookston	
UM – Duluth	
UM – Morris	
UM – Rochester	
UM – Twin Cities	

SYSTEM-WIDE FUNCTIONS (TO BE ADDED)	
Academic Health Center	
Equity & Diversity	
Executive Vice President & Provost	
Extension	
Faculty & Academic Affairs	
Finance & Budget	
Foundation	
General Counsel	
Global Programs and Strategies Alliance	
Graduate Education	
Human Resources	
Information Technology	
Institutional Compliance	
Internal Audit	
Investments & Banking	
Professional Education	
Public Engagement	
Research	
Student Affairs	
Undergraduate Education	
University Libraries	
University Relations	
University Services	

DISTINCTIVE UNITS

UNIVERSITY OF MINNESOTA – CROOKSTON

Applied, **experiential** learning
Leader in **online** education
Niche undergraduate majors

What We Mean by "Small Campus. Big Degree." – As a campus of the University of Minnesota system, the U of M Crookston (UMC) provides access to world-class teaching, learning, and research resources—all while offering a smaller, student-focused campus setting.

A Focus on Applied, Experiential Learning – Students at UMC don't spend all their time behind a desk; they learn the concepts and then actively apply them through projects, simulations, field trips, site visits, and interactions with professionals in the field. Community engagement, service learning, volunteer opportunities, global perspectives, and sustainability issues are also integrated into the curriculum, adding significant value to the student experience.

A Leader in Quality Online Education – UMC's technological expertise has led to the development of fourteen degree programs offered entirely online. Motivated online students benefit from interactivity with experienced instructors and other students, independent learning, and convenience of location and time of day, allowing them to pursue their degree goals while continuing to work and meet family obligations.

Niche and Distinctive Undergraduate Majors – UMC offers a number of undergraduate majors that are unique among the campuses of the University of Minnesota: Agricultural Systems Management, Agronomy, Aviation, Criminal Justice, Equine Science, Golf & Turf Management, Horticulture, Manufacturing Management, and Software Engineering.

Students Receive Individualized Attention and Mentorship – PhD-level experts in the classroom, our faculty and staff serve as true mentors, teaching and offering personalized attention through a small student-faculty ratio and by working closely with students as advisors. This environment helps unlock student potential and serves UMC's significant number of first-generation students in a nurturing, supportive manner.

High-Impact Educational Practices – UMC utilizes a number of such practices. Undergraduate research opportunities add real value to our students' educational experience by allowing them to work alongside faculty mentors in the design and conducting of research. This is especially helpful if they plan to attend graduate school, which an increasing number of our students plan to do. Numerous capstone courses

culminate the student experience, and nearly every student completes an internship, which gives them the chance to experience their career firsthand, to network with professionals in their field, and to make contacts and with potential employers. An increasing number of students also take part in some of the more than 300 opportunities offered by the U of M to study abroad in 67 different countries.

Student Leadership and Engagement Opportunities – Students have numerous leadership opportunities through 40 clubs and organizations and through intercollegiate athletics at the NCAA Division II level in the Northern Sun Intercollegiate Conference (NSIC). Each club has service project requirements fostering strong community engagement.

Technological Leadership – As the original "Laptop University," UMC provides a powerful laptop computer and software to each student. Students say the use of technology in their coursework has improved their learning, and employers frequently report how pleased they are with our graduates' technology skills.

A Regional Hub for the U of M in Northwest Minnesota – With over 100 years of educational service, the Crookston campus serves the University's land grant mission as a regional hub for undergraduate education, research, and outreach. With its four academic departments and many support units, UMC works to leverage and synergize with other resources located on campus including:

- The Crookston Regional Extension Center
- The Northwest Research and Outreach Center (NWROC)
- The Economic Development Administration (EDA) Center for Minnesota
- The Center for Rural Entrepreneurial Studies (CRES)
- The Northwest Minnesota Regional Sustainable Development Partnership
- The Retired Senior Volunteer Program (RSVP)

UNIVERSITY OF MINNESOTA – DULUTH

Northland
Engagement
Resilience

Serving the people of Minnesota and beyond, the University of Minnesota Duluth takes full advantage of its Northeast Minnesota location on the dramatic shores of Lake Superior to offer a quality living and learning experience. We build upon our unique land-grant and sea-grant traditions to be an integral part of the University of Minnesota System. UMD takes pride in its collaborative programs and initiatives with other System campuses. We nurture student success in an academic culture of high expectations through a learning-centered environment characterized by innovative comprehensive undergraduate and graduate programs, student life initiatives, discipline-specific and interdisciplinary research opportunities, creative endeavors, and thriving international exchanges.

As Minnesota's second research university with both quality undergraduate and graduate programs, UMD focuses on students learning and growing through experience, critical inquiry, and interaction with other learners. Students at all levels are actively engaged in research and creative activities led by skilled and experienced faculty in all disciplines. An enhanced research presence leading to regional accomplishments will ultimately result in UMD's recognition as a world-class center of scholarly outreach. At the same time, we build upon our reputation for excellence in recreational programs, student life, and intercollegiate athletics, thereby providing a holistic experience for students.

We encourage the ability to speak honestly about issues and ourselves by fostering a campus culture that welcomes students, faculty, staff, and guests to an inclusive learning climate committed to diversity, equity, and social justice. We serve the educational needs of indigenous peoples, their economic growth, their culture, and the sovereignty of the American Indian nations of the region, the state, and North America.

UMD eagerly embraces a global future while maintaining a strong presence in the cultural, economic, and intellectual life of the Duluth community, the Northland, the state, and the nation. By strengthening and firmly establishing the centrality of international activities on and away from campus, we leverage our place within the global strategies of the University of Minnesota System. We endeavor to become and remain a model of community engagement and service, which improves the quality of life for all and deepens the understanding, meaning, and purpose of the UMD educational experience.

UNIVERSITY OF MINNESOTA – MORRIS

Intentional liberal arts focus
Student-centered and community-engaged campus
Accessible yet rigorous educational experience

The University of Minnesota, Morris is distinguished within the University of Minnesota system by its public liberal arts mission. Faculty, staff, and students draw inspiration from the campus's unique history and its invaluable connections to the local community. As part of the University of Minnesota system, UMM serves as west central Minnesota's gateway to the University. Together, these elements distinguish UMM as a model of intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

One of 30 Council of Public Liberal Arts Colleges, UMM prides itself on providing talented students from a diverse set of backgrounds with access to a rigorous undergraduate liberal arts experience that prepares them for global citizenship. Here students work one-on-one with award-winning teacher-scholars in a residential environment where learning never ends. Students, faculty, and staff partner with community leaders to enrich the region through public outreach and community engagement, offering students the opportunity to supplement their liberal arts coursework with hands-on co-curricular experiences. UMM students graduate with the necessary skills to adapt and succeed in graduate education, meaningful careers, and lifelong learning.

Although the Morris campus was founded as a Native American boarding school, the US Bureau of the Interior later turned over the building and lands of the boarding school to the State of Minnesota with the stipulation that American Indian students would be admitted under the same conditions as other students, and tuition-free. Today American Indian students comprise more than 18 percent of UMM's student body (compared to just 1–2 percent of students at four-year colleges in Minnesota and nationwide) and graduate at rates higher than the national average for four-year colleges. UMM's American Indian students represent more than 50 federally recognized American Indian tribes/Alaskan Native villages and Canadian First Nations.

After the boarding school closed in 1909, the University of Minnesota established the West Central School of Agriculture on the Morris campus. When the University announced that agricultural schools would be phased out in the late 1950s, a grassroots citizens' movement convinced the Minnesota Legislature that it would be a good investment for the state to create a distinct public liberal arts institution within the University of Minnesota system on the Morris campus. UMM opened its doors in 1960 and since has fulfilled its vision to be an affordable, intentionally small, residential, public liberal arts college.

Beyond its academic mission, UMM works closely with external partners and organizations—including the University's West Central Research and Outreach Center, U of M Extension, USDA Soil Conservation Service, and the City of Morris—to make west

central Minnesota a vibrant and resilient region. UMM led the effort to establish the Morris Model, a comprehensive campus-community partnership designed to enhance Morris's commitment to climate protection and sustainability. Over the last two decades the campus has involved more than 650 students and faculty in assisting Minnesota's small towns with local issues and developing opportunities for economic growth. UMM has earned the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in recognition of its many community partnerships with a large number of local and regional communities, focusing on a wide array of projects including environmental sustainability, youth programming, community and economic development, arts and culture, fitness and recreation, healthy eating, and technology.

UNIVERSITY OF MINNESOTA – ROCHESTER

Health
Learning
Innovation

University of Minnesota Rochester Strategic Plan Vision

The University of Minnesota Rochester (UMR) will inspire transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st century.

UMR Strengths: Established Arenas of Distinctiveness

Our focus on undergraduate education has generated innovations that are significantly enhancing student learning and development. We are committed to sustaining and optimizing these six established arenas of distinctiveness.

- Customized undergraduate health education
- Individualized care, attention, and guidance
- Connected curricular experiences
- Collaborative culture
- Learner-centered core shaped by ongoing learning research
- Community immersion and engagement

Centering Aspirations

In pursuit of the vision and mission, and grounded in a set of core values, student outcomes, and established arenas of distinctiveness, we are engaged in strategic planning for growth with the following aspirations:

- Devote our expertise and energy to student learning and development, choosing habits that enable us to thrive as a healthy, high-integrity community characterized by our values.
- Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry that allows innovative thought-leadership in teaching and learning; educational research; public engagement; organizational efficiency; and community integration.
- Enhance the diversity of the healthcare workforce, through intentional inclusivity emanating from our core commitment to respectful human relationships and permeating our habits of interaction in recruitment, teaching and learning, and the ongoing life of our UMR community.
- Optimize the established arenas of distinctiveness, assessing results to provide ongoing evidence for decision-making and mindfully aligning emerging innovations with these established strengths.

- Sustain UMR as an innovative, educational enterprise, through increased enrollment of passionate, resilient students commensurate with the goals established in our enrollment management plan as well as increased strategic generation of mission-driven resources.
- Contribute significantly to the continued development of the Rochester community, through intentional partnerships and initiatives including Destination Medical Center (DMC).

UNIVERSITY OF MINNESOTA – TWIN CITIES

Ambition
Breadth
Engagement

The University of Minnesota Twin Cities is a comprehensive and globally engaged research university, the state's designated land-grant institution and research university, and the flagship of the UMN multi-campus system. The UMTC's strengths significantly expand the scope and impact of system-wide work to advance transformative research, education, and engagement benefiting Minnesota and addressing critical challenges of local and global communities. The UMTC ranks in the top ten for research activity among all U.S. public research universities, with more than $833 million in annual research spending (out of $850 million total for the UMN system). Its 3,100 faculty (four-fifths of all UMN faculty) include many nationally and internationally recognized scholars and researchers.

The UMTC spans 16 colleges and schools across 149 undergraduate degree programs, 171 master's degree programs, 100 doctoral degree programs, and 9 professional programs, and is one of only five campuses in the nation with an engineering school, a medical school, a law school, a veterinary medical school, and an agricultural school. The location of the campus also has special significance: The UMTC campus is in the heart of the Twin Cities metro area, which is home to two-thirds of all Minnesota residents—and as one of the few major public research universities situated in a major metropolitan area, the Twin Cities campus also has unparalleled opportunities for cross-sector partnerships and collaborations with diverse communities.

As the flagship of the multi-campus UMN system, the Twin Cities campus leverages its exceptional strengths to advance the mission of the entire University in the following important ways:

System and academic leadership—The President and senior leadership team provide overall strategic and operational leadership for the multi-campus system. As chief academic officer, the Executive Vice President and Provost has responsibility for advancing the academic excellence of the educational and research missions of the University and for providing leadership for undergraduate, graduate, and professional education (including oversight responsibility for promotion and tenure, for policies and practices that affect academic life and faculty development, and for academic program development/revision/approval).

Academic collaborations—The UMTC leverages its strengths with those of other system campuses to develop and support academic programs that advance the University's mission and meet state workforce needs. Examples include health sciences degree programs that unite and build academic areas of strength across campuses, and centers and institutes that provide opportunities for research and teaching collaborations involving faculty, staff, and students from across the multi-campus system.

System-wide academic/administrative support—The UMTC provides collaborative leadership and support for academic and administrative functions and services that link central offices based on the UMTC campus with functions and resources on each campus, providing efficiencies and enabling each campus to invest more in its mission-related strengths. These areas include human resources, information technology, equity and diversity, enrollment management, research advancement/ administration and technology transfer, budget and finance, central planning and institutional research, metrics and assessment, institutional relations and development, University Libraries, and other system-wide academic/ administrative leadership and support functions.

System-wide strategic Initiatives and public engagement agenda—The UMTC supports important institutional efforts that strengthen and sustain commitments to publicly engaged research, teaching, and outreach. This includes key programs based in the Twin Cities that have collaborative relationships with system campuses and communities statewide, such as Extension and the Research and Outreach Centers, as well as the system-wide activities of the Office for Public Engagement, the GPS Alliance, College Readiness, and others.

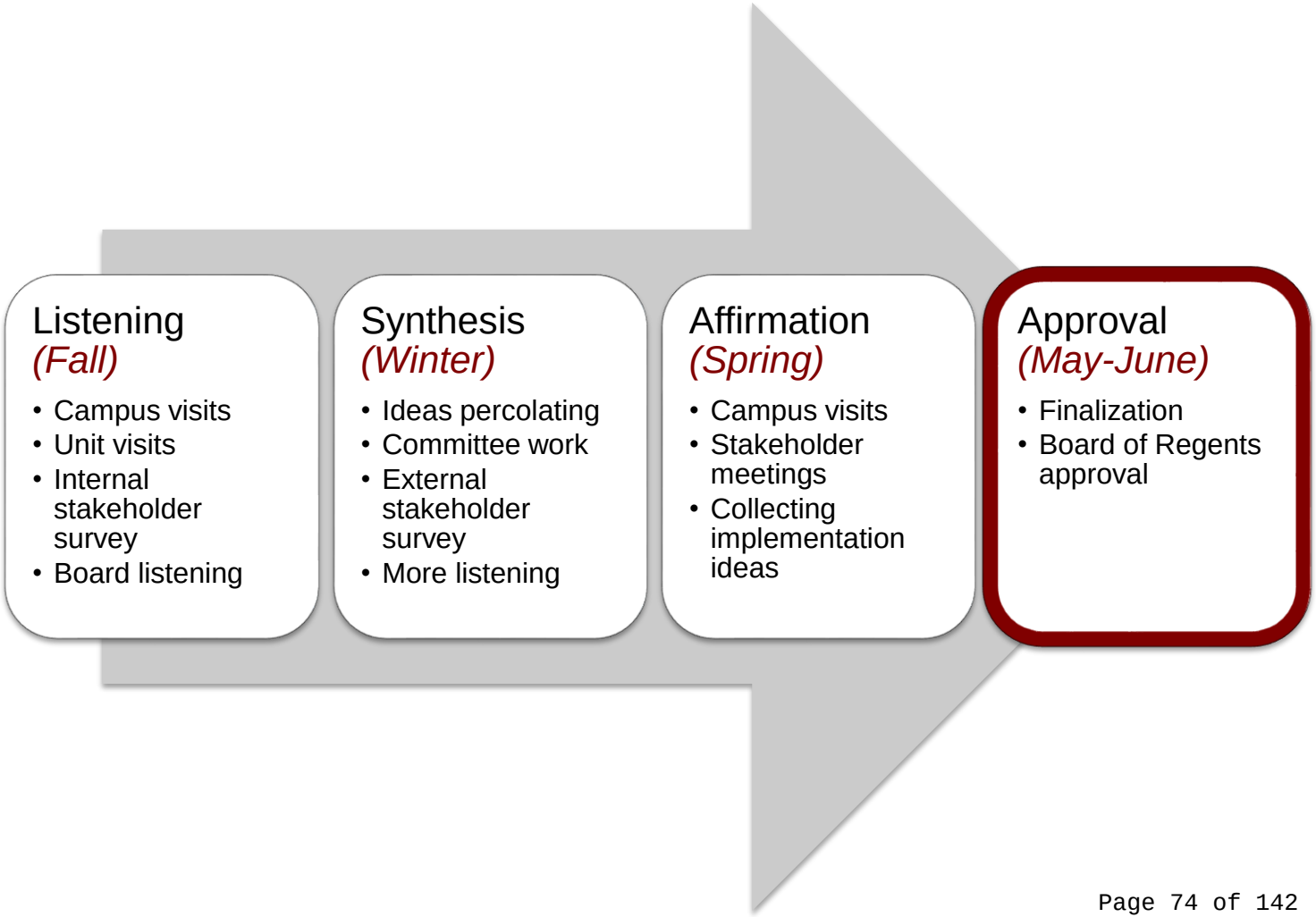
TC Campus Strategic Plan: ***Driving Tomorrow—Our Ten-Year Plan to Lead and Innovate*** (*http://strategic-planning.umn.edu)*

System-Wide Strategic Planning Process
Proposed Plan Presentation

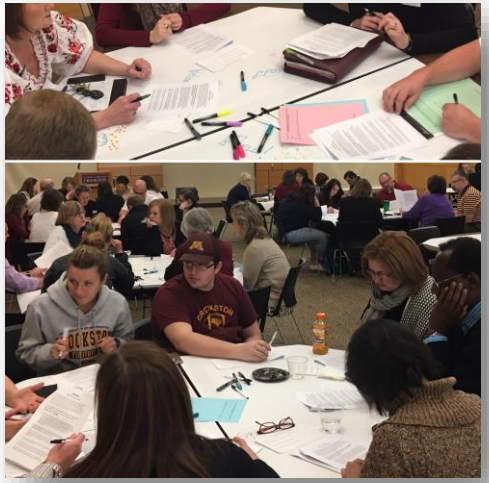
President Eric Kaler
Chancellor Stephen Lehmkuhle *(co-chair)*
Vice Provost Rebecca Ropers-Huilman *(co-chair)*

May 12, 2017

UNIVERSITY OF MINNESOTA
as a SYSTEM


Listening
(Fall)
• Campus visits
• Unit visits
• Internal stakeholder survey
• Board listening
Synthesis
(Winter)
• Ideas percolating
• Committee work
• External stakeholder survey
• More listening
Affirmation
(Spring)
• Campus visits
• Stakeholder meetings
• Collecting implementation ideas
Approval
(May-June)
• Finalization
• Board of Regents approval

UM - Duluth



UM – Crookston

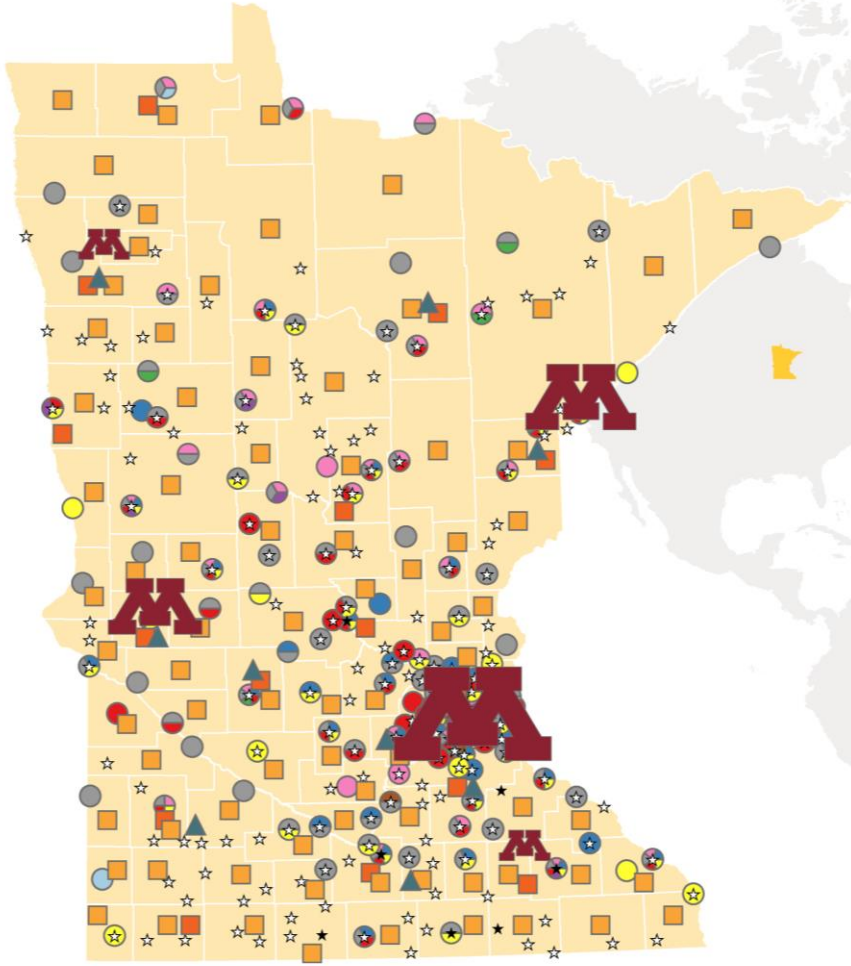
UM – Morris

UM – Twin Cities

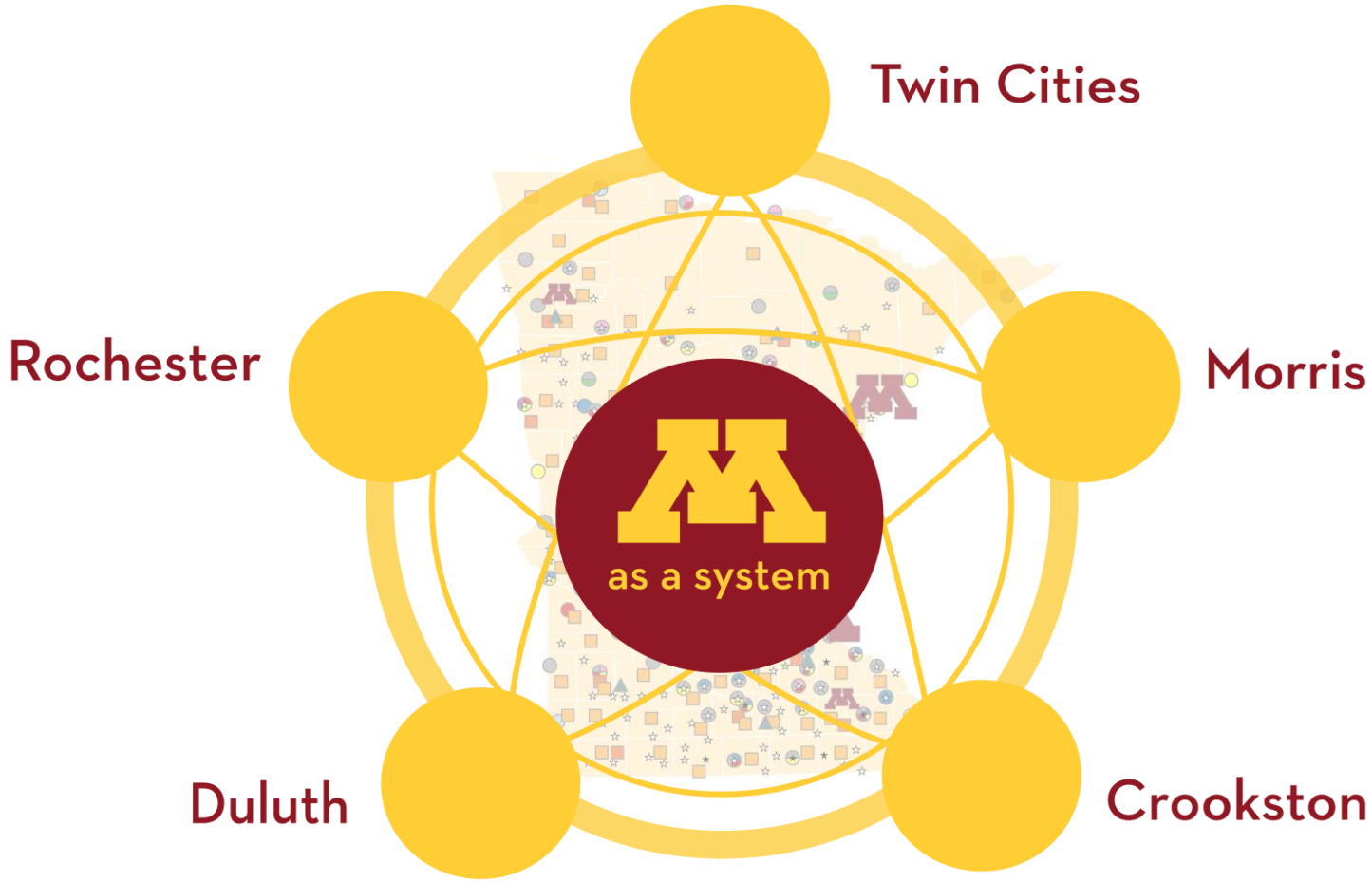
World Cafe

April 2017

UM – Rochester



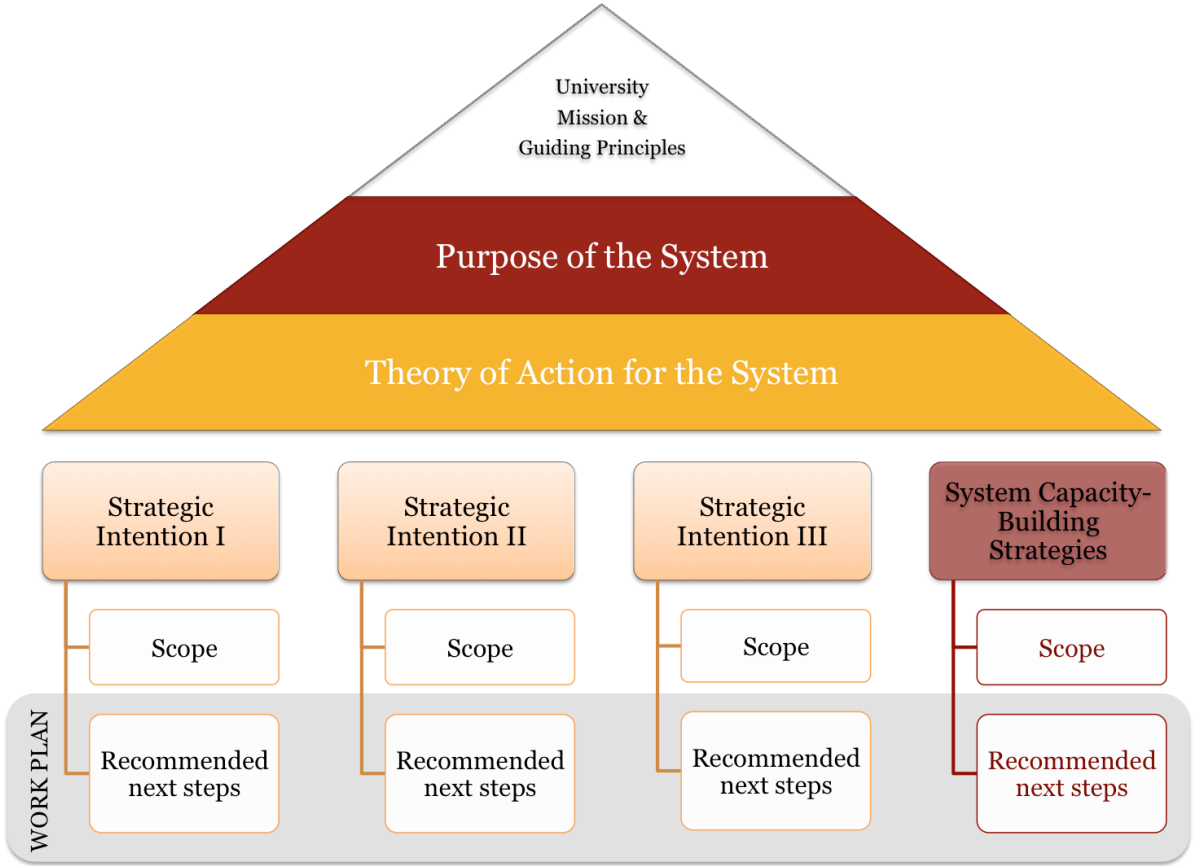
The distinctiveness of our campuses and the comprehensive and distributed nature of our System allows the University of Minnesota to be **greater than the sum of its parts**, positively impacting Minnesota, the nation, and the world.



System-wide Strategic Plan: **Proposed Plan**

May 12, 2017

PLAN FRAMEWORK



System-wide Strategic Plan: **Proposed Plan**

May 12, 2017

PURPOSE of the SYSTEM

The distinctiveness of our campuses and the comprehensive and distributed nature of our system allow the University of Minnesota to be greater than the sum of its parts.

As a System, the University of Minnesota will connect and leverage its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

THEORY OF ACTION for the SYSTEM

IF WE…	*WE WILL…*	*AND…*	*AND…*	*AND…*	*LEADING TO…*
Recognize the University of Minnesota's unique role in the State as *"the primary state supported academic agency for research and extension services"** AND value the distinctiveness of our campuses and the comprehensive and distributed nature of our System;	Invest in each campus and its units so they can excel in their areas of unique strength;	Develop stronger collaborations and minimize internal competition;	Actively listen to, connect with, learn from and develop enriching partnerships with communities;	Advance excellence in research and creativity, teaching and learning, and outreach and public service;	A System that connects and leverages its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

** 2016 Minnesota Statute 135A.052 Postsecondary Missions.*

STRATEGIC INTENTIONS as a SYSTEM

I. We will support the development of learners and leaders across their lifespan to equip them to productively engage in their communities and workplaces.

II. We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways.

III. We will actively listen to, connect with, learn from and develop enriching partnerships with communities to address challenges and create opportunities together.

SYSTEM CAPACITY BUILDING TO ACHIEVE THE STRATEGIC INTENTIONS

- Ensure that the distinctiveness of each campus is planned, communicated, and resourced.
- Ensure that the strength of the System is actively communicated with stakeholders.
- Develop systems that promote inclusive excellence.
- Integrate System mindfulness throughout our core functions and decision-making processes.

WORK PLAN / RECOMMENDED NEXT STEPS

System Capacity Building	Strategic Intention I	Strategic Intention II	Strategic Intention III
• Administrative structure • Engagement by Board of Regents • Integration into the budgeting process • Improve System-wide communication • Build intercampus awareness • Build inclusive excellence	• Develop a System-wide recruitment and admissions strategy • Develop System-wide retention strategies • Develop a coordinated strategy for on-line learning for undergraduate and graduate courses and programs	• Promote research collaborations across the System • Leverage research instrumentation	• Enhance our community partnerships

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Update on 2018-19 Biennial Budget Request

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

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

PRESENTERS: Brian Burnett, Senior Vice President for Finance and Operations
Matt Kramer, Vice President, University Relations

PURPOSE & KEY POINTS

The purpose of this item is an update on state funding to the University for the 2018-19 biennium. The Minnesota Legislature is making final decisions on a conference committee bill that will provide funding to state higher education. As of May 1, 2017, the conference committee had decided on policy language, but had not finalized appropriation numbers. More will be known at the time of this discussion item.

BACKGROUND INFORMATION

At its October 2016 meeting, the Board approved the University's 2018-19 Biennial Budget Request, which totaled $147.2 million across two years. In January 2017, the Governor submitted his proposal for higher education funding, including $96.8 million for the University. The House and Senate have proposed $20.0 million and $29.6 million respectively.

Update on 2018-19 Biennial Budget Request

Brian Burnett, Senior Vice President, Finance and Operations
Matt Kramer, Vice President, University and Government Relations

Board of Regents
May 12, 2017

UNIVERSITY OF MINNESOTA
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Comparison of 2018-19 Biennial Budget Proposals

($s in millions)

Project Name	University Request	Governor	House	Senate	Conference Committee	Final
Student Success	$22.0	$2.6	–	–	–	–
Core Missions	$68.2	$68.2	–	$23.6	–	–
MnDRIVE	$32.0	$8.0	$2.0	$4.0	$2.00	–
NRRI	$4.0	$4.0	$4.0	$2.0	$2.00	–
Health Training and Services	$14.0	$14.0	$14.0	–	$14.00	–
Bell Museum	$7.0	–	–	–	($0.37)	–
Non-requested Items	–	–	$2.1	–	$1.05	
TOTALS	**$147.2**	**$96.8**	**$22.1**	**$29.6**	**$18.67**	**TBA**

The House proposal also includes $50,000 for the Board of Regents to develop a plan by 1/15/18 for a program for students with intellectual and developmental disabilities, and $1 million for tuition payment assistance on the Morris campus.

Noteworthy Language Items

Policy Language in Omnibus Bill Applicable to U of MN:

- Mandatory student fee prohibition
- Greater MN Outreach and Recruitment plan for the Twin Cities campus
- Requests creation of program for students with intellectual and developmental disabilities (begin ‘18-19 academic year)
- U of MN “encouraged” to position tuition rates in the middle of the Big Ten for both undergraduate and graduate students
- U of MN “encouraged” to consider fiscal balance in collective bargaining
- Report required for all consultant spending at $500k level
- Report required on use of fetal tissue
- Practice of psychology language
- Requires additional information of resources and legal rights for students who are pregnant or with young children
- *NO performance metrics*
- *NO tuition freeze requested for U of MN*

Bonding Bill

Financial Comparison

Project Name	Project Total	University Investment	Request	Governor	House	Senate	Final
Higher Education Asset Preservation and Replacement (HEAPR)	$100.0	–	$100.0	$55.0	$30.0	$50.0	
Chemistry and Advanced Materials Science Building	$42.4	$14.1	$28.3	$28.3	–	$27.2	
Health Sciences Education Facility	$104.0	$34.7	$69.3	$67.0	–	–	
Plant Growth Research Facility	$6.9	$2.3	$4.6	$4.4	–	$4.4	
Academic and Student Experience Investments	$24.0	$8.0	$16.0	–	–	–	
Pillsbury Hall Renovation	$34.3	$11.4	$22.9	–	–	–	
Design: Collections and Contemporary Learning	$6.0	$2.0	$4.0	–	–	–	
TOTALS	**$317.6**	**$72.5**	**$245.1**	**$154.7**	**$30.0**	**$81.6**	

Dollar amounts in millions
Projects are listed in prioritized order

Recent University Community Efforts to Promote University Request

- President Kaler – letter to conferees and testimony; media statements
- Social Media Days
  - April 24 (All Legislators and Governor)
  - May 5 (Governor and Lt. Governor)
  - May 8 (Speaker and Senate Majority Leader)
- Student letter to conferees on student fee prohibition
- Public testimony before conference committee
  - Chancellor Black
  - Professor Colin Campbell
- Multiple editorials/columns and external outreach

Discussion

Update on 2018-19 Biennial Budget Request

Brian Burnett, Senior Vice President, Finance and Operations
Matt Kramer, Vice President, University and Government Relations

Board of Regents
May 12, 2017

UNIVERSITY OF MINNESOTA
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Update on 2018-19 Biennial Budget Request

Brian Burnett, Senior Vice President, Finance and Operations
Matt Kramer, Vice President, University and Government Relations

Board of Regents
May 12, 2017

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Comparison of 2018-19 Biennial Budget Proposals

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Health Training and Services	$14.0	$14.0	$14.0	–	–
Bell Museum	$7.0	–	–	–	–
TOTALS	**$147.2**	**$96.8**	**$20.0**	**$29.6**	**TBA**

The House proposal also includes $600,000 for a program for students with intellectual and developmental disabilities, and $1.5 million for tuition payment assistance on the Morris campus.

Noteworthy Language Items

Retained Policy Language:

- Mandatory student fee prohibition
- Base reduction of the Bell Museum funding
- Greater MN Outreach and Recruitment plan for the Twin Cities campus
- Program design at UM Morris only – developmental disabilities program
- U of MN “encouraged” to position tuition rates in the middle of the Big Ten for both undergraduate and graduate students
- U of MN “encouraged” to consider fiscal balance in collective bargaining

Removed Policy Language:

- Dropped the 10% high school graduate ranking automatic admission language

Modified Policy Language

- Report required for all consultant spending at $500k level
- Report required on use of fetal tissue
- Practice of psychology language

Unresolved:

- Continued performance metrics
- Tuition freeze language

Bonding Bill – what we know

- Senate SF 210 waiting for floor action
  - As per last year
  - $50M HEAPR
  - $27.2 Chemistry Building UMD
  - $4.4 Plant Growth Facility CBS
- House has not yet introduced a bill

Recent University Community Efforts to Promote University Request

- President Kaler – letter to conferees
- Social Media Day – April 24
- Student letter to conferees
- Public testimony before conference committee
  - Chancellor Black
  - Professor Colin Campbell
- Other

Discussion

Update on 2018-19 Biennial Budget Request

Brian Burnett, Senior Vice President, Finance and Operations
Matt Kramer, Vice President, University and Government Relations

Board of Regents
May 12, 2017

UNIVERSITY OF MINNESOTA
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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: President's Recommended FY 2018 Annual Capital Improvement Budget

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

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

PRESENTERS: President Eric W. Kaler
Brian Burnett, Senior Vice President for Finance and Operations
Michael Berthelsen, Interim Vice President, University Services

PURPOSE & KEY POINTS

The purpose of this item is review of the 2018 Annual Capital Improvement Budget (capital budget). The University adopts an annual capital improvement budget that authorizes projects costing more than $500,000 to begin design and construction during the upcoming fiscal year.

The 2018 capital budget authorizes projects totaling $391,906,000. Approximately 62 percent of the capital budget is State of Minnesota supported debt from the University's 2017 State Capital Request ($245,030,000). The remaining 38 percent supports the University's share of state-supported projects as well as University-funded capital improvements. The proposed budget includes the University's full legislative request and will be updated in June to reflect the outcome of the 2017 legislative session.

The capital budget reflects the planning priorities established by the Six-Year Capital Plan. Funding pools categorized as Repair and Replacement (R&R) or Higher Education Asset Preservation and Replacement (HEAPR) include projects intended to extend the life and functionality of existing facilities and infrastructure.

The capital budget will return to the Board for action at a later meeting.

BACKGROUND INFORMATION

Board of Regents Policy: *Reservation and Delegation of Authority* requires that all capital projects with a value greater than $500,000 in either design or construction be included in the capital budget. In order to be included in the capital budget, the project must be approved by the respective vice president or chancellor, have completed an appropriate level of planning (typically a predesign), have all the required funding identified, and be ready to proceed if approved by the Board. These requirements lead to better projects, but also exclude from the capital budget some important projects still in development. As these projects meet the Board's criteria, they will be presented as capital budget amendments.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the FY 2018 Annual Capital Improvement Budget and reaffirmation of its prior year capital expenditure authorization.

FY2018 ANNUAL CAPITAL BUDGET

University of Minnesota

Annual Capital Budget Definitions by Funding Source

Local Funds
These funds have been allocated to or generated by campus-level, collegiate-level or departmental-level units. These funds include state appropriations, tuition, internal sales, external sales and other unrestricted funds.

Grants / Gifts
Grant and gift funds are provided to the University to support specific construction projects.

Institutional Funds
This category of resources represents a broad array of funds from within the University including but not limited to central budget allocations for specific projects and purposes.

State Debt
These funds are provided from State sold bond proceeds for use on legislatively authorized projects.

U of M Debt
These funds come from both the sale of bonds issued by the University as well as commercial paper and internal loans. The source of the debt service payment varies by project.

Project Description Report

The following project information sheets, ordered by file number, provide brief descriptions of each project.

3340 HEAPR

Vice President:	University Services	*RRC:*	Facilities Management
Campus:	Systemwide	*RRC Contact:*	Brian Swanson
Facility:	Systemwide	*Project Manager:*	Andrew Chan
Total Cost:	$100,000		

Description: The funds authorized will be used system-wide to maximize and extend the life of the University's existing physical plant. Individual projects will fall into one of four broad categories – Health and Safety, Building Systems, Energy Efficiency, and Utility Infrastructure. The system-wide HEAPR advisory committee makes recommendations on individual projects to the Vice President for University Services using data from the Facility Condition Assessment and Building Code Deficiency Report.

3341 Chemistry and Adv Materials Science

Vice President:	Duluth Campus	*RRC:*	Duluth Campus
Campus:	Duluth	*RRC Contact:*	Lendley Black
Facility:	New Facility	*Project Manager:*	John Rashid
Total Cost:	$42,380		

Description: This project will construct approximately 58,000 square feet of research & instructional laboratories, teaching space, offices, and meeting space for the Swenson College of Science and Engineering for the Duluth Campus. The building will be three stories with a mechanical and electrical penthouse. The research laboratory space will consist of flexible wet and dry labs with adequate utilities, environmental controls, and modern safety accommodations. It will serve the needs of evolving research and teaching pedagogy. The project had prior authorized funding of $2.25M. The total project budget will be $44.7M.

3342 Health Sciences Education Center

Vice President:	Academic Affairs	*RRC:*	AHC Shared Units
Campus:	Twin Cities	*RRC Contact:*	Brooks Jackson
Facility:	New Facility	*Project Manager:*	Trevor Dickie
Total Cost:	$104,000		

Description: This project will construct a new education and training facility for the Academic Health Center to support interdisciplinary team-based learning and care. The new facility will include active learning classrooms, simulation centers, collaboration space, studios, and inter-professional lounges. The design calls for a new 5-story, approx. 142,000 GSF building and interior renovation of approx. 52,000 GSF on 3 floors of the Phillips-Wangensteen Building (PWB). The total project will affect 194,000 GSF. This project will demolish the existing Masonic Memorial Hospital and the VFW Cancer Center buildings. This project received prior authorization for design funding in the FY16 Annual Capital Budget.

3343 Plant Growth Research Facility

Vice President:	Academic Affairs	*RRC:*	College of Biological Sciences
Campus:	Twin Cities	*RRC Contact:*	Valerie Forbes
Facility:	Plant Growth Facility	*Project Manager:*	Trevor Dickie
Total Cost:	$6,900		

Description: This project will construct a new approximately 12,000 square foot greenhouse addition to the Plant Growth Facilities for the College of Biological Sciences Conservatory and demolish the existing Biological Sciences Greenhouse on the St Paul campus. The new greenhouse will be furnished with modern temperature, humidity, and lighting controls. It will be monitored via the master greenhouse campus control system. Upon completion, plant specimens and program activities currently housed in the existing Biological Sciences Greenhouse will be moved to the new facility and the old greenhouse will be demolished.

3344 Academic and Student Experience

Vice President:	Academic Affairs	*RRC:*	Academic Affair and Provost
Campus:	Systemwide	*RRC Contact:*	Mike Berthelsen
Facility:	Systemwide	*Project Manager:*	Multiple
Total Cost:	$24,000		

Description: This project will convert obsolete spaces on the Crookston, Duluth, Morris, and Twin Cities campuses into modern spaces to meet the needs of today's programs and provide new learning opportunities across Minnesota. Up-to-date classrooms, instructional laboratories, and collaboration spaces are essential to attract the best and brightest students and remain competitive with other regional universities. Funds will be used to modernize space in the Biological Sciences Center (UMTC), A.B. Anderson Hall (UMD), Humanities Building and Blakely Hall (UMM) and Owen Hall, Dowell Hall and Sahlstrom Hall (UMC). The overall student experience at the University of Minnesota will be improved by enhancing the physical environment and adding modern classroom learning technologies.

3345 Renovation

Vice President:	Academic Affairs	*RRC:*	College of Liberal Arts
Campus:	Twin Cities	*RRC Contact:*	John Coleman
Facility:	Pillsbury Hall	*Project Manager:*	Mike Kisch
Total Cost:	$34,320		

Description: This project will completely renovate Pillsbury Hall, replacing obsolete science facilities with modern, flexible non-laboratory teaching, learning, and research spaces for College of Liberal Arts Humanities Programs. The renovated space is anticipated to be divided amongst, office, classroom and assembly type spaces to support multiple modes of learning and alternative workplace environments. At nearly 60,000 gross square feet, the renovation is expected to maintain an equivalent amount of space when complete. The building's systems will be updated to comply with current standards and codes, while retaining and celebrating the historic character of the second oldest building on the Twin Cities campus

3346 Design: Collections & Contemp Learn Ctr

Vice President:	Academic Affairs	*RRC:*	University Libraries
Campus:	Twin Cities	*RRC Contact:*	Wendy Lougee
Facility:	Murphy Warehouse	*Project Manager:*	Amanda Aspensen
Total Cost:	$6,000		

Description: This project will renovate a portion of Wilson Library to accommodate new and improved library patron space and upgrade Murphy Warehouse space to provide a secure environment for University collections. The renovation of Murphy Warehouse Buildings 36 and 37 is expected to meet the 20-year horizon of library collections storage needs. Improvements are required to the existing building enclosure to achieve temperature, ventilation, and humidity design parameters as well as security needed to preserve analog collections. The partial renovation of Wilson Library will enable the University to better support contemporary learning and scholarship with services focused on enabling new discovery, interaction with digital media and technology tools, community engagement, teaching, and study.

3349 Classrooms Phase 3

Vice President:	Academic Affairs	*RRC:*	Undergraduate Education
Campus:	Twin Cities	*RRC Contact:*	Jeremy Todd
Facility:	Mondale Hall	*Project Manager:*	Jim Litsheim
Total Cost:	$885		

Description: This project will modernize classrooms 20, 30, 40 and 50 within the sub-plaza level of Mondale Hall. Total project area is 7,854 GSF. This project represents the third phase of investment in classroom upgrades in Mondale Hall. Phase 1 addressed classrooms 1, 3, 5, 7 and 9. Phase 2, renovating classrooms 15, 35, 45, 55, and 65, is underway and will be complete for the Fall of 2017. Phase 3 renovations will consist of replacing room and wall finishes, new fixed furniture, power and technology improvements throughout. This project also includes infilling parts of the existing floor depressions to provide accessibility to a reconfigured podium.

3350 R&R - Student Affairs

Vice President:	Academic Affairs	*RRC:*	Student Affairs
Campus:	Twin Cities	*RRC Contact:*	Danita Young
Facility:	Multiple	*Project Manager:*	Various
Total Cost:	$3,190		

Description: Funds authorized in this request will be used for facility infrastructure improvement and repair and replace projects including for Boynton West Wing Fire Suppression, Recreation and Wellness Fieldhouse Floor Replacement and West Bank Skyway Water infiltration Repair

3352 Softball Field Artificial Turf

Vice President:	Academic Affairs	*RRC:*	Student Affairs
Campus:	Twin Cities	*RRC Contact:*	Karen Lovro
Facility:	TC Campus	*Project Manager:*	Trevor Dickie
Total Cost:	$700		

Description: This project will add artificial turf to the softball site equivalent to a 1/2 sized soccer field. This would help maximize the use of the fields for intramural sports (softball, flag football, soccer, ultimate disc) and Sport Club practices (soccer, lacrosse, rugby) without damage that we get on natural turf. With the limited fields available and high demand for fields from the students; additional field capacity is required.

3356 History of Science & Tech Relocation

Vice President:	Academic Affairs	*RRC:*	College of Science and Engineering
Campus:	Twin Cities	*RRC Contact:*	Mos Kaveh
Facility:	Shepherd Labs	*Project Manager:*	Paul Oelze
Total Cost:	$798		

Description: This project will renovate a portion of the 5th floor of Shepherd Laboratories to house the History of Science & Technology department. The department will relocate from the first floor of the building to accommodate the renovation of the 1st and 2nd floors for the College of Science and Engineering robotics lab. Total project area is 4,137 GSF. The renovated space will provide private faculty offices, open office graduate workstations, conference rooms and shared department amenities including focus rooms, computer room, open collaboration, reference library and a kitchenette. Accessibility upgrades will include a family style toilet as part of the program.

3359 MDT Research Suite Remodel

Vice President:	Academic Affairs	*RRC:*	AHC Shared Units
Campus:	Twin Cities	*RRC Contact:*	Kamil Ugubil
Facility:	CMRR	*Project Manager:*	Julee Taylor
Total Cost:	$847		

Description: This project will remodel and make ready the former radiochemistry research suite for Dr. Prakash

3361 Institute for Health Informatics Remodel

Vice President:	Academic Affairs	*RRC:*	AHC Shared Units
Campus:	Twin Cities	*RRC Contact:*	Constantin Aliferis
Facility:	PWB	*Project Manager:*	Julee Taylor
Total Cost:	$2,381		

Description: This project will convert approx. 9,900 GSF of outdated clinic space on the 8th Floor of the Phillips-Wangensteen Building (PWB) into new offices for the Institute for Health Informatics (IHI). This project will consolidate the department from existing and temporary locations in Diehl Hall and on PWB floor 6. The renovated space will include private offices and open workstations for 60 faculty and staff, a 12-person conference room, break rooms and 22-person conference/classroom space. New mechanical, electrical and plumbing will be installed.

3366 Weight Room Remodel

Vice President:	Intercollegiate Athletics	*RRC:*	Intercollegiate Athletics
Campus:	Twin Cities	*RRC Contact:*	Scott Ellison
Facility:	Mariucci Arena	*Project Manager:*	Trevor Dickie
Total Cost:	$2,335		

Description: This project will renovate 8,500 SF for an strength training area in Mariucci Arena to allow all Intercollegiate Athletics' student athletes to maximize their potential through strength training, skill development and proper nutrition. This project is the 2nd phase of a 51,000 SF renovation of Mariucci Arena which includes renovated locker rooms, ice rink replacement and the creation of a new M (Alumni) Club and large Storage Area. The phase 1 locker room renovation was completed in September 2016. Athletic equipment and branding will be installed by Athletics after the project is completed.

3367 R&R-Housing & Residential Life

Vice President:	University Services	*RRC:*	Auxiliary Services
Campus:	Twin Cities	*RRC Contact:*	Laurie Scheich
Facility:	TC Campus	*Project Manager:*	Multiple
Total Cost:	$9,507		

Description: Funding authorized in this request will be used for facility and infrastructure improvements, and repair and replacement projects in the residence halls, apartments and family student housing units on the Twin Cities campus. Notable investments in facilities for FY18 include Middlebrook upgrade of electrical systems, Frontier Hall resident room carpet and abatement, and roof replacement projects for Centennial and Comstock Halls.

3368 R&R- Dining Services

Vice President:	University Services	*RRC:*	Auxiliary Services
Campus:	Twin Cities	*RRC Contact:*	Laurie Scheich
Facility:	TC Campus	*Project Manager:*	Multiple
Total Cost:	$865		

Description: Funding authorized in this request will be used for facility and infrastructure improvements, and repair and replacement projects in food venues on the Twin Cities campus.

3369 R&R- Parking Infrastructure

Vice President:	University Services	*RRC:*	Auxiliary Services
Campus:	Twin Cities	*RRC Contact:*	Laurie Scheich
Facility:	TC Campus	*Project Manager:*	Multiple
Total Cost:	$5,249		

Description: Funding authorized in this request will be used for parking facility and infrastructure improvements and repair and replacement projects on the Twin Cities campus, including improvements to surface parking, structured parking, emergency generators, and elevators.

3370 R&R - Transportation Infrastructure

Vice President:	University Services	*RRC:*	Auxiliary Services
Campus:	Twin Cities	*RRC Contact:*	Laurie Scheich
Facility:	TC Campus	*Project Manager:*	Multiple
Total Cost:	$6,743		

Description: Funding authorized in this request will be used for transportation infrastructure improvements and repair and replacement projects on the Twin Cities campus, including improvements to streets, sidewalks, bridges, building linkages, and safety systems. A notable investment includes the Church Street North of Washington project, Plaza sidewalk projects and Scott Hall loading dock driveway, parking and sidewalks.

3372 R&R-Student Life

Vice President:	Duluth Campus	*RRC:*	Duluth Campus
Campus:	Duluth	*RRC Contact:*	Lendley Black
Facility:	Duluth	*Project Manager:*	John Rashid
Total Cost:	$3,000		
Description:	Funding authorized in this request will be used for facility and infrastructure improvements and repair and replacement projects in the residence halls, apartments, and other student service facilities on the Duluth campus		

3373 R&R-Facilities Management

Vice President:	Duluth Campus	*RRC:*	Duluth Campus
Campus:	Duluth	*RRC Contact:*	Lendley Black
Facility:	Duluth	*Project Manager:*	John Rashid
Total Cost:	$3,200		
Description:	Funding authorized in this request will be used for facility and infrastructure improvements and repair and replacement projects on the Duluth campus.		

3374 Student Center Remodel

Vice President:	Morris Campus	*RRC:*	Morris Campus
Campus:	Morris	*RRC Contact:*	Michelle Behr
Facility:	Edson Auditorium	*Project Manager:*	Bryan Hermann
Total Cost:	$900		
Description:	This project will renovate the space and update and refresh the auditorium seating, sound booth, and stage, enhance the facilities aesthetics and create a more notable entrance and welcoming lobby for users who see Edson as hidden within the within the Student Center which has surrounded it since 1992.		

3378 R&R - Athletics

Vice President:	Intercollegiate Athletics	*RRC:*	Intercollegiate Athletics
Campus:	Twin Cities	*RRC Contact:*	Scott Ellison
Facility:	TC Campus	*Project Manager:*	Multiple
Total Cost:	$2,216		

Description: Funding authorized in this request will be used for facility and infrastructure improvements, and repair and replacement projects in athletics venues on the Twin Cities campus including LED sports lighting for 5 facilities and contribution to Soccer and Golf Team Area

3380 R&R - Twin Cities

Vice President:	University Services	*RRC:*	Facilities Management
Campus:	Twin Cities	*RRC Contact:*	Bill Paulus
Facility:	TC Campus	*Project Manager:*	Various
Total Cost:	$10,086		

Description: Funding authorized in this request will be used for facility and infrastructure improvements, and repair and replacement projects on the Twin Cities campus.

3381 R&R - Utility Infrastructure

Vice President:	University Services	*RRC:*	Facilities Management
Campus:	Twin Cities	*RRC Contact:*	Bill Paulus
Facility:	TC Campus	*Project Manager:*	Various
Total Cost:	$17,504		

Description: Funding authorized in this request will be used for utility infrastructure improvements, and repair and replacement projects on the Twin Cities campus.

3382 R&R - Energy Conservation

Vice President:	University Services	*RRC:*	Facilities Management
Campus:	Twin Cities	*RRC Contact:*	Bill Paulus
Facility:	TC Campus	*Project Manager:*	Various
Total Cost:	$3,900		

Description: Funding authorized in this request will be used on the Twin Cities campus to enhance the energy efficiency of the buildings and infrastructure on the Twin Cities campus. Facilities Management maintains a revolving internal loan (debt) fund with the Budget Office to fund and repay conservation projects.

FY2018 ANNUAL CAPITAL BUDGET

University of Minnesota

Annual Capital Budget Definitions by Funding Source

Local Funds
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Grants / Gifts
Grant and gift funds are provided to the University to support specific construction projects.

Institutional Funds
This category of resources represents a broad array of funds from within the University including but not limited to central budget allocations for specific projects and purposes.

State Debt
These funds are provided from State sold bond proceeds for use on legislatively authorized projects.

U of M Debt
These funds come from both the sale of bonds issued by the University as well as commercial paper and internal loans. The source of the debt service payment varies by project.

Project Funding Report

UNIVERSITY OF MINNESOTA

Funding Report

Academic Affairs

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
Academic Affairs, Provost									
3344	Systemwide	Academic and Student Experience	$24,000	$0	$0	$0	$16,000	$8,000	FY17 State Request
AHC Shared Units									
3342	New Facility	Health Sciences Education Center	$104,000	$0	$0	$0	$69,300	$34,700	FY17 State Request
3359	CMRR	MDT Research Suite Remodel	$847	$847	$0	$0	$0	$0	
3361	PWB	Institute for Health Informatics Remodel	$2,381	$2,381	$0	$0	$0	$0	
Classroom Management									
3349	Mondale Hall	Classrooms Phase 3	$885	$0	$0	$885	$0	$0	
College of Biological Sciences									
3343	Plant Growth Facility	Plant Growth Research Facility	$6,900	$0	$0	$0	$4,600	$2,300	FY17 State Request
College of Liberal Arts									
3345	Pillsbury Hall	Renovation	$34,320	$0	$0	$0	$22,880	$11,440	FY17 State Request
College of Science & Engineering									
3356	Shepherd Labs	History of Science & Tech Relocation	$798	$798	$0	$0	$0	$0	
Student Affairs, Vice Provost									
3350	Multiple	R&R - Student Affairs	$3,190	$3,190	$0	$0	$0	$0	
3352	TC Campus	Softball Field Artificial Turf	$700	$700	$0	$0	$0	$0	
University Libraries									
3346	Murphy Warehouse	Design: Collections & Contemp Learn Ctr	$6,000	$0	$0	$0	$4,000	$2,000	FY17 State Request

UNIVERSITY OF MINNESOTA

Funding Report

Academic Affairs

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
			$184,021	$7,916	$0	$885	$116,780	$58,440	

UNIVERSITY OF MINNESOTA

Funding Report

Intercollegiate Athletics

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
Intercollegiate Athletics									
3366	Mariucci Arena	Weight Room Remodel	$2,335	$708	$515	$0	$0	$1,112	
3378	TC Campus	R&R - Athletics	$2,216	$2,216	$0	$0	$0	$0	
			$4,551	$2,924	$515	$0	$0	$1,112	

UNIVERSITY OF MINNESOTA

Funding Report

Duluth Campus

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
UM Duluth									
3372	Duluth	R&R-Student Life	$3,000	$3,000	$0	$0	$0	$0	
3373	Duluth	R&R-Facilities Management	$3,200	$3,200	$0	$0	$0	$0	
3341	New Facility	Chemistry and Adv Materials Science	$42,380	$0	$0	$0	$28,253	$14,127	FY17 State Request
			$48,580	$6,200	$0	$0	$28,253	$14,127	

UNIVERSITY OF MINNESOTA

Funding Report

Morris Campus

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
UM Morris									
3374	Edson Auditorium	Student Center Remodel	$900	$50	$0	$0	$0	$850	
			$900	$50	$0	$0	$0	$850	

UNIVERSITY OF MINNESOTA

Funding Report

University Services

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt	Comments
Facilities Management									
3340	Systemwide	HEAPR	$100,000	$0	$0	$0	$100,000	$0	FY17 State Request
3380	TC Campus	R&R - Twin Cities	$10,086	$9,086	$0	$1,000	$0	$0	
3381	TC Campus	R&R - Utility Infrastructure	$17,504	$15,643	$0	$0	$0	$1,861	
3382	TC Campus	R&R - Energy Conservation	$3,900	$900	$0	$0	$0	$3,000	
Housing & Residential Life									
3367	TC Campus	R&R-Housing & Residential Life	$9,507	$9,507	$0	$0	$0	$0	
Parking & Transportation Services									
3369	TC Campus	R&R- Parking Infrastructure	$5,249	$5,249	$0	$0	$0	$0	
3370	TC Campus	R&R - Transportation Infrastructure	$6,743	$6,743	$0	$0	$0	$0	
University Dining Services									
3368	TC Campus	R&R- Dining Services	$865	$865	$0	$0	$0	$0	
			$153,854	$47,993	$0	$1,000	$100,000	$4,861	

Report Summary

Total	Local Funds	Grants / Gifts	Institutional Funds	State Debt	University Debt
$391,906	$65,083	$515	$1,885	$245,033	$79,390

University of Minnesota

Potential Additions

Annual FY 18 Capital Improvement Budget

Campus	Unit	Facility	Title
Arboretum	College of Food, Ag, and Natural Resources	New Facility	Master Gardner Home
UMTC	AHC Shared Units	Center for Magnetic Resonance	Removal of 9.4T 65cm Scanner
UMTC	Intercollegiate Athletics	New Facility	Tom Lehman Golf Practice Facility
UMTC	Public Safety	Transportation Safety Building	Public Safety Facility

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

The FY 2018 Capital Improvement Budget

WHEREAS, the Board of Regents (Board) directed the administration to annually submit a capital improvement budget and a six-year capital improvement plan; and

WHEREAS, the Board has adopted principles to guide the formulation of the capital improvement budget and six-year capital improvement plan; and

WHEREAS, the Board recognizes the importance of sustaining and improving the University's facilities in support of teaching, research, and outreach; and

WHEREAS, the administration has developed a capital planning framework designed to focus its capital planning efforts toward projects that support the University's institutional priorities within a financial strategy that is realistic; and

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the FY 2018 Capital Improvement Budget and reaffirms its prior year capital expenditure authorizations.

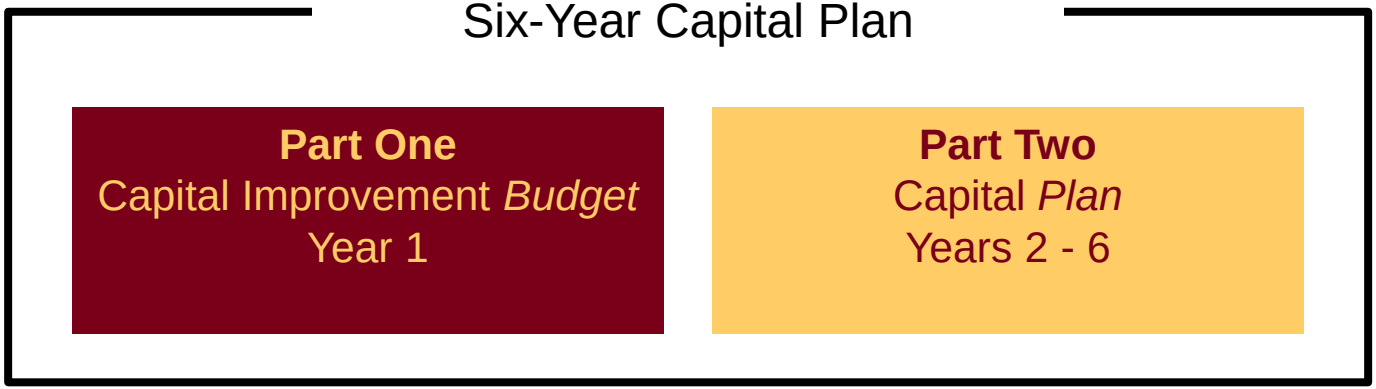
FY2018 Annual Capital Improvement Budget

Board of Regents
May 12, 2017

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Capital Plan

- Board of Regents policy directs the administration to develop a capital budget with a “six-year time horizon, updated annually”



Annual Capital Improvement Budget

- Year 1 of the Six-Year Capital Plan
- Includes individual projects over $500,000
- Projects need to have a completed predesign
- Projects must be fully funded
- Approved projects move into design and/or construction

FY2018 Capital Budget: $391.9 million

(dollars in millions)

Category	State Financed	U of MN Financed	Total Cost
State Capital Request: HEAPR	$100.0	$0.0	$100.0
State Capital Request: Projects	$145.0	$72.6	$217.6
University Funded Projects	$0.0	$74.3	$74.3
Total FY2018 Capital Improvement Budget	**$245.0**	**$146.9**	**$391.9**

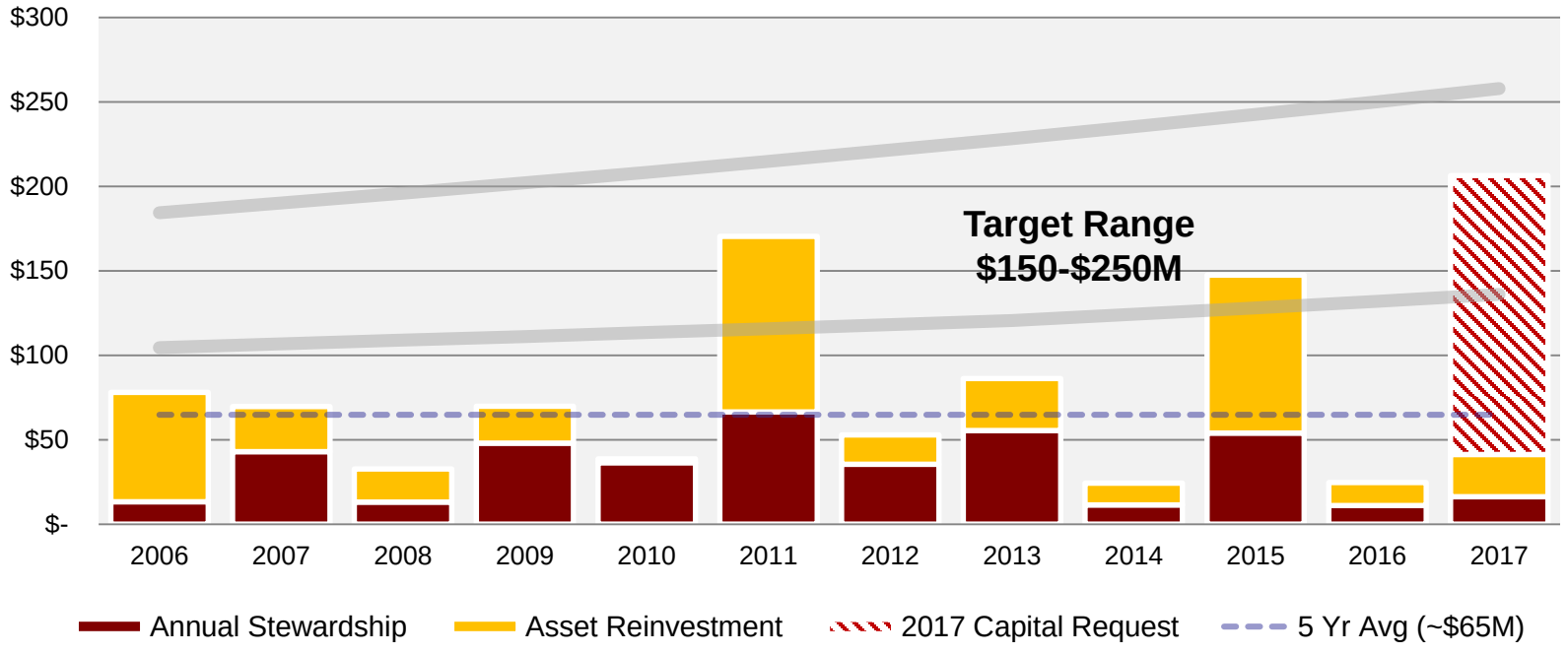
2017 State Capital Request Update

- The capital improvement budget information in the docket material reflects the full value of the University's state request
- The capital improvement budget will be updated for the June meeting to reflect the final bill outcome

Included State Capital Request Projects

Location	Project	Request (dollars in millions) State	U of MN	Total
SYSTEM	HEAPR	$100.0	$0.0	$100.0
UMD	Chemistry and Advanced Materials Science	$28.3	$14.1	$42.4
UMTC	AHC Phase I: Health Science Education Facility	$69.3	$34.7	$104.0
UMTC	Plant Growth Research Facility	$4.6	$2.3	$6.9
SYSTEM	Academic and Student Experience Investments	$16.0	$8.0	$24.0
UMTC	Pillsbury Hall Renovation	$22.9	$11.4	$34.3
UMTC	Collections and Contemporary Learning (Design)	$4.0	$2.0	$6.0
	Total:	**$245.1**	**$72.5**	**$317.6**

Facility Investment vs. Target



HEAPR Projects

- HEAPR legislation provides very strict guidelines on the type of projects that can be funded
  - Intended to give the University and Minnesota State flexibility to operate within these strict guidelines
- Funds are intended to preserve and renew existing campus facilities by funding five kinds of projects
  - Accessibility
  - Building Systems
  - Energy Efficiency
  - Health and Safety
  - Infrastructure

HEAPR Projects

- The 2017 request of $100 million will fund more than 95 projects system-wide
- The preliminary project list will be adjusted to align project priorities with final legislative funding
- Projects include:
  - UMM Behmler Hall HVAC Renewal
  - UMC Electrical Infrastructure
  - UMTC Campus-wide Elevator Renewal
  - UMTC Ruttan Hall Envelope Renewal
  - UMTC Mechanical Engineering: Phase 3
  - WCROC Critical Infrastructure and Safety
  - UMD Sports and Health HVAC and Safety Improvements

Line Item Projects

(dollars in millions)

Location	Project	Total
UMTC	Health Sciences Education Center	$104.00
UMD	Chemistry and Advanced Materials Science	$42.38
UMTC	Pillsbury Hall Renovation	$34.32
SYSTEM	Academic and Student Experience Investments	$24.00
UMTC	Plant Growth Research Facility	$6.90
UMTC	Collections and Contemporary Learning (Design)	$6.00
UMTC	PWB Institute for Health Informatics Remodel	$2.38
UMTC	Mariucci Weight Room Remodel	$2.33
UMM	Edson Student Center Remodel	$0.90
UMTC	Mondale Hall Classrooms Phase 3	$0.89
UMTC	CMRR MDT Research Suite Remodel	$0.85
UMTC	Shepherd Labs History of Science and Tech Relocation	$0.80
UMTC	Softball Field Artificial Turf	$0.70
	Total:	**$226.45**

Repair and Replacement Pools

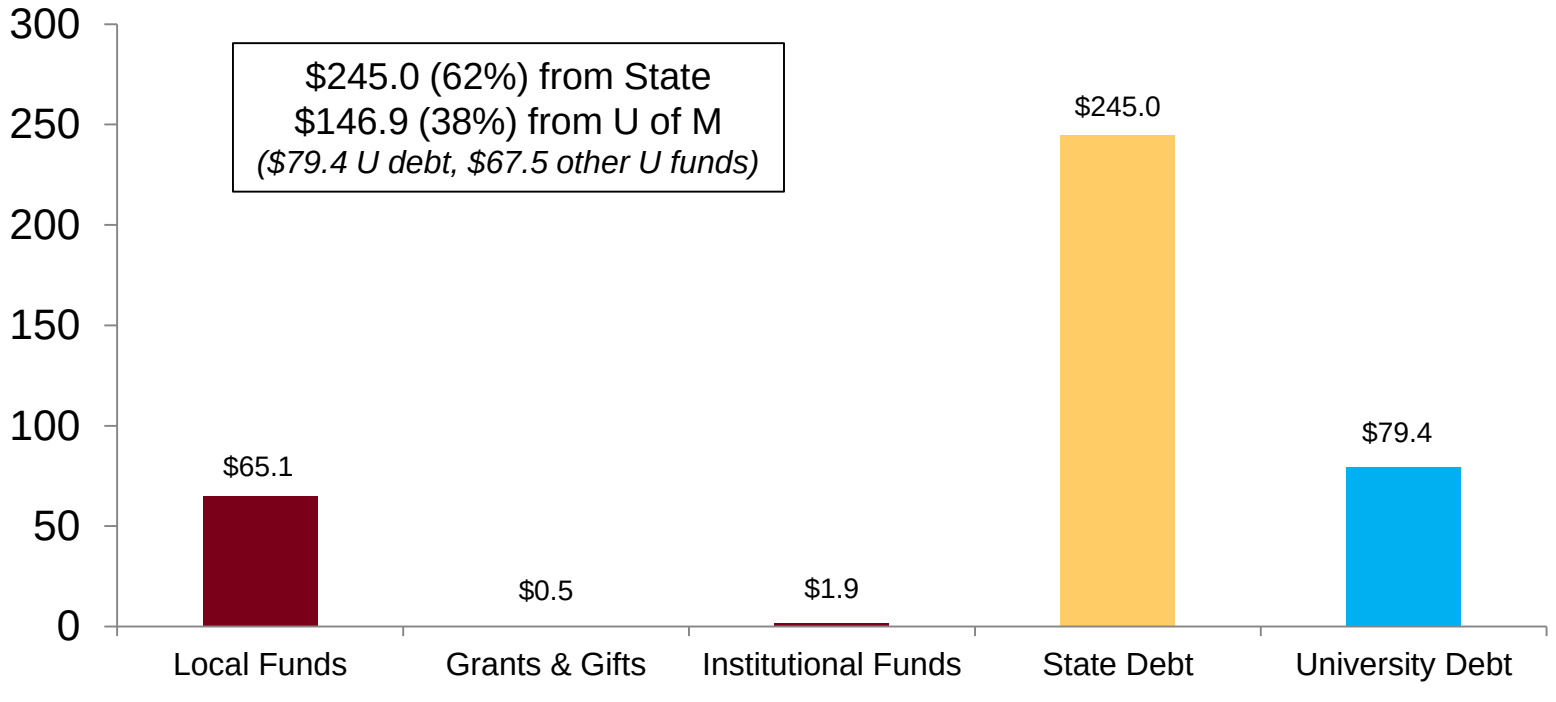
(dollars in millions)

Location	Project	Total
SYSTEM	HEAPR	$100.00
UMTC	Utility Infrastructure	$17.50
UMTC	Facilities Management	$10.09
UMTC	Housing and Residential Life	$9.50
UMTC	Transportation Infrastructure	$6.74
UMTC	Parking Infrastructure	$5.25
UMTC	Energy Conservation	$3.90
UMD	Facilities Management	$3.20
UMTC	Student Affairs	$3.19
UMD	Student Life	$3.00
UMTC	Athletics	$2.22
UMTC	Dining Services	$0.87
	Total:	**$165.46**

Potential Additions for June

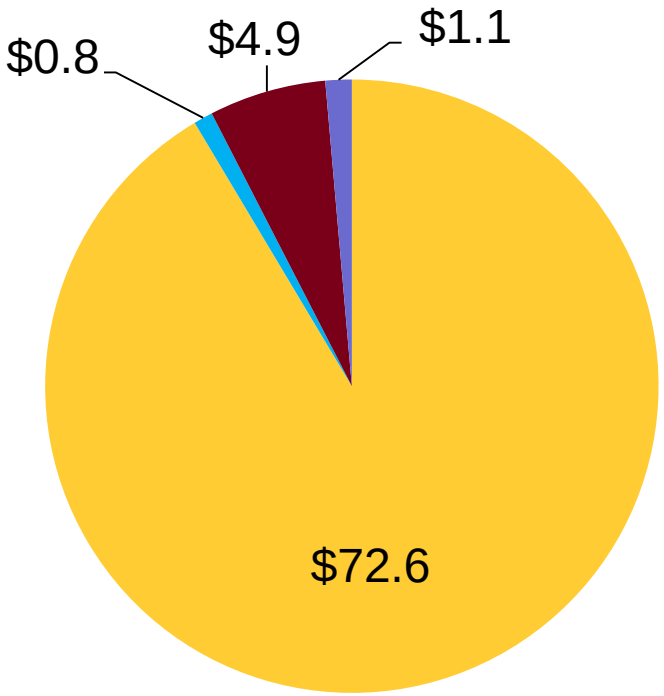
Location	Facility	Project
Arboretum	New Facility	Master Gardener Home
UMTC	Center for Magnetic Resonance	Removal of 9.4T Scanner
UMTC	Les Bolstad Golf Course	Tom Lehman Golf Practice Facility
UMTC	Transportation Safety Building	Public Safety Facility

FY2018 Capital Budget: $391.9 million



(dollars in millions)

University Debt Component: $79.4 million



(dollars in millions)

UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Next Steps in Strategic Evolution of Affiliated Clinical Practice

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

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

PRESENTERS: Regent Patricia Simmons
President Eric W. Kaler

PURPOSE & KEY POINTS

The purpose of this item is to determine next steps for the University of Minnesota Health (M Health) agreement with the University of Minnesota Physicians (UMP) and Fairview Health Services (FHS), which is currently in year four of a five-year term.

In 2013, the Board approved definitive agreements to create M Health. The agreement requires a one-year notice to terminate, which means a decision to give or not give notice of must be made by June 1, 2017. Absent such a notice, the agreement automatically renews.

Separate from renewal of the M Health agreement, the affiliation agreement with FHS has a 30-year term that will end in 2026. Termination of this agreement requires three-year notice of non-renewal or it will automatically renew.

BACKGROUND INFORMATION

M Health is a joint management structure and virtual financial integration of the operations of the University of Minnesota Medical Center (UMMC), UMP, and integrated services that extend throughout the Fairview system. The original goals of the structure were to deliver a better patient experience; support enhanced clinical quality, innovation and efficiency; and drive growth and revenue. Goals also included additional funding to enhance the academic mission, increase on-site training and inter-professional education, and support for health research.

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Non-Renewal of the Master Integrated Structure Agreement

WHEREAS, the University of Minnesota ("University"), University of Minnesota Physicians ("UMPhysicians"), and Fairview Health Services ("Fairview") entered into a Master Integrated Structure Agreement (MISA) "M Health" on June 1, 2013; and

WHEREAS, the agreement provides for an initial 5-year term, ending June 1, 2018, which automatically renews for an additional 5-year term unless a party provides written notice of intent not to renew at least 12 months prior to the end of the 5-year term; and

WHEREAS, while the agreement to date has been successful in many areas including growth of the practice plan, improved quality metrics, and enhanced brand recognition, the parties can benefit from further strategic planning before restructuring their relationship; and

WHEREAS, the University remains committed to the M Health partnership and expects efforts to work together with deliberate speed and joint strategic planning to plan the future of this partnership to result in additional support for the academic mission as well as opportunities for growth and success for the clinical practice; and

WHEREAS, the University, UMPhysicians and Fairview have begun strategic discussions about a re-negotiated agreement, but more work is planned by all concerned and the parties are not yet in a position to re-define the relationship for the years ahead;

NOW, THEREFORE, BE IT RESOLVED that with confidence that the University, UMPhysicians and Fairview will negotiate new terms to improve the outcomes of the M Health partnership, the Board of Regents ("Board") hereby authorizes and directs the administration to serve notice of non-renewal pursuant to the terms of the MISA with the hope and expectation that this notice will be retracted in conjunction with a re-negotiated agreement. The Board calls upon Fairview to negotiate in earnest regarding new terms so that the University is in a position to commit by September 30, 2017 to a continuation of the M Health relationship beyond the current 5-year term. The Board anticipates formal consideration of a new agreement at its regular October 2017 meeting.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents **May 12, 2017**

AGENDA ITEM: Report of the Committees

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

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

PRESENTERS: Regent Dean E. Johnson

PURPOSE & KEY POINTS

Pursuant to Board of Regents Policy: *Board Operations and Agenda Guidelines,* "The Board conducts business through meetings of the Board and its committees…. [and] Committees provide recommendations for action by the Board. Typically, standing committees have the following responsibilities:

- Recommend action on matters where the Board has reserved authority to itself as outlined in Board of Regents Policy: *Reservation and Delegation of Authority* and other Board policies;
- Provide governance oversight on topics within the committee's purview;
- Review and make recommendations on relevant new and existing Board policies;
- Receive reports on policy-related issues affecting University departments and units;
- Receive information items (e.g., status reports on current issues of concern and administrative searches); and
- Review other items placed on the agenda by the Board chair in consultation with the president and Board vice chair."

The Board chair will call on the chair of each committee to present recommended actions and provide a brief report.

BACKGROUND

Current committee chairs:

- Academic & Student Affairs Committee – L. Cohen
- Audit & Compliance Committee – P. Lucas (acting)
- Facilities, Planning & Operations Committee – D. McMillan
- Faculty & Staff Affairs Committee – P. Simmons
- Finance Committee – R. Beeson
- Governance & Policy Committee – L. Cohen
- Litigation Review Committee – T. Anderson (acting)