



# Board of Regents

May 2019

May 10, 2019

9:00 a.m.

Boardroom, McNamara Alumni Center

## BOR - MAY 2019

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2019

**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 2019 Distinguished McKnight University Professors:

**Deborah A. Ferrington, Ophthalmology & Visual Neurosciences, Medical School, Twin Cities**  
***Pioneering studies in the aging eye and age-related macular degeneration***

Considering the growing number of senior citizens worldwide, there is an urgent need to prevent age-related diseases. This proactive strategy requires an understanding of aging at the cellular level. Deborah Ferrington's investigations of the aging retina and of age-related macular degeneration (AMD), the elderly's primary cause of blindness, have led to novel insights into the unique factors that distinguish normal aging from disease. These advances in knowledge have led to new strategies for treating AMD.

**Christy L. Haynes, Chemistry, College of Science & Engineering, Twin Cities**  
***Pushing the limits of analytical chemistry***

Christy Haynes' research pushes the limits of measurement technology in complex environments to reveal critical insights related to human health and safety. Haynes' expertise in making and characterizing nanoscale materials, executing high sensitivity analytical measurements, and working in complex biological and ecological systems has facilitated impactful contributions in toxicology, physiology, biomedicine, and sustainable design.

**Susan D. Jones, Ecology, Evolution & Behavior, College of Biological Sciences, Twin Cities**  
***Living with human-animal diseases: Lessons from history***

Through her path-breaking research in the global history of human-animal diseases (plague, anthrax, influenza), Susan Jones works to understand how we can keep human and animal populations healthy without destroying our environment. History reveals how some past disease eradication campaigns failed tragically, contributing to famine, large-scale sociocultural disruption, and environmental degradation. Working with local people, building on existing social institutions, and collaborating with scientists, Jones helps chart new directions in understanding and controlling re-emergent human-animal diseases.

**Richard M. Lee, Psychology, College of Liberal Arts, Twin Cities**

***The role of culture, race, and ethnicity in Asian American mental health***

Richard Lee contests traditional psychological theories and research by prioritizing the racial and ethnic experiences of Asian American and other minority youth and their families. He has developed new, important conceptual models and measurement instruments to better understand the role of immigration, acculturation, discrimination, and identity development. Moreover, he has used his empirical findings to help develop interventions designed to prevent mental health problems. His groundbreaking, internationally recognized research has helped to establish the field of ethnic minority and cultural psychology.

**Vuk Mandic, School of Physics & Astronomy, College of Science & Engineering, Twin Cities**

***Searching for the beginning of time***

Vuk Mandic has made significant contributions to the recent discoveries of gravitational waves with LIGO and Virgo detectors and to searches for Dark Matter, the missing mass in the universe that is believed to hide in the form of new massive particles. His experiments aim to illuminate the first moments of the evolution of the universe and to understand the physical laws that apply at very high energies that are not reproducible in laboratories.

**Sang-Hyun Oh, Electrical & Computer Engineering, College of Science & Engineering**

***Miniaturization of nanostructures toward the atomic scale***

Sang-Hyun Oh's group invented a new technique called atomic layer lithography capable of generating features as small as one nanometer, exceeding the resolution limit of state-of-the-art manufacturing technologies by more than an order of magnitude. Other conventional techniques cannot mass-produce such small and uniform gaps. The resulting structures are essential building blocks for electronics, optical devices, and biosensors; thus these methods have been widely adopted by many researchers world-wide to perform experiments in previously inaccessible regimes.

**Kevin D. Wickman, Pharmacology, Medical School, Twin Cities**

***Molecules and mechanisms that regulate cell excitability in the heart and brain***

The function of the heart and brain is shaped by excitatory and inhibitory influences acting at the cellular level. Many debilitating medical problems including arrhythmias, epilepsy, addiction, and pain are caused by an imbalance in cell excitability. Kevin Wickman seeks to elucidate molecular mechanisms that impact cell excitability in the heart and brain. With this knowledge, new approaches to diagnose, treat, or prevent medical problems linked to pathological excitability can be envisioned, developed, and optimized.

**BACKGROUND INFORMATION**

The Distinguished McKnight University Professor Awards recognize and reward the University's most 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 were 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 for the University of Minnesota; the quality of their teaching and advising; and their contributions to the wider community.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2019

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 2019 McKnight Land-Grant Professors:

**Emilyn Uy Alejandro, Integrated Biology & Physiology, Medical School, Twin Cities**

***Fetal origins of health and disease: How the first nine months shape your whole life***

Type 2 diabetes is the most common chronic disease, but the search for causes and preventative treatment has largely failed. To prevent diabetes, Emilyn Alejandro’s team combines integrative approaches to study the novel role of nutrient-sensor proteins in the placenta and pancreas, to ultimately predict individuals who are at risk for diabetes and improve clinical interventions for existing patients. The team is shedding new light on the fetal origins of pancreatic-β-cell dysfunction, obesity and diabetes.

**Nicole E. Basta, Epidemiology & Community Health, School of Public Health, Twin Cities**

***Protecting individuals and communities: Maximizing the impact of vaccines to prevent deadly infectious diseases***

Vaccines are among the most successful prevention strategies. Yet, worldwide, hundreds of millions suffer and many die from vaccine-preventable diseases. Nicole Basta generates novel data under challenging conditions to maximize the effectiveness of vaccines and the impact of vaccination programs. She combines methods from epidemiology, immunology, and ecology to evaluate immune responses to vaccines and to increase public confidence in, and global access to, life-saving vaccines. Her research directly guides infectious disease prevention policies.

**Gabriel Chan, Humphrey School of Public Affairs, Twin Cities**

***Advancing innovation policy for climate change mitigation and energy transition***

Innovation policy to unlock structural change in energy systems will be required to address global climate change. Gabriel Chan applies interdisciplinary methods to study energy and climate policies in diverse contexts, from Minnesota to the United Nations. His research seeks to understand the dynamics of energy innovation organizations, the potential and limitation of transnational institutions to address climate change, and the possibilities for incorporating equity and democratic norms into energy transitions.

**Lorenzo Fabbri, French & Italian, College of Liberal Arts, Twin Cities**

***The global rise of libertarian fascism and the transnational practices of resistance***

Why do “good people” – perfectly sane and decent folks who find no pleasure in afflicting pain or living in hate or ignorance – collaborate with discrimination, white supremacy, voter suppression, anti-Semitism, and violence? Which cultural phantasies and media discourses are behind their choices? Lorenzo Fabbri proposes to answer these questions in a book analyzing the forms of media and the affective structures fueling current neo-fascist tendencies in Italy and United States.

**Jessica Gordon-Roth, Philosophy, College of Liberal Arts, Twin Cities**

***Expanding the canon and diversifying the field of philosophy***

Philosophy remains alarmingly homogenous. There is a renewed effort to expand the philosophical canon and diversify the field; however there has been very little discussion of how we ought to proceed when it comes to these projects. In her original research, Jessica Gordon-Roth works to identify patterns in scholarship, which may be hindering our efforts. The aim is to provide an innovative conceptual framework, which can aid philosophy as it works to expand and diversify.

**Juliana Hu Pegues, American Indian Studies, College of Liberal Arts, Twin Cities**

***Settler feminism: American foundations and alternate relations***

Juliana Hu Pegues’ book project examines the role of colonialism as an embedded and elemental feature of American feminism, particularly how romanticized notions of Indigenous women and societies are imagined and deployed, from the suffragists to reiterations in the second-wave feminism of the 1970s through to the present. In contrast to this history, Hu Pegues forwards an alternative genealogy of feminist solidarities, articulated in the scholarly, creative, and political alliances of Indigenous and women-of-color feminists.

**Soheil Mohajer, Electrical & Computer Engineering, College of Science & Engineering, Twin Cities**

***Challenges in distributed systems for big data analysis***

Soheil Mohajer develops technologies for storage, transmission, and processing of massive amounts of data in a distributed fashion. The proposed solutions are formed by networking together a large number of small entities to exploit the ubiquity of small, inexpensive, but potentially not reliable storage and computation units. The scope of this research spans from mathematical analysis and understanding of the barriers and limits, to developing fast and reliable algorithms to benefit from distributed architectures.

**Vlad S. Pribiag, Physics & Astronomy, College of Science & Engineering, Twin Cities**

***Novel low-dimensional quantum materials and devices for information processing***

The ongoing miniaturization of conventional semiconductor-based computers rapidly approaches fundamental limits dictated by the laws of quantum mechanics. To transcend these limitations and develop more powerful computers, it is paramount to consider new classes of materials, which fully embrace the richness of quantum mechanics. The Pribiag lab applies innovative nanofabrication and low-temperature measurement techniques to uncover the electronic properties of new low-dimensional material systems and to develop quantum devices that could enable future computing paradigms.

**Michael J. Smanski, Biochemistry, Molecular Biology & Biophysics, College of Biological Sciences, Twin Cities**

***Re-programming living systems for applications in medicine, agriculture, and the environment***

The Smanski group works on diverse projects that share a common theme of leveraging technologies in DNA synthesis/assembly (i.e. writing and composing genetic information) to reprogram living systems. Recently, they have successfully engineered bacteria to produce a potent neuroprotective drug and engineered mammalian cells to produce therapeutic proteins. In parallel,

they have invented and demonstrated a new approach for creating effective and safe bio-pesticides that will control populations of insect pests, disease vectors, and invasive species.

**Scott Vrieze, Psychology, College of Liberal Arts, Twin Cities**

***Nature and nurture in addiction***

Addictive behaviors are major sources of preventable death caused by genetic factors and environmental circumstance. Scott Vrieze studies such factors in order to identify causal mechanisms in the development of addiction, with the ultimate goal of designing interventions based on this causal understanding. His laboratory uses cutting edge genomic tools and rigorous experimental design to discover genes associated with addiction, and characterize the biological and social mechanisms by which addictive drugs act.

**BACKGROUND INFORMATION**

The McKnight Land-Grant Professors are junior scholars chosen for their potential for important contributions 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 10, 2019

AGENDA ITEM: McKnight Presidential Fellows

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 2019 McKnight Presidential Fellows:

### **Tony Low, Electrical & Computer Engineering, College of Science & Engineering, Twin Cities** ***Light-matter interactions in two-dimensional atomic crystals***

Tony Low has made significant contributions to the fundamental understanding of plasmonic and optoelectronic properties in the exciting class of atomically thin two-dimensional materials. His internationally recognized theoretical research provides original blueprints on the use of these materials to manipulate light, particularly in the mid-infrared spectrum. These materials offer the promise of key breakthrough applications in the mid-infrared spectrum, such as nanophotonics, biosensing, beam forming, and thermal detectors.

### **Annie-Laurie McRee, Pediatrics, Medical School, Twin Cities** ***Improving health by promoting adolescent vaccination and prevention services***

Widespread vaccination against human papillomavirus has the potential to prevent several types of cancer, yet many young people are not receiving it. Annie-Laurie McRee’s research centers on addressing this gap. She seeks to advance behavioral, public health, and health services approaches to increasing adolescent vaccination and improving adolescents’ receipt of preventive services, particularly around sexual and reproductive health. Her scholarship is characterized by close collaboration with interdisciplinary colleagues and has helped shape current best practices in the field.

### **Soumya Sen, Information & Decision Sciences, Carlson School of Management, Twin Cities** ***Designing systems and pricing solutions for a sustainable Internet ecosystem***

Advances in information technologies, such as mobile, cloud, and AI, hold promise for transforming our society. But their successful implementation depends on our ability to holistically address technical, economic, and social issues. Sen’s interdisciplinary research accounts for these factors in designing IT systems and incentive schemes that help businesses and users make optimal decisions. His pioneering work on “smart data pricing” explores ways to reduce Internet congestion and realize affordable data plans for wider access.

**David M. Vock, Biostatistics, School of Public Health, Twin Cities**

***Right treatment for the right patient at the right time***

David Vock develops methods for causal inference – a set of statistical tools used to determine the effect of an intervention from observational data – and dynamic treatment regimes, which are used to evaluate and advance personalized treatment strategies. His work has contributed to understanding the survival benefit of lung transplantation and he developed novel statistical methods for evaluating approaches to distributing cadaveric organs to those awaiting transplantation. He is currently developing methodology for tobacco regulatory science to gauge the impact of potential product regulation.

**Terrion L. Williamson, African American & African Studies, College of Liberal Arts, Twin Cities**

***Social life, serialized death, and engaged black feminist praxis***

Terrion Williamson is an interdisciplinary black feminist scholar. A native of Peoria, Illinois, her first book, *Scandalize My Name: Black Feminist Practice and the Making of Black Social Life* (2017) uses her hometown as a primary site of interrogation. Williamson serves as the founding director of the Black Midwest Initiative and is currently working on both an edited volume about blackness in the midwest and a book titled *We Cannot Live Without Our Lives*, a study of black women and serial murder in the U.S.

**Jason J. Wolff, Educational Psychology, College of Education & Human Development, Twin Cities**

***Pre-symptomatic detection and intervention for autism spectrum disorder***

Early intervention can dramatically improve outcomes for children with autism. However, a significant challenge has been the identification and treatment of such children as early as possible. Jason Wolff's research addresses this issue through the prospective, longitudinal study of early behavioral and brain development. Currently, he is investigating precursors of maladaptive sensory and repetitive behaviors associated with autism, developing novel approaches to infant intervention, and refining ground-breaking methods to detect autism in infancy.

**Rui Zhang, Pharmaceutical Care & Health Systems, College of Pharmacy, Twin Cities**

***Discovering pharmacovigilance using artificial intelligence on biomedical big data***

Rui Zhang investigates how artificial intelligence can help discover novel pharmacovigilance knowledge from biomedical big data. He has created an innovative translational informatics framework, which enables the generation of hypotheses about clinical issues by mining the biomedical literature and by validating the findings in electronic health record data from large healthcare systems. This signal-generating system accelerates the rate of recognizing new patterns (e.g., drug-supplement interactions, pharmacogenomics-drug relationships) and consequences for health care.

## **BACKGROUND INFORMATION**

The McKnight Presidential Fellows Program is a three-year award given to exceptional faculty who have recently been considered for tenure and promotion to associate professor, to recognize their accomplishments and support their ongoing research and scholarship.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2019

**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.

### National Academy of Science

- Daniel Voytas, McKnight Presidential Endowed Professor; Professor, College of Biological Sciences; Director, Center for Precision Plant Genomics, Twin Cities**  
Daniel Voytas' research focuses on developing methods to edit plant genomes. His laboratory developed a powerful genome editing reagent – Transcription Activator-Like Effector Nucleases (TALENs) – and is currently optimizing methods for efficiently making targeted genome modifications in a variety of plant species to advance basic biology and develop new crop varieties.
- Marlene Zuk, Professor, Department of Ecology, Evolution, and Behavior, College of Biological Sciences; Associate Dean for Faculty, College of Biological Sciences, Twin Cities**  
Marlene Zuk is a behavioral ecologist who uses invertebrate systems to study the evolution of mating behavior and secondary sexual characteristics. She seeks to understand how natural and sexual selection pressures shape the behavior, life history and morphology of animals. Recent studies have focused on how conflicting natural and sexual selection pressures shape behavior and morphology on individual, population and species levels.

## BACKGROUND INFORMATION

The National Academy of Sciences (NAS) was founded on March 3, 1863, at the height of the Civil War. The immediate roots of the NAS can be traced back to the early 1850s and a group of scientists based largely in Cambridge, Massachusetts. The National Academy of Sciences had officially come into being with 50 charter members, who over the years would be joined by the election of the nation's most distinguished scientists. Members are elected to the National Academy of Sciences in recognition of their distinguished and continuing achievements in original research. Membership is

a widely accepted mark of excellence in science and is considered one of the highest honors that a scientist can receive. Because membership is achieved by election, there is no membership application process. Although many names are suggested informally, only Academy members may submit formal nominations. Consideration of a candidate begins with his or her nomination, followed by an extensive and careful vetting process that results in a final ballot at the Academy's annual meeting in April each year.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2019

**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 2019 Academy of Distinguished Teachers award recipients:

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

- Sauman Chu, Design, Housing & Apparel, College of Design, Twin Cities**  
Sauman Chu is the director of the graphic design program where she teaches courses at the undergraduate and graduate levels. Her research focuses on examining user experience of web and interactive design for diverse users. Over the past 20 years, her students completed more than 70 projects for over 50 different organizations through a service learning approach. Her goal is to focus on identifying and solving public needs through design and to foster community partnerships.
- Eric Daigre, English, College of Liberal Arts, Twin Cities**  
Eric Daigre has spent decades developing the most thorough and impressive system of community-based learning at the University of Minnesota. He has broken down the walls between the classroom and the world outside the University in ways that have had life-changing effects for student after student. In addition, he has worked tirelessly to improve undergraduate teaching both in his own classroom and throughout the English Department.
- Catherine E. Wolfgram French, Civil, Environmental & Geo-Engineering, College of Science & Engineering, Twin Cities**  
Catherine E. Wolfgram French enthusiastically has taught civil engineering courses that have influenced countless undergraduate students and she has received several teaching awards. She has created a sense of community among the undergraduates through her caring and thoughtful approach. She has served as adviser and mentor and provided research opportunities. She strives to shape students to be outstanding engineers who serve society while showing compassion and understanding to students of all backgrounds and abilities.

- Daniel F. Keefe, Computer Science & Engineering, College of Science & Engineering, Twin Cities**  
 Daniel F. Keefe’s innovations in computing education invite students into provocative and authentic learning experiences that tackle real-world problems while simultaneously broadening participation and diversity in computer science. Whether designing, writing, or programming intensive required courses, or visually stunning computer graphics and virtual reality projects, Keefe’s integrative teaching, mentoring, and advocacy responds to genuine needs in society and challenges students to mindfully design and build new technologies that fundamentally make people better.
- Michael Lower, History, College of Liberal Arts, Twin Cities**  
 Michael Lower is an exceptionally talented teacher. His scholarly brilliance in Mediterranean Studies echoes in the inclusivity and diversity that he emphasizes in every class he teaches. By developing courses that have transformed the traditional lecture into a site of collaborative learning and constructive engagement with difference, he has inspired a wave of curricular innovation within his department that is bringing the best that history has to offer to undergraduates from across the University.
- Lisa A. Miller, Industrial & Systems Engineering, College of Science & Engineering, Twin Cities**  
 As inaugural Director of Undergraduate Studies in the Department of Industrial and Systems Engineering, Lisa A. Miller has been instrumental in fleshing out its curriculum and creating a successful senior design course with strong industrial collaboration and support. Miller is highly praised by students for including active learning principles into her teachings. Her caring approach to advising has contributed in meaningful ways to the creation of a dynamic and inclusive environment in this new department.
- Cheryl A. Olman, Psychology, College of Liberal Arts, Twin Cities**  
 Cheryl A. Olman is an Associate Professor of Psychology at the University of Minnesota. Her primary goal as an undergraduate educator is to empower students. A vision scientist with expertise in functional magnetic resonance imaging (fMRI), she seeks to provide opportunities for students to get hands-on experience with methodological tools that can have broad applicability. She is a strong advocate of community engagement and is passionate about supporting the next generation of diverse scientists.
- Rebecca Dean Swenson, Agricultural Education, Communication & Marketing, College of Food, Agricultural & Natural Resource Sciences, Twin Cities**  
 Rebecca Swenson has a reputation for innovative curriculum design, strong dedication to students, and engaging teaching. She is a pivotal leader who conceptualized and developed a new major for students – Agricultural Education, Communication & Marketing – and an expanded role for communication within the College. Swenson is passionate about linking theory, research, and practice, and she is an advocate for real-world experiential learning experiences. She is a leader and teacher who elevates others and inspires growth.

#### **Award for Outstanding Contributions to Graduate and Professional Education**

- James W. Begun, Health Policy & Management, School of Public Health, Twin Cities**  
 James Begun is nationally recognized for his scholarship and leadership in making professional education more student-centered by building curricula around the knowledge, skills, and values required for effective workplace performance. For more than two decades,

his engagement with students in management and leadership courses at the University of Minnesota has fostered the careers of thousands of graduates and significantly enhanced their ability to make a positive and significant difference in their organizations and communities.

- **Daniel Boley, Computer Science & Engineering, College of Science & Engineering, Twin Cities**

Daniel Boley is an outstanding leader in interdisciplinary graduate education at the University of Minnesota with a long and distinguished history of development of graduate programs, classroom teaching, and graduate student advising. He has been the lead developer and founding director of the successful Data Science graduate program, which provides a framework for students and faculty throughout the University to work together on mutually beneficial research projects.

- **Ann Hill Duin, Writing Studies, College of Liberal Arts, Twin Cities**

Ann Hill Duin is an outstanding leader of graduate education. In 1992, she led the development of the University's MA and Ph.D. graduate programs. In addition, Duin has provided exceptional leadership for professional MS and graduate certificate programs, increasing enrollment and reforming the programs to include online delivery with thoughtfulness and rigor. She has developed strong innovations such as a research collaborative and advisory board to foster active mentoring and publishing with graduate students.

- **Megan R. Gunnar, Institute of Child Development, College of Education & Human Development, Twin Cities**

Megan R. Gunnar, Regents Professor and chair of the Institute of Child Development, studies the neurobiology of stress and its regulation by relationships from infancy through adolescence. Gunnar has dedicated nearly 40 years of exceptional instruction and program leadership to graduate education at the University of Minnesota. During her tenure, Gunnar has developed new courses and graduate programs while advising and matriculating over 35 students through the Child Psychology Ph.D. program. She has received lifetime achievement awards from the American Psychological Association, the International Society of Psychoneuroendocrinology, and the Society for Child Development. In 2017, Gunnar was elected to the American Academy of Arts and Sciences and the National Academy of Education.

- **Monica Luciana, Psychology, College of Liberal Arts, Twin Cities**

Monica Luciana is a Distinguished McKnight University Professor of Psychology. For over 20 years she has served as an inspiring and impactful mentor to dozens of doctoral students and post-doctoral fellows pursuing research on how the brain and behavior interact in the context of psychopathology. As chair of the Psychology Department, she initiated transformative changes to the graduate program that fostered greater equity, diversity, and inclusion.

- **Susan O'Conner-Von, Nursing, School of Nursing, Twin Cities**

Susan O'Conner-Von is a much-beloved University of Minnesota "Beacon of Educational Excellence." Her excellence spreads beyond the boundaries of the School of Nursing, extending brilliant leadership as DGS of interdisciplinary graduate and professional programs of the Bakken Center for Spirituality and Healing. Her transformational teaching influences students by nurturing their intellectual, ethical and emotional development. Through her design of powerful, engaging "exquisite" learning environments, she reaches student hearts and there leaves her indelible mark.

- **Julie Schumacher, English, College of Liberal Arts, Twin Cities**  
Julie Schumacher is not only a world-famous writer but also the dynamic force behind the top-ranked Creative Writing Program at the University of Minnesota. She transformed a small, local program into a program widely recognized as among the top 10 in the country. Students uniformly attest to the lifelong commitment that she makes to the success of her MFA advisees.
- **Larry F. Wolff, Developmental & Surgical Sciences, School of Dentistry, Twin Cities**  
Larry Wolff has demonstrated his commitment as a dedicated teacher, clinical educator and scholar at the University. His continuing passion and enthusiasm for presenting quality, informative and thought provoking lectures and clinical instruction in the School of Dentistry is evidenced by nine teaching awards and the Century Club Professor of the Year Award acknowledging his outstanding teaching. Wolff's tenure has been recognized for exemplary graduate and professional education.

## **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

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Board of Regents

May 10, 2019

**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 2018-19 John Tate Award for Excellence in Undergraduate Advising:

- **Leah Milojevic**, Assistant Director of CLA Diversity, Access, and Equity Programs, College of Liberal Arts, Twin Cities
- **Kai Nobuo Takatsuka**, Senior Academic and Career Coach, Center for Academic Planning and Exploration, Office of Undergraduate Education, Twin Cities
- **Parry Telander**, Director of Student Success Coaching, BSHS and BSHP Programs, Rochester
- **Frances Wood**, Academic Advisor, Electrical and Computer Engineering, College of Science and Engineering, 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). Tate Awards serve to recognize and reward high-quality academic advising and call attention to the contribution academic advising makes to helping students formulate and achieve intellectual, career, and personal goals. By highlighting examples of outstanding advising, the Tate Awards identify professional models and celebrate the role that academic advising plays in the University's educational mission. A Selection Committee, comprised of faculty and professional advisers, a previous Tate Award recipient, and a student member, select up to four faculty and professional advisers at the University of Minnesota to receive the Tate Award.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**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 2018-19 Outstanding Community Service Award.

- **Community Partner Award:** Jenny Collins, University YMCA
- **Student Award:** Siddharth Bharath Iyengar, PhD candidate, College of Biological Sciences, Twin Cities
- **Staff Award:** Elaine Evans, assistant extension professor, College of Food, Agricultural and Natural Resource Sciences, Twin Cities
- **Faculty Award:** Donald Wyse, professor, College of Food, Agricultural and Natural Resource Sciences, Twin Cities

## **BACKGROUND INFORMATION**

The Outstanding Community Service Award recognizes contributions and accomplishments of faculty, staff, or 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 clearly exemplifies the mission of the University as a publicly engaged institution. The recipients of the award this year have engaged in work that has improved the lives of countless people in critical and lasting ways at the local, state, national, and international levels.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**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 2018-19 President's Community-Engaged Scholar Award:

- Greg Lindsey, professor, Urban and Regional Planning Area, Humphrey School of Public Affairs, Twin Cities

## **BACKGROUND INFORMATION**

The University of Minnesota 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 10, 2019

**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 2018-19 President’s Award for Outstanding Service:

- **Tammy Berberi**, associate professor, Division of Humanities, Morris
- **Jenny Casper**, director of community engagement and career development, Rochester
- **Raymond Duvall**, special assistant to the provost for grand challenges research, professor, Department of Political Science, College of Liberal Arts, Twin Cities
- **Gary Gardner**, professor, Department of Horticultural Science, College of Food, Agricultural and Natural Resource Sciences, Twin Cities
- **Maria Gini**, professor, Department of Computer Science and Engineering, College of Science and Engineering, Twin Cities
- **Linda Hinderscheit**, clinical supervisor, Department of Speech-Language-Hearing Sciences, College of Liberal Arts, Twin Cities
- **Anna Wirta Kosobuski**, assistant professor, Department of Biomedical Sciences, Medical School, Duluth
- **Christine Mueller**, senior executive associate dean for academic programs, professor, School of Nursing, Twin Cities
- **Noelle Noonan**, director of student affairs and registrar, Law School, Twin Cities
- **Riv-Ellen Prell**, professor emerita, College of Liberal Arts, Twin Cities
- **Lisa Warren**, assistant vice president and chief of staff, Office of the Vice President for Research, Twin Cities
- **Julie Johnson Westlund**, director, Career and Internship Services, 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 in the spring and honors active or retired faculty or staff members 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 10, 2019**

**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:

### **Fulbright Award**

- Brooke Chambers, Sociology, College of Liberal Arts, Twin Cities
- Rachel Dame, Public Policy, Humphrey School of Public Affairs, Twin Cities
- Kathleen Francis, Psychology, College of Liberal Arts, Twin Cities
- Samantha Helle, Natural Resources Science & Management, College of Food, Agricultural & Natural Resource Sciences, Twin Cities
- Shan Kothari, Plant & Microbial Biology, College of Biological Sciences, Twin Cities
- Rebekah Mohn, Plant & Microbial Biology, College of Biological Sciences, Twin Cities
- Augustus Pendleton, Microbiology, College of Biological Sciences

### **Goldwater Scholarship**

- Matthew DeJong, Chemical Engineering, College of Science & Engineering, Twin Cities

### **Udall Scholar**

- Christopher Smith, American Indian Studies, College of Liberal Arts, Twin Cities

## **BACKGROUND INFORMATION**

### **Fulbright Awards**

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.’

On August 1, 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.

From its inception, 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 world has been transformed in ensuing decades, but the fundamental principle of international partnership remains at the core of the Fulbright mission.

### **Goldwater Scholarships**

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.

### **Udall Scholarships**

For Native American or Alaska Native undergraduates who are committed to pursuing careers related to tribal public policy or native health care. Applicants must be U.S. citizens, nationals, or permanent residents; currently enrolled sophomores or juniors with a GPA of 3.0 or higher; must meet the Udall Foundation's definition of Native American or Alaska Native. Approximately 50 Udall Scholarships (including Environment, Tribal Public Policy and Native Health Care) are awarded nationwide. Institutional nomination is required; the University may nominate up to six Udall Scholarship candidates.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**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 individuals or teams for winning an NCAA championship during the 2018-19 academic year:

- **Men's Hockey, Duluth:** Ben Patt, Hunter Shepard, Jarod Hilderman, Riley Tuft, Nick Wolff, Parker Mackay, Billy Exell, Peter Krieger, Jade Miller, Koby Bender, Nick Deery, Louie Roehl, Nick Swaney, Kobe Roth, Justin Richards, Scott Perunovich, Tanner Laderoute, Hunter Lellig, Noah Cates, Dylan Samberg, Jesse Jacques, Jake Rosenbaum, Mikey Anderson, Jackson Cates, Matt Anderson, Cole Koepke, Andrew Dietrich - Scott Sandelin, Coach
- **Sarah Bacon,** Diving, Twin Cities – Kelly Kremer, Coach and Wenbo Chen, Coach
- **Danielle Kohlwey,** Track & Field, Duluth – Laura Harmon, Coach
- **Shane Wiskus,** Gymnastics, Twin Cities – Mike Burns, Coach

**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Board of Regents  
March 8, 2019**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, March 8, 2019 at 9:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

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

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

The docket materials for this meeting are [available here](#).

**RECOGNITIONS**

**Faculty Consultative Committee Outgoing Chair**

Recognition was given to Joseph Konstan, outgoing Faculty Consultative Committee Chair. The docket materials for this item begin on page 4. The closed captioned video of this item is [available here](#).

**APPROVAL OF MINUTES**

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

Finance & Operations Committee – February 7, 2019  
Audit & Compliance Committee – February 7, 2019  
Litigation Review Committee – February 7, 2019  
Mission Fulfillment Committee – February 7, 2019  
Governance & Policy Committee – February 8, 2019  
Board of Regents – February 8, 2019

The docket materials for this item begin on page 5. The closed captioned video of this item is [available here](#).

## REPORT OF THE PRESIDENT

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

The docket materials for this item begin on page 27. The closed captioned video of this item is [available here](#).

## REPORT OF THE CHAIR

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

The docket materials for this item begin on page 28. The closed captioned video of this item is [available here](#).

## RECEIVE AND FILE REPORTS

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

- Quarterly Report of Grant and Contract Activity
- Eastcliff Annual Report

The docket materials for this item begin on page 29. The closed captioned video of this item is [available here](#).

## CONSENT REPORT

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

- Gifts
- Finance & Operations Committee Consent Report
- Report of the All-University Honors Committee

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

The docket materials for this item begin on page 50. The closed captioned video of this item is [available here](#).

## REPORT OF THE STUDENT REPRESENTATIVES TO THE BOARD OF REGENTS

Regent McMillan invited Marta Dean, Chair, Student Representatives to the Board of Regents, and Alexandra Ulland, Vice Chair, Student Representatives to the Board of Regents, to present the report of the Student Representatives to the Board of Regents, as detailed in the docket.

The docket materials for this item begin on page 64. The closed captioned video of this item is [available here](#).

### **UMC, UMD, UMM, UMR ENROLLMENT PLANS**

Regent McMillan invited Chancellor Behr, Chancellor Black, Chancellor Carrell, Chancellor Holz-Clause, and Acting Executive Vice President and Provost McMaster to present for review the UMC, UMD, UMM, and UMR Enrollment Plans, as detailed in the docket.

The docket materials for this item begin on page 114. The closed captioned video of this item is [available here](#).

### **HISTORICAL BUILDING NAMINGS: REPORT OF THE TASK FORCE AND REVIEW OF PRESIDENT KALER'S PRELIMINARY RECOMMENDATIONS**

Regent McMillan invited President Kaler; Executive Vice President and Provost Hanson; and Susanna Blumenthal and John Coleman, co-chairs, Task Force on Building Names and Institutional History, to present the report of the task force and review of President Kaler's preliminary recommendations, as detailed in the docket.

The docket materials for this item begin on page 173. The closed captioned video of this item is [available here](#).

### **RESOLUTION RELATED TO THE APPROVAL AND FINANCING OF THE PURCHASE OF 2515 UNIVERSITY AVENUE SE, UNIVERSITY VILLAGE (TWIN CITIES CAMPUS)**

Regent McMillan invited Senior Vice President Burnett, Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate, and Stuart Mason, Associate Vice President and Chief Investment Officer to present for action the resolution related to the approval and financing of the purchase of 2515 University Avenue SE, University Village (Twin Cities campus), as detailed in the docket.

The docket materials for this item begin on page 184. The closed captioned video of this item is [available here](#).

Regent Sviggum left the meeting.

A motion was made and seconded, and the Board voted unanimously to approve the resolution, as follows:

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

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

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

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

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

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

WHEREAS, the University administration, acting through and on behalf of 2515 LLC, has negotiated with Wedum University Village, LLC (Seller) to purchase the property for \$43 million; and

WHEREAS, the due diligence process identified environmental contamination at the Property; as a result, the Minnesota Pollution Control Agency ("MPCA") requires the installation of a vapor mitigation system; and

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

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

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

WHEREAS, in order to provide for the funding of potential deficiencies in the ability of proceeds from the operations of 2515 LLC to cover debt service or unanticipated capital or operating needs, it is proposed that the University create and maintain the "2515 LLC Depreciation Reserve Fund" (2515 Reserve Fund), to be funded solely by the portion of the

interest payments associated with the TIP Loan that exceeds the book yield of TIP at time of receipt of each payment.

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

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

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

BE IT FURTHER RESOLVED, that the President and his designees are hereby authorized, empowered and directed to execute, deliver and enter into, on behalf of the University, all agreements, instruments and other documents necessary or desirable to carry out this effort.

The meeting adjourned at 12:40 p.m.



**BRIAN R. STEEVES**  
**Executive Director and**  
**Corporate Secretary**

**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Board of Regents  
April 26, 2019**

A special meeting of the Board of Regents of the University of Minnesota was held on Friday, April 26, 2019 at 1:00 p.m. in the Boardroom, 600 McNamara Alumni Center.

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

Staff present: President Eric Kaler; Executive Vice President and Provost Karen Hanson; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

The docket materials for this meeting are [available here](#).

**APPOINTMENT OF A CHAIR PRO TEM**

The closed captioned video of this item is [available here](#).

Regent Powell informed the Board that Regent McMillan was hospitalized in Duluth with a serious infection and was absent from the meeting. Given his participation by phone, Powell informed the Board of his intent to appoint Regent Johnson as chair pro tem to preside over the meeting. He requested that the Board affirm that appointment by a roll call vote. The vote was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Cohen	Yes
Regent Hsu	Yes
Regent Johnson	Abstained
Regent Lucas	Yes
Regent McMillan	Absent
Regent Omari	Yes
Regent Rosha	Yes
Regent Simonson	Yes
Regent Sviggum	Yes
Regent Powell	Yes

The Board voted 10-0 with one abstention and the Powell appointment of Johnson as chair pro tem for the meeting was affirmed.

## HISTORICAL BUILDING NAMINGS

Regent Johnson invited Regent Powell to present the resolution related to Statement on Historical Building Namings, as detailed in the docket.

The docket materials for this item begin on page 3. The closed captioned video of this item is [available here](#).

A motion was made and seconded to approve the resolution related to Statement on Historical Building Namings as follows:

BE IT RESOLVED that the Board of Regents adopts the following statement:

The University of Minnesota holds the privilege and carries the responsibility of promoting the highest ideals and deepest values of our society. The policies of the Board of Regents underscore the principles guiding us. They reinforce the University's commitment to discovery and the search for truth, and counsel doing so with integrity, civility, tolerance, and a respect for differences. Advancing diversity in all of its dimensions, free from discrimination, is part of our mission as a land grant university.

It is against those standards that the Board of Regents must assess the question of whether to rename four University buildings. Our dialogue builds upon the ground-breaking project entitled "A Campus Divided: Progressives, Anti-Communists, Racism, and Antisemitism at the University of Minnesota, 1930-1942." Its evidence of anti-Semitism and racial discrimination at the University is the foundation for a Minnesota Student Association resolution and Presidential directive calling for an examination of the actions of two University presidents and two senior leaders of that time. The Council of Graduate Students and the Professional Student Government have spoken strongly in support.

The Task Force on Building Names and Institutional History (Task Force) agreed to undertake that work. Its historical research built upon the framework for a principled assessment of naming and renaming designed by the President's and Provost's Advisory Committee on University History, comprised of faculty, staff, students, alumni and community members representing all five system campuses. While the subsequent charge to the Task Force focused on the role of the four senior administrators, its report offers more than a recommendation to change the names of four buildings. It invites a richer debate over the role of the University of Minnesota in discriminatory practices that run contrary to the values we hold dear. Recognizing that more monumental challenge, the Task Force reminds us that the education that comes from examining history is more important than whether the four names remain etched in stone.

Indeed, the Task Force report opened up a vibrant and controversial campus conversation over the purpose of namings and how the evolution of society's thinking should shape the answer to the question before the Board of Regents. The University's faculty is commended for contributing to this ongoing public discussion concerning our core values. Disagreement over the President's recommendations from that report should not cloud the respect this Board holds for the quality of the Task Force's work product and the integrity its members brought to bear on their academic inquiry.

The Board of Regents also finds that the issues at stake reach beyond namings. The question before us is not wholly centered upon the conduct of individuals. Presidents act in concert

with Regents, as the evidence corroborates. Individual conduct often mirrors the best and worst of social norms. The University debate over these matters illustrates that the President's preliminary recommendation for renaming is not the appropriate action at this time. The public policy issues before us have the Board focused on a broader inquiry addressing the social, legal, and governance context of the time. Some questions are not answered easily; the lens of history sometimes leaves some issues unresolvable in hindsight. It is important, however, that this University take steps to acknowledge and atone for its past discriminatory practices. All agree that we cannot erase that history; we must learn from it. Perhaps the reason why we struggle with naming issues is that we recognize that prejudice persists and our shortcomings often leave us ill-equipped to judge others.

How do we acknowledge and atone for past discrimination?

Not without doubt, the Board of Regents believes more reflection will come from letting the four names stand as a reminder of the weaknesses of all of us. Their failings are our failings. Also, not to be forgotten is that their accomplishments blend into their character, as well as that of this University. By declining the President's invitation to rename buildings, we do not want to suppress probing debate holding individuals accountable for their decisions as leaders of this University. To the contrary, we hope the faculty will keep that important conversation alive on our campuses. Archival resources and research into the University's history should be bolstered. We should never shy from supplementing the record with the actions of Presidents, Regents, and other senior leaders. The administration is also charged with developing permanent exhibits and other educational means to keep ever-present the challenge of this University to do better.

What is not in doubt is the proof that the University of Minnesota engaged in discriminatory practices. This University must accept responsibility for sowing division by race and religion. The University cannot avoid the judgment its history requires.

The far more important challenge, however, is where we go from here. How do we ensure that all are welcome at this great university? What lessons can be learned from how we name future buildings? Can this controversy serve as another way to teach how fair-minded students and scholars should use history – no matter how unsettled and uncertain – to test our own values and inspire future service to why this university was founded in 1851?

The University of Minnesota is about to open a new chapter of its history with the invocation of its 17<sup>th</sup> president. The Board of Regents challenges President-designate Gabel and the entire University community to determine how to further remedy discriminatory practices – past and present. This is no time to stand still. Upcoming naming decisions present an opportunity to embrace the diversity of our community. What principles will we apply when undertaking that question? How do we highlight the University's discriminatory past within the buildings named for the four named leaders in question? And most significantly, what more can this University do to support the teaching, research, and service that will inspire us to learn from our history?

Regent Rosha moved to amend the resolution by striking the current language and substituting the following language:

BE IT RESOLVED that the Board of Regents adopts the following statement:

The University of Minnesota is dedicated to promoting the highest ideals and values of our society. The policies of the Board of Regents must reinforce the University's commitment to discovery and the search for truth with integrity, civility, tolerance, and a respect for differences. Advancing diversity free from discrimination is a fundamental part of our mission as a land grant university.

Consistent with this commitment, the Board of Regents assesses the President's preliminary recommendation to rename University buildings following an extensive history. The project entitled "A Campus Divided: Progressives, Anti-Communists, Racism, and Antisemitism at the University of Minnesota, 1930-1942" presented evidence of anti-Semitism and racial discrimination across the United States, in Minnesota, and at the University during the period covered by the exhibit. Citing the material presented in the exhibit, the Minnesota Student Association presented a resolution and Presidential directive calling for an examination of the actions of two University presidents and two senior leaders of that time. The Council of Graduate Students and the Professional Student Government have spoken strongly in support.

In response to the exhibit and resolution, the President established a Task Force on Building Names and Institutional History (Task Force) to conduct historical research, building upon the framework for the assessment of naming and renaming designed by the President's and Provost's Advisory Committee on University History comprised of faculty, staff, students, alumni and community members representing all five system campuses. The Task Force charge focused on the role of the four administrators, and its report offered a recommendation to change four building names.

The report further invited a discussion about discrimination at the University of Minnesota that runs counter to our institutional values. The Task Force reminds us that the education that comes from examining history is the most important value in the discussion. The Task Force's work opened up a vibrant campus conversation about the purpose of namings and how the evolution of society's thinking impacts the question before the Board of Regents.

The issues at stake reach beyond namings. The question before us is not wholly centered upon the conduct of individuals. Presidents and other administrators act in context, including in response to the positions of Regents, as the evidence corroborates, and based on factors that can be left unknown when evidence is scant about matters that occurred long ago.

Individual conduct often mirrors the best and worst of societal norms. When considering the actions of individuals, their beliefs, and their impact on the community, a process and standard are necessary to support the University's commitment to truth and fairness. Once individual accountability is determined through an articulated process and under a clear standard, evaluating that accountability against the propriety of renaming can begin.

The University debate over these matters illustrates that adopting the President's recommendation for renaming is not the appropriate action at this time.

The public policy issues before the Board include the social, legal, and governance context of the time, and the lens of history sometimes leaves issues unresolvable. It is important, however, that the University recognize and acknowledge past discriminatory practices. All agree that we cannot erase that history; we must learn from it.

Johnson informed the Board that Regent Beeson had requested that all votes be by roll call.

The vote on the Rosha amendment was as follows:

Regent Anderson	No
Regent Beeson	No
Regent Cohen	No
Regent Hsu	Yes
Regent Lucas	No
Regent McMillan	Absent
Regent Omari	No
Regent Powell	No
Regent Rosha	Yes
Regent Simonson	Yes
Regent Sviggum	Yes
Regent Johnson	No

The Board voted 4-7 and the amendment failed.

The vote on the resolution related to Statement on Historical Building Namings was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Cohen	Yes
Regent Hsu	No
Regent Lucas	Yes
Regent McMillan	Absent
Regent Omari	Yes
Regent Powell	Yes
Regent Rosha	No
Regent Simonson	No
Regent Sviggum	Yes
Regent Johnson	Yes

The Board voted 8-3 and the resolution was approved.

Professor Amy Pittenger, Chair of the Faculty Consultative Committee, addressed the Board.

President Kaler addressed the Board.

A motion was made and seconded to approve the resolution related to Historical Building Namings Recommendations as follows:

WHEREAS, in March 2019, President Kaler advanced preliminary recommendations to change the names of Coffey Hall, Coffman Memorial Union, Middlebrook Hall, and Nicholson Hall.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents declines the recommendations to remove the names of Coffey Hall, Coffman Memorial Union, Middlebrook Hall, and Nicholson Hall.

Due to a disruption, Johnson recessed the meeting at 2:45 p.m.

Johnson reconvened the meeting at 2:50 p.m.

Professor John Wright, Department of African American & African Studies, Twin Cities campus, addressed the Board.

The vote on the resolution related to Historical Building Namings Recommendations was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Cohen	Yes
Regent Hsu	Yes
Regent Lucas	Yes
Regent McMillan	Absent
Regent Omari	No
Regent Powell	Yes
Regent Roshia	Yes
Regent Simonson	Yes
Regent Sviggum	Yes
Regent Johnson	Yes

The Board voted 10-1 and the resolution was approved.

A motion was made and seconded to approve the resolution related to Institutional History as follows:

WHEREAS, in March 2019, President Kaler advanced preliminary recommendations to change the names of Coffey Hall, Coffman Memorial Union, Middlebrook Hall, and Nicholson Hall; and

WHEREAS, Board of Regents Policy: *Namings* reserves to the Board the decision to name or rename a building or other significant University asset.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents directs the President to:

1. Develop, during the 2020-21 academic year in consultation with the Board of Regents, ongoing commemorations, educational activities, and/or permanent educational displays within or nearby one or more of these buildings to reflect the University’s complex institutional history;
2. Consider and recommend to the Board of Regents additional commemorations, educational activities, or markers across the system to promote reflection on the University’s history; and
3. Recommend revisions to Board of Regents Policy: *Namings* that establish clear principles and procedures to guide future renamings discussions.

The vote on the resolution related to Institutional History was as follows:

Regent Anderson	Yes
Regent Beeson	Yes

Regent Cohen	Yes
Regent Hsu	Yes
Regent Lucas	Yes
Regent McMillan	Absent
Regent Omari	Yes
Regent Powell	Yes
Regent Rosha	Yes
Regent Simonson	Yes
Regent Sviggum	Yes
Regent Johnson	Yes

The Board voted 11-0 and the resolution was approved.

The meeting adjourned at 3:27 p.m.



**BRIAN R. STEEVES**  
**Executive Director and**  
**Corporate Secretary**



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**AGENDA ITEM:** Report of the President

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** President Eric W. Kaler

## **PURPOSE & KEY POINTS**

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



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**AGENDA ITEM:** Report of the Chair

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent David J. McMillan

## **PURPOSE & KEY POINTS**

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



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**AGENDA ITEM:** Consent Report

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent David J. McMillan

## **PURPOSE & KEY POINTS**

### **A. Gifts**

The President recommends approval of the Summary Report of Gifts to the University of Minnesota through February 28, 2019.

### **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 2, 2019.

### **C. Temporary Housing Arrangement for Incoming President**

The purpose of this item is to grant authority to the Chair of the Board of Regents to make arrangements with President-Designate Joan T. A. Gabel for temporary housing while renovation work is performed at Eastcliff, the Presidential residence. The renovation work will take place from approximately July 1 through October 31, 2019. During that time, the University will arrange for President Gabel to receive comparable housing at an alternative location near the Twin Cities campus. The total monthly rental cost of the alternative housing arrangement is not expected to exceed \$3,000 and all other monthly expenses related to the alternative housing arrangement are not expected to exceed \$1,000. The University will also cover moving expenses, and will hold President Gable harmless for tax consequences related to the arrangement.

## **PRESIDENT'S RECOMMENDATION**

The President recommends approval of the Consent Report.

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

**May 2019 Regents Meeting**

	<u>February</u>		<u>Year-to-Date</u>	
	<u>2019</u>	<u>2018</u>	<u>07/01/18 02/28/19</u>	<u>07/01/17 02/28/18</u>
<b>U of M Gift Receiving</b>	\$ 84,251	\$ 505,228	\$ 1,346,641	\$ 2,657,596
<b>Arboretum Foundation</b>	1,632,083	581,368	7,702,973	20,256,558
<b>Univ of MN Foundation</b>	<u>11,814,371</u>	<u>16,788,723</u>	<u>245,460,204</u>	<u>199,378,862</u>
<b>Total Gift Activity</b>	<u><u>\$ 13,530,705</u></u>	<u><u>\$ 17,875,319</u></u>	<u><u>\$254,509,818</u></u>	<u><u>\$ 222,293,016</u></u>

\*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 February 2019

<u>Donor</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<b><u>\$500,000 - \$1,000,000</u></b>		
Thomas G and Meredith D Olson	Pledge	Various Colleges
Torgerson Family Fdn	Gift	University of Minnesota Morris
<b><u>\$250,000 - \$500,000</u></b>		
Anonymous	Gift	Center for Spirituality and Healing, Undesignated
The Hormel Fdn	Gift	Hormel Institute
Fifth District Eagles Cancer Telethon Fund	Gift	Hormel Institute
KLN Family Brands	Pledge	Academic Clinical Affairs
<b><u>\$100,000 - \$250,000</u></b>		
Anonymous	Gift	Medical School
Frank J and Eleanor A Maslowski Charitable Trust	Gift	Medical School
Monica A Sheridan Estate	Gift	Medical School
Ronald M and Joanne E Moquist Charitable Fund-SFACF	Gift	Intercollegiate Athletics
Anonymous	Gift	Medical School
Cargill Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Alvin E McQuinn	Gift	Minnesota Landscape Arboretum
Allan L Schuman	Gift	Medical School
David and Mary Holtze Family Fund-Fidelity Charitable	Gift	Carlson School of Management
Don and Lorraine Freeberg Fdn	Gift	Carlson School of Management
General Mills Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Guarani Fdn	Gift	Carlson School of Management
Martin and Brown Fdn	Pledge	College of Food, Agricultural and Natural Resource Sciences
<b><u>\$50,000 - \$100,000</u></b>		
Karen Wyckoff Rein in Sarcoma Fdn	Gift	Academic Clinical Affairs
Cummins Business Services	Gift	College of Science and Engineering
Facebook Inc	Gift	College of Science and Engineering, College of Design

**\$50,000 - \$100,000**

H William and Judy Walter	Gift	Intercollegiate Athletics, Carlson School of Management
The McKnight Fdn	Gift	Carlson School of Management, Humphrey School of Public Affairs
MGK	Gift	College of Food, Agricultural and Natural Resource Sciences
Johnelle F Snyder Estate	Gift	School of Public Health
Pediatric Home Respiratory Services Inc	Pledge	Academic Clinical Affairs, Medical School
Charles N Standing Estate	Gift	College of Science and Engineering
Dr Bata Zrt	Gift	College of Veterinary Medicine
Ecolab Inc	Gift	Carlson School of Management, College of Science and Engineering
Daniel and Pamela Weisdorf	Pledge	College of Education and Human Development
Minnesota Academy of Medicine	Gift	Medical School
Lowell F Schwab	Gift	Undesignated
Robert F and Jennifer Coughlin	Gift	Intercollegiate Athletics
Blandin Fdn	Gift	University of Minnesota Duluth
Ephraim M Sparrow	Gift	College of Science and Engineering
Hugh C Smith and Aynsley Smith	Pledge	University of Minnesota Rochester
John W and Nancy E Peyton	Gift	College of Education and Human Development
Multiple District 5M Lions Hearing Fdn Inc	Gift	Medical School
Philip K and Susan A Zietlow	Pledge	College of Science and Engineering
Ryan D Boman	Pledge	University of Minnesota Duluth
Ted M Pass	Gift	Scholarships
The Hubbard Broadcasting Fdn	Gift	Medical School
The Patch Fdn	Gift	Scholarships
Wells Fargo Bank N A	Gift	Minnesota Landscape Arboretum

**\$25,000 - \$50,000**

QualiTech Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Barbara R Spannaus	Pledge	Minnesota Landscape Arboretum
Ford Motor Co	Gift	College of Science and Engineering
Chainbreaker	Gift	Academic Clinical Affairs
3M Co	Gift	College of Science and Engineering
WestWings Fam Fdn II-Signature Fund Mpls Fdn	Gift	Intercollegiate Athletics
Catherine Andrus Fund-Minneapolis Fdn	Gift	Minnesota Landscape Arboretum, College of Liberal Arts

**\$25,000 - \$50,000**

Dutchtown Jumpers	Gift	Hormel Institute
Anonymous	Gift	Carlson School of Management
ExxonMobil Fdn	Pledge	University of Minnesota Duluth, College of Science and Engineering
S and T McCarthy Fund-Vanguard Charitable	Gift	College of Veterinary Medicine
Susan and John Doherty	Pledge	Academic Clinical Affairs
William A Johnstone Jr	Gift	Law School
Sheldon L Mandel	Gift	Medical School
Valent	Gift	College of Food, Agricultural and Natural Resource Sciences
Andrew Cecere	Gift	Carlson School of Management
Anonymous	Gift	College of Food, Agricultural and Natural Resource Sciences
Anthony Garofalo Education Fund-St Paul Fdn	Gift	Scholarships
BP America Inc	Gift	College of Science and Engineering
Connexus Energy	Gift	Institute on the Environment
Curtis L Carlson Fdn	Gift	Carlson School of Management
Linda S Cutler	Pledge	Minnesota Landscape Arboretum
Marvin L and Joanell M Dyrstad	Pledge	University of Minnesota Morris
MN Chapter-American Society of Landscape Architects	Gift	College of Design
Roy P Rasmussen Jr	Gift	Medical School
The ALS Assn	Gift	Medical School

**\$10,000 - \$25,000**

Margaret Rivers Fund	Gift	Minnesota Landscape Arboretum
Austrian Federal Ministry of Science and Research	Gift	College of Liberal Arts
Benjamin F Nelson Estate	Gift	Medical School
Benno and Gertrude Wolff Family Fnd-St Paul Fdn	Gift	Law School
Craig H Blakely	Gift	Boynton Health Services
Damon Farber Associates Inc	Pledge	College of Design
The James Ford Bell Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Sipcam Agro	Gift	College of Food, Agricultural and Natural Resource Sciences
Thomas P Nelson	Gift	Minnesota Landscape Arboretum
Mike and Linda Fiterman Family Fdn	Gift	Carlson School of Management
American Crystal Sugar Co	Gift	College of Food, Agricultural and Natural Resource Sciences

**\$10,000 - \$25,000**

Arvid Olson Estate	Gift	Medical School
Anonymous	Gift	Medical School
Ingersoll-Rand Charitable Fdn	Pledge	College of Science and Engineering
Lamarche Creek Fdn	Gift	University of Minnesota Duluth
Mohring Family Trust-Renaissance Charitable Fdn	Gift	College of Liberal Arts
Monsanto Co	Gift	College of Food, Agricultural and Natural Resource Sciences
Old Dutch Foods Inc	Gift	Medical School
Securian Financial Group	Gift	Carlson School of Management
South Washington Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Breakthru Beverage MN Wine and Spirits LLC	Gift	Academic Clinical Affairs
John E and Nancy E Lindahl	Gift	Intercollegiate Athletics
Hullsieck and Allen Memorial Fund-St Paul Fdn	Gift	Medical School
Mylan and Kathleen Radulovich	Gift	University of Minnesota Duluth
YourCause LLC	Gift	College of Liberal Arts
Mae C McWeeny Estate	Gift	School of Nursing
Paul and Pat Sackett	Gift	Intercollegiate Athletics
Duluth-Superior Area Community Fdn	Gift	University of Minnesota Duluth
AdvancedCPR Solutions	Gift	Medical School
Priscilla J Nauer Estate	Gift	College of Liberal Arts
Alex Zhao Zhang	Gift	Global Programs and Strategy Alliance
Best Buy Purchasing LLC	Gift	Humphrey School of Public Affairs
Chapman Forestry Fdn	Gift	College of Design
Christopher G Aristides	Gift	Carlson School of Management
Dafei Chen	Gift	Law School
Douglas E and Edla M Koehntop	Pledge	Medical School
Edrington Americas	Gift	Academic Clinical Affairs
Emily C and Allen Anderson	Gift	School of Nursing
Horton Holding Inc	Gift	College of Science and Engineering
James A Johnson	Gift	Humphrey School of Public Affairs
Malcolm S and Sonia R McDonald	Gift	Carlson School of Management
Mayo Fdn for Medical Education and Research	Gift	Carlson School of Management
Muriel M Orcutt Estate	Gift	Libraries
R Vance Morey	Gift	College of Food, Agricultural and Natural Resource Sciences
Rick and Susan Taylor Spielman Family Fnd-Mpls Fdn	Gift	Academic Clinical Affairs
Robert C Barton	Pledge	Law School

**\$10,000 - \$25,000**

Shirley A Hubers	Gift	Carlson School of Management
University Financial Corp GBC	Gift	Center for Spirituality and Healing
Xcel Energy	Gift	Medical School

**\$5,000 - \$10,000**

Young Athletes Fdn	Pledge	University of Minnesota Duluth
Mark and Jennifer Allen Charitable Fund- Fidelity Charitable	Gift	Intercollegiate Athletics
Samuel Hanson	Gift	Medical School
Milton and Danae Andrews	Pledge	College of Biological Sciences
Diana L Gulden	Gift	College of Liberal Arts
Center for Computer-Assisted Legal Instruction	Gift	Law School
Dorothy G Thompson Trust	Gift	Minnesota Landscape Arboretum
Physical Electronics USA Inc	Gift	College of Science and Engineering
Richard M Kruger	Gift	College of Science and Engineering
Riverview LLP	Gift	College of Veterinary Medicine
Eberle Scholarship Fund of The St Paul Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Spinal Cord Society	Gift	Medical School
Greater Twin Cities United Way	Gift	Academic Clinical Affairs
Farnham Charitable Fund	Gift	Intercollegiate Athletics
Peter S Janzen	Gift	Medical School
Wells Fargo Fdn	Pledge	Carlson School of Management
Jim and Cathy Gray Fnd-Fidelity Investment Charitable Gift Fund	Gift	Minnesota Landscape Arboretum
Senior Care Communities Inc	Gift	Center for Spirituality and Healing
The Waters Senior Living Management LLC	Gift	Center for Spirituality and Healing
Ormco Corp	Gift	School of Dentistry
ACK Productions LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Cal-Tex Electric Inc	Gift	Medical School
Curbside Landscape and Irrigation Inc	Gift	Medical School
Heads Up Plant Protectants Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
PCL Construction Services Inc	Gift	Medical School
Polaris Industries Inc	Gift	Carlson School of Management
Mary L Topp	Gift	College of Education and Human Development
Dell Inc	Gift	Carlson School of Management
David L Mona	Gift	Various Colleges
George G and Mary Gorbatenko	Gift	College of Design

**\$5,000 - \$10,000**

Judith Shoulak	Gift	Medical School
Land O'Lakes Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
3M Fdn Inc	Pledge	Intercollegiate Athletics
RBC Wealth Management	Gift	Northrop
Anna K O'Gorman	Gift	University of Minnesota Extension
Anonymous	Gift	Medical School
Anonymous	Gift	Minnesota Landscape Arboretum
Barbara E Ainsworth	Gift	University of Minnesota Duluth
Black Oak Wind LLC	Gift	College of Veterinary Medicine
Brian and Mary Longe	Gift	Weisman Art Museum
Carolyn H and Valerian B Kuechle	Gift	College of Food, Agricultural and Natural Resource Sciences
Celgene Corp	Gift	Medical School
Craig C Avery	Gift	College of Continuing and Professional Studies
Daniel A and Katharine C Whalen	Gift	Humphrey School of Public Affairs
David S Allen	Gift	College of Science and Engineering
Demar Family Fdn Inc	Gift	Minnesota Landscape Arboretum
Dennis Evans/Nancy Mee Fund-Schwab Charitable	Gift	Medical School
Dorsey and Whitney LLP	Gift	Humphrey School of Public Affairs
Eric R Nelson	Gift	Medical School
Fast Horse Inc	Gift	College of Liberal Arts
First District Assn	Gift	College of Food, Agricultural and Natural Resource Sciences
Geo L Weirs	Gift	Medical School
Hormel Foods Corp	Gift	College of Food, Agricultural and Natural Resource Sciences
Hunt Electric Corp	Gift	Academic Clinical Affairs
James/Cindy F Smith Donor Fnd-SEI Giving Fnd	Gift	Medical School
JoAnn Carlson	Gift	University of Minnesota Crookston
Jock and Sara Donaldson	Gift	Carlson School of Management
John T Gregory	Gift	Intercollegiate Athletics
Joleen H Durken	Gift	University of Minnesota Extension
Judith W Weidt	Gift	College of Food, Agricultural and Natural Resource Sciences
Karen A R Burton	Gift	Medical School
Larry A Zavadil	Gift	Intercollegiate Athletics
Lee S and Dorothy N Whitson Fund-St Paul Fdn	Gift	University of Minnesota Extension
Michael and Karen Flanagan	Pledge	Intercollegiate Athletics

**\$5,000 - \$10,000**

Patricia B West	Gift	College of Design
Patricia Kramer	Gift	College of Food, Agricultural and Natural Resource Sciences
Peter L and Janet M R Steinhagen	Gift	Intercollegiate Athletics
Proliant Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
RJW Fdn	Gift	Intercollegiate Athletics
Rob and Carolyn Goedken Fund-Vanguard Charitable	Gift	Law School
Robert B Chilberg	Pledge	University of Minnesota Duluth
Russell and Ellen Luepker	Gift	School of Public Health
Sijo Parekattil	Gift	Medical School
The Cleopatra Fund--The Wells Fargo Phil Fund	Gift	College of Science and Engineering
The Driscoll Fdn	Gift	Minnesota Landscape Arboretum
The Engh Fdn	Gift	Weisman Art Museum
Uni-Systems Engineering Inc	Gift	College of Science and Engineering
Mark E Davis	Gift	Medical School
Patricia A Lyon	Gift	Intercollegiate Athletics

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

**May 2019 Regents Meeting**

	March		Year-to-Date	
	2019	2018	07/01/18 03/31/19	07/01/17 03/31/18
<b>U of M Gift Receiving</b>	\$ 544,716	\$ 346,742	\$ 1,891,357	\$ 3,004,337
<b>Arboretum Foundation</b>	406,569	1,538,295	8,109,542	21,794,853
<b>Univ of MN Foundation</b>	15,545,020	31,351,906	261,005,224	230,730,769
<b>Total Gift Activity</b>	<b>\$ 16,496,305</b>	<b>\$ 33,236,943</b>	<b>\$271,006,123</b>	<b>\$ 255,529,959</b>

\*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 2019

<u>Donor</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<b><u>\$1 Million and Over</u></b>		
Glenn W Hasse Fdn-Signature Fund Mpls Fdn	Gift	Intercollegiate Athletics
Hormel Foundation	Gift	Hormel Institute
<b><u>\$500,000 - \$1,000,000</u></b>		
The McKnight Fdn	Gift	Institute on the Environment, College of Design, Humphrey School of Public Affairs
Torgerson Family Fdn	Pledge	University of Minnesota Morris
<b><u>\$250,000 - \$500,000</u></b>		
L A Amundson Family Fund-MN Comm Fdn	Gift	School of Nursing
Pamela A Rask	Pledge	Medical School, College of Biological Sciences
<b><u>\$100,000 - \$250,000</u></b>		
Charles M Goethe Estate	Gift	College of Biological Sciences
Alvin E McQuinn	Gift	Minnesota Landscape Arboretum
Target Corp	Gift	College of Food, Agricultural and Natural Resource Sciences, Institute on the Environment
David M Beadie Estate	Gift	Law School, Medical School
Lucile M Olson Estate	Gift	College of Pharmacy
Bruce C and Barbara H Bayley	Gift	Medical School
Land O'Lakes Inc	Gift	College of Food, Agricultural and Natural Resource Sciences, Carlson School of Management, Intercollegiate Athletics
Ferne M Noreen Estate	Gift	College of Liberal Arts
Spinal Cord Society	Pledge	Medical School
R James and Teddy Gesell	Gift	Weisman Art Museum
PepsiCo Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Arvind and Karen Varma	Pledge	College of Science and Engineering
Farm and Food Alliance of MN	Pledge	College of Food, Agricultural and Natural Resource Sciences

**\$100,000 - \$250,000**

Fifth District Eagles Cancer Telethon Fund	Gift	Academic Clinical Affairs
Sping Lin	Gift	College of Food, Agricultural and Natural Resource Sciences
Starkey Hearing Fdn	Gift	Medical School
TCF National Bank	Gift	Scholarships

**\$50,000 - \$100,000**

Nicholas Skrowaczewski	Gift	Libraries
Paul Sebastien	Gift	Libraries
Minnesota Lions Diabetes Fdn Inc	Gift	Medical School
Zeon Corp	Gift	College of Science and Engineering
Sheila and Gene Seashore Fund-Fox Valley Comm Fdn	Gift	University of Minnesota Duluth
Gregory Soukup and Mary Jo Carr	Pledge	Law School
Malcolm S McDonald	Gift	Carlson School of Management
CHS Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
David A and Pamela D Duke	Gift	University of Minnesota Duluth
DSM Nutrition Organization	Gift	College of Science and Engineering
John H Daniels Jr and Lisa Daniels	Gift	University of Minnesota Duluth
Helen S Henton Trust	Gift	Unrestricted
Jim and Norma Leslie Family Fdn	Gift	Scholarships
Beverly and Larry J Hinman	Gift	Carlson School of Management
Lowell Schwab and Rae Carter	Gift	Undesignated
Hultgren Bryant Family Fdn-Fidelity Charitable	Gift	School of Dentistry
John W Mooty Fdn Trust	Pledge	Law School
Laurance R and Diane E Waldoch	Gift	Law School
Lisa Hellervik and Pat Mach	Pledge	University of Minnesota Duluth
MGK	Pledge	College of Food, Agricultural and Natural Resource Sciences
Rachel S Brass	Pledge	Law School
Robert L and Pamela W Senkler	Gift	University of Minnesota Duluth
Ted M Pass	Gift	Scholarships
William P and Susan E Stiritz Fnd-Fidelity Charitable	Gift	Medical School

**\$25,000 - \$50,000**

Marvin E Bauer	Gift	College of Education and Human Development, College of Food, Agricultural and Natural Resource Sciences, University of Minnesota Extension
Waypoint Flight Services	Gift	Intercollegiate Athletics
Blue Wine Group Charitable Fund- Renaissance Charitable Fnd	Gift	College of Veterinary Medicine
Van Zandt Hawn	Pledge	College of Liberal Arts
Shanghai Institute of Ceramics	Gift	College of Science and Engineering
Carl and Joan Schneider	Gift	University of Minnesota Duluth
Alice and Fred Wall Family Fdn	Gift	Minnesota Landscape Arboretum
Oliver's Army	Gift	Medical School
Dennis and Lois Maki Charitable Gift Fund- Schwab Charitable	Gift	University of Minnesota Duluth
Minnesota Landscape Arboretum Auxiliary	Gift	Minnesota Landscape Arboretum
Ruth A Draut Estate	Gift	University of Minnesota Extension
Anonymous	Pledge	University of Minnesota Duluth
C William Snedeker	Gift	Carlson School of Management
Anonymous	Gift	Weisman Art Museum
Anonymous	Gift	College of Design
Briese Industrial Tractor Inc	Gift	University of Minnesota Crookston
Capitol Region Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Davis Family Dairies LLC	Gift	College of Veterinary Medicine
Freebird Inc	Gift	University of Minnesota Crookston
ICM Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Jeannine L Bayard	Gift	School of Nursing
John R Pfrommer Jr Estate	Gift	School of Public Health
Joseph H Levitch	Gift	Academic Clinical Affairs
Nielsen's Inc	Gift	University of Minnesota Crookston
Randall E and Elisabeth A Kahnke	Pledge	Law School
Rick Bock Fund of the Minneapolis Fdn	Gift	Academic Clinical Affairs
Schmalz Charitable Fnd-Comm Fdn	Gift	Carlson School of Management
Decatur/Macon Cty		
Steven G Hentges	Gift	College of Science and Engineering
Susan and Duane Hoff Family Fdn	Gift	Unrestricted
The Araz Group	Gift	Carlson School of Management, Law School
Van Dyke/Billy Fdn	Gift	Carlson School of Management
Warren's Excavating Inc	Gift	University of Minnesota Crookston

**\$25,000 - \$50,000**

William Dolan and Jane Tilka                      Gift                      Law School

**\$10,000 - \$25,000**

National Crop Insurance Services                      Gift                      College of Food, Agricultural and Natural  
Resource Sciences

AMVAC Chemical Corp                      Gift                      College of Food, Agricultural and Natural  
Resource Sciences

John A Economos                      Gift                      University of Minnesota Duluth

Arvid Olson Estate                      Gift                      Medical School

Nicholson Family Fdn                      Gift                      University of Minnesota Duluth

American Chemical Society                      Gift                      College of Science and Engineering

Christopher M Georgia                      Pledge                      Carlson School of Management

Donn P Barber                      Gift                      Carlson School of Management

Gary's Gift                      Gift                      Academic Clinical Affairs

Haseeb Ahmed                      Pledge                      College of Liberal Arts

LaVerne I Colness                      Gift                      University of Minnesota Duluth

Pioneer Hi-Bred International Inc                      Gift                      College of Food, Agricultural and Natural  
Resource Sciences

R C Lilly Fund-Saint Paul Fdn                      Gift                      College of Design, College of Liberal Arts

Robert W Jeffery                      Gift                      School of Public Health

Richard C and Juanita Luis                      Gift                      Various Colleges

KPMG Fdn                      Pledge                      Carlson School of Management

Valent                      Gift                      College of Food, Agricultural and Natural  
Resource Sciences

Claire E Bender                      Gift                      University of Minnesota Rochester

Jeannine M Rivet                      Gift                      Minnesota Landscape Arboretum

Princeton University                      Gift                      University of MN Press

Republic Bank                      Pledge                      University of Minnesota Duluth

Seagate Techology                      Gift                      College of Science and Engineering

Shannon K Peloquin and Mark McLaughlin                      Pledge                      Carlson School of Management

Tawani Fdn                      Gift                      Medical School

Cathy and John Muggee Fund-Catholic                      Gift                      Medical School

Comm Fdn MN

Susan F Jones                      Gift                      Scholarships

Reichel Foods Inc                      Gift                      Hormel Institute

Wilson Scholarship Trust Fund                      Gift                      College of Science and Engineering

John and Kristin Bruellman Fund-Fidelity                      Gift                      Carlson School of Management

Charitable

Miriam Segall                      Gift                      College of Liberal Arts

Greater Twin Cities United Way                      Gift                      Academic Clinical Affairs, Unrestricted

Harrison J Andrews                      Pledge                      University of Minnesota Duluth

**\$10,000 - \$25,000**

Chase Allen-Lloyd Passauer Fdn	Gift	Scholarships
Lee Family Charitable Fund	Gift	Unrestricted
Miami Fdn	Gift	Institute on the Environment
Lance A Fisher	Pledge	College of Liberal Arts
Andrea Hricko Hjelm	Gift	Intercollegiate Athletics
Anonymous	Gift	College of Science and Engineering
Anonymous	Gift	Medical School
Compeer Financial	Gift	Hormel Institute
Dean and Tammie Junkans	Gift	Medical School
Dominium Partners Charitable Fund LLC	Gift	Humphrey School of Public Affairs
Edward J Miller	Gift	University of MN Alumni Assn
Gerald L Seck	Pledge	Law School
Gray Plant Mooty	Gift	Carlson School of Management
Great Clips Inc	Gift	Medical School
Kaimay Y Terry	Gift	Global Programs and Strategy Alliance
Kristin Hogquist and Stephen Jameson	Gift	Medical School
Len Yaeger and Lynn Eggers DAF -Schwab	Gift	School of Public Health
Michael P LeSage Family Giving Fnd-Fidelity Charitable	Gift	Scholarships
Norene A Roberts	Gift	Libraries
Paul F Thomas	Gift	College of Food, Agricultural and Natural Resource Sciences
Philip L Gardner	Gift	Medical School
Rob and Barb Schaller Charitable Fund-Fidelity Charitable	Gift	College of Food, Agricultural and Natural Resource Sciences
S and T McCarthy Fund-Vanguard Charitable	Gift	College of Veterinary Medicine, Minnesota Landscape Arboretum
Sulvaris Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Thought Leadership and Innovation Fdn	Gift	Medical School
Timothy E and Amy N Grimsrud	Pledge	Law School
William Zimmerman Jr Charitable Fund-Schwab Charitable	Gift	College of Science and Engineering
York H Marahrens	Gift	College of Biological Sciences

**\$5,000 - \$10,000**

Mary C Muessig	Gift	Weisman Art Museum
Home Federal Savings Bank	Gift	Hormel Institute
Austin Eagles	Gift	Hormel Institute

**\$5,000 - \$10,000**

FMC Corp	Gift	College of Food, Agricultural and Natural Resource Sciences
Laura Reed	Gift	Medical School
3M Co	Gift	University of Minnesota Duluth
Mendon F Schutt Family Fund-Mpls Fdn	Gift	Medical School
Tonka Group LLC	Gift	College of Science and Engineering
Fraternal Order of Eagles	Gift	Hormel Institute
Wesley R Swanson	Gift	College of Science and Engineering
Center for Computer-Assisted Legal Instruction	Gift	Law School
Minnesota Hobby Beekeepers Assn	Gift	College of Food, Agricultural and Natural Resource Sciences
Mower County Agricultural Society	Gift	Hormel Institute
Weck Family Donor Advised Fund	Gift	College of Science and Engineering
Yvonne P Oaks Estate	Gift	Medical School
Mosaic Co Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Gary A Wellner Estate	Gift	Academic Clinical Affairs
Next Generation Fund-Hugh J Andersen Fdn	Gift	College of Veterinary Medicine
Best Buy Purchasing LLC	Gift	Carlson School of Management
Gail Bernstein Fund-Schwab Charitable	Gift	Medical School
Iowa Select Farms	Gift	College of Veterinary Medicine
James F O'Connor	Gift	College of Liberal Arts
Susan M Fridley	Gift	Weisman Art Museum
The James Ford Bell Fdn	Gift	College of Veterinary Medicine
Uponor Inc	Gift	Medical School
James W Rustad	Gift	Weisman Art Museum
Cooperative Network	Gift	College of Food, Agricultural and Natural Resource Sciences
Duluth Hockey Co	Gift	University of Minnesota Duluth
3M Fdn Inc	Pledge	Minnesota Landscape Arboretum
Edith H Lynum Trust	Gift	Medical School
Hommey A Kanter	Gift	University of Minnesota Duluth
Calvin H Simmons	Gift	Intercollegiate Athletics
Hormel Foods Corp Charitable Trust	Pledge	Various Colleges
James H and Karen E Storm	Gift	College of Liberal Arts
Marie, Malcolm and Harvey Bren Scholarship Fund	Gift	College of Food, Agricultural and Natural Resource Sciences
Marc K Jenkins	Gift	Medical School
Agropur Inc	Gift	College of Food, Agricultural and Natural Resource Sciences

**\$5,000 - \$10,000**

Aldrich Family Fund of the Minneapolis Fdn	Gift	Carlson School of Management
Brian Convery	Pledge	University of Minnesota Duluth
Catherine A Taylor	Gift	Law School
CHR Hansen Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Edith D Leyasmeyer	Gift	College of Liberal Arts
Emerson Process Management	Gift	Minnesota Landscape Arboretum
Gordon D Weaver	Gift	Intercollegiate Athletics
Grande Cheese Co	Gift	College of Food, Agricultural and Natural Resource Sciences
Heuer Fischer PA	Gift	Medical School
Hobbs Family Charitable Fund-Vanguard Charitable	Gift	College of Education and Human Development
Jamie Lee Curtis	Gift	Libraries
Jihun Yu	Gift	College of Science and Engineering
Katherine A Siggerud	Gift	Humphrey School of Public Affairs
Kathleen G Dineen Estate	Gift	School of Nursing
Kimberly J Carswell	Pledge	College of Veterinary Medicine
Kym and Terry Smith Charitable Acct-Fidelity Charitable	Gift	College of Science and Engineering
LampStrong Fdn Inc	Gift	Academic Clinical Affairs
Larry A Zavadil	Gift	Intercollegiate Athletics
Lisa Huey	Gift	College of Education and Human Development
LuAnn C Brenno and Douglas E Doty	Gift	College of Veterinary Medicine, Minnesota Landscape Arboretum
Mark N and Jane M Stageberg	Gift	Law School
Mary A Japs	Gift	Medical School
Maxwell Healthcare Associates LLC	Gift	Academic Clinical Affairs
Meredith Corporaton Fdn	Pledge	College of Food, Agricultural and Natural Resource Sciences
Minnesota Neuropathy Assn	Gift	Medical School
Oak Ridge Financial Services Group Inc	Gift	Medical School
Patricia B West	Gift	College of Design
Patrick M Foley	Gift	College of Science and Engineering
Paul Crowell and Alexandra Stillman	Gift	School of Nursing
Prairie Farms Dairy Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
RMR Services LLC	Gift	College of Science and Engineering
Roger H and Phyllis H Sherman	Gift	College of Veterinary Medicine
RSM US Fdn	Gift	University of Minnesota Duluth
Rumphius Fund-Vanguard Charitable	Gift	College of Liberal Arts

**\$5,000 - \$10,000**

Sang Joon Lee	Gift	College of Science and Engineering
Sportradar US LLC	Gift	Undesignated
Stanley M and Luella G Goldberg	Gift	Various Colleges
Thomas and Teresa Vannelli Donor Advised Fund	Gift	Unrestricted
Thomas E Becker	Gift	College of Veterinary Medicine
Timothy J Forstad	Gift	Carlson School of Management
Travis G Dhein and Robyn Dahl-Dhein	Gift	Academic Clinical Affairs
Valley Queen Cheese Factory Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Vivek Saxena	Gift	Institute on the Environment
Wanner Engineering Inc	Gift	College of Science and Engineering
Wells Enterprises Inc	Gift	College of Food, Agricultural and Natural Resource Sciences



# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Board of Regents**

**May 10, 2019**

**AGENDA ITEM:** UMC, UMD, UMM, UMR Enrollment Plans

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

*This is a report required by Board policy.*

**PRESENTERS:** President Eric W. Kaler  
Michelle Behr, Chancellor, University of Minnesota Morris  
Lendley Black, Chancellor, University of Minnesota Duluth  
Lori Carrell, Chancellor, University of Minnesota Rochester  
Mary Holz-Clause, Chancellor, University of Minnesota Crookston

## **PURPOSE & KEY POINTS**

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

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

## **BACKGROUND INFORMATION**

The Board has discussed campus enrollment at the following meetings:

- March 2019: *UMC, UMD, UMM, UMR Enrollment Plans*, Board of Regents
- February 2019: *Systemwide Enrollment Planning: Rochester Campus*, Mission Fulfillment Committee
- February 2019: *Twin Cities Campus Enrollment Management Plan Update*, Mission Fulfillment Committee
- December 2018: *Systemwide Enrollment Planning: Duluth Campus*, Mission Fulfillment Committee
- June 2018: *Progress Update from the Systemwide Enrollment Planning Taskforce*, Mission Fulfillment Committee
- February 2018: *Systemwide Enrollment Planning: Crookston Campus*, Mission Fulfillment Committee
- February 2018: *Update on the Twin Cities 5-Year Enrollment Plan*, Mission Fulfillment Committee

- December 2017: *Systemwide Enrollment Planning: Morris Campus*, Mission Fulfillment Committee
- September 2017: *Systemwide Enrollment Planning*, Mission Fulfillment Committee
- February 2016: *Resolution on Enrollment Principles and Tuition/Aid Philosophy*, Board of Regents

#### **PRESIDENT'S RECOMMENDATION**

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

**University of Minnesota Board of Regents  
May 10, 2019**

**UMC, UMD, UMM, UMR Enrollment Plans – Action**

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

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

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

Guided by the Board of Regent’s above framework, the University has since introduced system-level approaches to enrollment management and continued to manage enrollment on each individual campus through the development of specific campus enrollment plans. Specific system enrollment work and action steps will be discussed with the Board at its June meeting of the Mission Fulfillment Committee.

In the following pages are the individual new and ongoing enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses. The Board discussed the plans and formal resolution at their March meeting. The Twin Cities campus is not included in the resolution or among the following enrollment plans because the Board approved its plan in March 2016.

## University of Minnesota Crookston Five-Year Undergraduate Enrollment Plan

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

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

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

### New Strategies:

- By Fall 2019, UMN Crookston will become the first system campus to fully implement the [Slate](#) recruitment portfolio consisting of customer relationship management (CRM), outreach, travel management, online applications, and online reading tools. We will also begin using [The Common Application](#) as our primary application tool. These changes will enable us to begin capturing more data about students' service, involvement, and leadership experiences, which when paired with high school GPA data will provide a stronger basis for making admissions decisions.
- As ACT test scores have proven to be a poor predictor of student success on our campus as well as an application barrier for strategic populations (e.g. first-generation college students, students from low-income families, students from rural communities, and students of color), UMN Crookston will initiate a test-optional application process beginning in Fall 2019 (See Appendix B for more information).
- UMN Crookston is currently implementing financial aid leveraging strategies to allocate limited unrestricted scholarship funds to first-year students based on need and prior academic achievement.

- UMN Crookston is increasing marketing efforts for high-performing programs and majors in which we hold a unique distinction. Examples include equine science, pre-veterinary programs, health services management, software engineering, and the agriculture, natural sciences, and law enforcement emphases within our aviation program, to name a few.
  - The Duluth and Twin Cities began sharing lists of students whom they were unable to admit with UMN Crookston last year, which resulted in 10 additional students in Fall 2018. UMN Crookston is now enhancing our recruitment strategies by designing outreach letters tailored to the interests and prior academic achievements of students who did not receive admission at the other campuses.
  - The launch of a system-wide landing page focused on admissions should help UMN Crookston strengthen visibility and market unique programs to target audiences.
  - Without any past changes in recruitment strategy, UMN Crookston has experienced a 46% increase in the number of Hispanic students over the past 5 years. We are now designing and implementing new strategies to support recruitment and retention for the growing Hispanic population of Northwest Minnesota. Additionally, we allocated financial support to the Latinx Recruitment Subcommittee to assist with grant-writing efforts to secure external funding to support recruitment and retention efforts.
  - Following several years of growing our number of international partners, UMN Crookston is now focusing on strengthening relationships with 6-8 international partners that have demonstrated the strongest potential for growth. Additionally, coordinated system-wide efforts for international recruitment will support UMN Crookston's continued leadership with international recruitment.
  - As a long-term strategy, UMN Crookston is implementing new pathway recruitment efforts for elementary, middle, and early high school students. Target populations include regional students, Hispanic students, international students, students interested in the sciences, and student athletes.
  - In order to promote stronger retention from the first to the second year of college, UMN Crookston will require all NHS on-campus students to complete two first-year seminar courses beginning in Fall 2019. The courses will address critical thinking, academic success skills, career development, cultural competence, wellness, and non-cognitive skills such as teamwork, flexibility, and emotional intelligence.
  - Also in the Fall, UMN Crookston will transition to a professional advising model in order to provide more consistent, proactive, and intrusive advising to support student success and retention.
2. **Plan for modest undergraduate growth of New Advanced Standing (NAS) enrollment over the next five-year period.** NAS students grew from 2009-2014, but over the past five years have been essentially flat. Because the majority of UMN Crookston's online students are non-traditional adult learners, this growth is more insulated from the anticipated decrease in the number of high school graduates over the next 10 years. Therefore, we intend to more quickly move to 3-5% annual increases over the next five years for this population of students. (See Appendix A)

Strategies:

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

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

New Strategies:

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

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

New Strategies:

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

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

impact practices” in higher education<sup>1</sup>.

New Strategies:

- Beginning in Fall 2019, every new on-campus UMN Crookston student will complete two new first-year experience courses during their first two terms on campus. These courses address learning outcomes related to critical thinking, academic success skills, cultural competence, career exploration, wellness, and non-cognitive skills such as teamwork, cognitive flexibility, adaptability, and emotional intelligence.
  - New orientation and intrusive advising strategies being implemented in Fall 2019 will provide greater structure during the transition to college through the second year of college. These are essential strategies given UMN Crookston’s high proportions of students from historically underrepresented populations such as first-generation college students and students from low- and middle-income families.
6. **Value ethnic, social, economic, and geographic diversity.** As documented throughout this plan, UMN Crookston serves the highest proportions of first-generation college students, students from low- and middle-income families, students from rural communities, and non-traditional adult learners within the University of Minnesota System. Additionally, UMN Crookston has experienced a 20% increase in the number of students of color and a 46% increase in the number of Hispanic students served over the past five years. In Fall 2018, 19.7% of UMN Crookston’s NHS students and 24.6% of NAS students were students of color. Taken together, 22.2% of all new students were students of color, which far exceeds the demographics of Northwest Minnesota<sup>2</sup>, though it lags behind the demographics of Crookston High School (27.6% students of color, 18.5% Hispanic<sup>3</sup>) and the Crookston elementary schools (38.3% students of color, 25.9% Hispanic<sup>2</sup>).

New Strategies:

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

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<sup>1</sup> See <https://www.aacu.org/leap/hips>

<sup>2</sup> U.S. Census Data

<sup>3</sup> Minnesota Department of Education Data

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

New Strategies:

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

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

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

New Strategies:

- As discussed in Section 4, UMN Crookston is implementing new financial aid leveraging strategies aimed to enhance need-based and merit-based aid allocations.
- Because current residence hall space is not being fully utilized, UMN Crookston is proposing a process for awarding housing discounts as an additional form of merit aid based on academic and athletic performance.

10. **Be attentive to state, national, and global workforce needs.** UMN Crookston prides itself on being responsive to current workforce demands as well as anticipating trends for future needs. As just a couple examples, UMN Crookston's online healthcare management program is one of just two that are nationally accredited, online finance and accounting programs are nationally recognized, and programs in elementary education and criminal justice allow graduates to move directly to jobs without having to secure additional credentials. Building on a practice-oriented liberal education, our interdisciplinary programs promote critical thinking and cognitive flexibility. Examples include agricultural communication, business, and education programs; software engineering and information technology management; exercise science and sport and recreation management; and aviation for agriculture, natural resources, or law enforcement.

Strategies:

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

## Appendix A: Enrollment Management Targets and Ranges

**Table 1. New High School Student Enrollment Projections**

	2018	2019	2020	2021	2022	2023
Status Quo (-2.2%/year)	228	223	218	213	209	204
Target Increase	--	-2.0–2.0%	0.0–4.0%	1.0–5.0%	2.0–5.0%	2.0–5.0%
High-End Range	228	233	242	254	267	280
Mid-Point	228	228	233	240	248	258
Low-End Range	228	223	223	226	230	235

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

**Table 2. New Advanced Standing Student Enrollment Projections**

	2018	2019	2020	2021	2022	2023
Status Quo (0.0%/year)	240	240	240	240	240	240
Target Increase	--	0.0–2.5%	2.0–4.0%	3.0–5.0%	3.0–5.0%	3.0–5.0%
High-End Range	240	246	256	269	282	296
Mid-Point	240	242	250	260	270	281
Low-End Range	240	240	245	252	260	267

**Table 3. Total Student Enrollment Projections**

	2018	2019	2020	2021	2022	2023
Status Quo	468	463	458	453	449	444
High-End Range	468	479	498	523	549	576
Mid-Point	468	470	482	499	518	539
Low-End Range	468	463	468	478	490	502

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

	2018	2019	2020	2021	2022	2023
Status Quo (0.0%/year)	240	240	240	240	240	240
Target Increase	--	70–74%	72–76%	73–77%	74–78%	75–79%
Additional Students Retained*						
High-End Range	--	5	9	12	15	19
Mid-Point	--	0	5	7	10	12
Low-End Range	--	-4	0	2	5	7

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

## Appendix B: Test-Optional Admissions Practice at UMN Crookston

Beginning in Fall 2019, UMN Crookston will adopt a test-optional admissions practice that makes greater use of data-informed holistic review for all student applications. This is a significant shift from our current practice of requesting holistic data after students' initial applications in instances when their high school grades or test scores are low. As we elaborate upon below, ACT test scores at UMN Crookston have not provided additional predictive validity beyond the use of grades alone and, in some cases, overreliance on test scores has driven spurious decisions. More importantly, we are transitioning to a holistic review process that leverages empirically supported data shown to predict student success including student involvement, service, and leadership experiences, consideration of students' background and circumstances, metacognitive measures, and indicators of students' ability to work collaboratively and contribute to the success of their peers<sup>4</sup>. UMN Crookston based our decision to move to a test-optional admissions practice on careful analysis of retention and graduation rates for our students as well as a review of recent research and best practices in higher education. In the end, we are confident the shift-toward a data-informed holistic review process will help us make better admissions decisions to support student and institutional success.

### Analyses of UMN Crookston Student Success Data

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

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

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

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<sup>4</sup> Coleman, A. L., & Keith, J. L. (2018). *Understanding holistic review in higher education admissions: Guiding principles and model illustrations*. New York, NY: The College Board.

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

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

#### UMN Crookston's Student Profile, Standardized Test Research, and Holistic Review

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

Research generally shows that standardized tests are less effective in predicting success for first-generation students, students from low-income families, and students of color<sup>5</sup>. Further, analysis of College Board data demonstrate there are very high correlations between high school students' standardized test scores and both measures of family income and parental educational attainment. For campuses serving higher proportions of students from upper income families and students whose parents have attained college degrees, ACT scores help to

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<sup>5</sup> Atkinson, R. C., & Geiser, S. (2009). Reflections on a century of college admission tests, *Educational Researcher*, 38(9): 665-676.

Bastedo, M. N., & Jaquette, O. (2017). Running in place: Low-income students and the dynamics of higher education stratification. *Educational Evaluation and Policy Analysis*, 33(3), 318-339.

Espinshade, T. J., & Chung, C. Y. (2010). *Standardized admissions tests, college performance, and campus diversity*. Princeton, NJ: Princeton University, Office of Population Research. Princeton

Posselt, J. R., Jaquette, O., Bielby, R., & Bastedo, M. N. (2012). Access without equity: Longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004. *American Educational Research Journal*, 49(6), 1074-1111.

Smith, D. G., & Garrison, G. (2005). The impending loss of talent: An exploratory study challenging assumptions about testing and merit. *Teachers College Record*, 107(4), 629-653.

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

Geographically, nearly half of UMN Crookston’s students come from greater Minnesota and a large proportion of the students we attract from nearby states also come from rural communities. According to the most recent “Why Rural Matters” report<sup>6</sup>, Minnesota ranks 42<sup>nd</sup> in the country in the number of juniors and seniors from rural communities who complete either the ACT or the SAT—only 33.1% of graduates from rural high schools have completed one of these tests (the national average is 46.1%). Requiring standardized test scores as a part of the admission process categorically eliminates over two-thirds of the graduates from Minnesota’s rural schools from consideration.

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

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<sup>6</sup> Showalter, D., Klein, R., Johnson, J., & Hartman, S. L. (2017, June). *Why rural matters 2015-2016: Understanding the changing landscape*. Washington, DC: Rural School and Community Trust.

<sup>7</sup> Syverson, S. T., Franks, V. W., & Hiss, W. C. (2018). *Defining access: How test-optional works*. Arlington, VA: NACAC.

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

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

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

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

1. **Stabilize undergraduate enrollment and implement strategies supporting incremental growth over the next five years.** The primary priority is to increase the total undergraduate enrollment on the Duluth campus from 9,109 (fall 2018) to approximately 9,450 by 2023. UMD will realize this enrollment through attainment of new student enrollment goals as well as through increasing rates of student persistence as shown by the enrollment measures (p.3). Strategies are described in items two through eight below.
2. **Address capacity issues related to high demand programs and on-campus housing.** The University must align its financial, intellectual, and physical resources to meet current and future demand and to provide adequate tuition revenue to support a high-quality student educational experience.  
UMD will:
  - a. Utilize biennial undergraduate program demand/capacity analysis to develop achievable unit enrollment targets. Demand/capacity analysis was last conducted in fall 2018.
  - b. Advocate for additional resources and incrementally realign existing resources to support high-demand programs. Current enrollment in most UMD STEM programs and in select programs in business and human services are at or nearing capacity. Required resources include faculty FTE, support for instructional delivery redesign and, in some cases, physical space.
  - c. Develop a multi-phase on-campus housing plan to address the current residence hall bed shortage, projected growth in undergraduate enrollment, and aging existing facilities. Student Life has initiated development of a multi-phase plan and is progressing on the first phase of a new residence hall with increased dining capacity.

3. **Provide a high-quality education and student experiences.** The Duluth campus is committed to providing student-centered, high-quality, curricular, co-curricular, and integrated living-learning undergraduate experiences.

UMD will:

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

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

UMD will:

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

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

UMD will:

- a. Hold tuition and fee increases for resident undergraduate students to a minimum. The lower cost of attendance at many primary competitor institutions is an ongoing consideration when setting annual resident tuition rates.
- b. Ensure timely awarding and distribution of scholarship funds.
- c. Pursue supplemental need-based financial awards as funding becomes available. UMD remains committed to its request to central administration for release of campus UPromise carryforward for additional strategic need-based awards.
- d. Enhance prospective student education related to the affordability of the Duluth campus and the financial aid process.

6. **Strengthen ethnic, social, economic, and geographic diversity.** The Duluth campus values diversity as a means of enriching the educational experiences of all students. Studying and learning in a diverse environment helps prepare students to live and work in an increasingly heterogeneous and global society. As part of the educational experience, students benefit when they interact with multiple diverse groups, including those who have been historically underrepresented in post-secondary institutions. UMD is committed to educating students in a diverse environment that recognizes the broader culture and society beyond northeastern Minnesota.

UMD will:

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

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

UMD will:

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

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

UMD will:

- a. Collaborate with system partners to develop reports/tools to assist in identifying issues related to degree progress.
- b. Enhance services for students exploring and/or changing majors.
- c. Increase online course offerings to facilitate timely program completion.
- d. Be attentive to state and regional workforce needs.

**UMD Enrollment Plan Measures (Campus rates)**

	2014	2015	2016	2017	2018	2020 Goal	2023 Goal
Undergraduate degree seeking headcount	9,120	8,929	9,051	9,199	9,109	9,207	9,450
Percent continuing enrollment (retained) after one year	77.1	76.0	78.4	77.0	78.7	80	81
Percent graduated after four years (campus rate)	35.3	35.8	35.5	37.5	42.5	43	44
Percent graduated after six years (campus rate)	59.3	60.0	59.3	59.2	58.8	62	63

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

Entering Year	Campus	2011	2012	2013	2014	Goal/Year
4-year graduation rate	Duluth	39.2%	39.1%	41.0%	46.6%	45%/2017 cohort
Entering Year	Campus	2009	2010	2011	2012	Goal/Year
6-year graduation rate	Duluth	66.6%	64.9%	65.2%	64.9%	68%/2015 cohort

## **University of Minnesota Morris Five Year Undergraduate Enrollment Plan**

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

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

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

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

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

### **Recruitment Plans**

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

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

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

### **Retention Plans**

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

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

UMN Morris proudly enrolls many students from groups traditionally underserved by higher education. In fall 2018, 30.6% of new first-year students were Pell recipients, 34.3% were first generation, and 35.4% identified as American Indian, Hispanic, Asian, or African American. Since 2015, UMN Morris has received funding for three multi-year U.S. Department of Education programs to support its students from underserved groups: TRiO Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement Program, and a Native American Serving Non-tribal Institutions grant. All three programs provide additional support to students traditionally underserved in higher education and are designed to support students in their persistence and graduation from UMN Morris. Continued success of these programs will be essential in order for the campus to reach its goal.

2. **Admit for success.** Every application to UMN Morris is reviewed in its entirety using holistic measures that include primary measures (academic characteristics including the rigor of high school courses and ACT scores) and secondary factors (personal qualities such as leadership and involvement experiences, resilience, and community service). UMN Morris is a selective campus. The average ACT for students that enroll is 25, with a middle range (25<sup>th</sup> to 75<sup>th</sup> percentile) of 21 to 28, and the average high school GPA is 3.6.

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

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

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

4. **Provide a high-quality education and student experience.** UMN Morris takes pride in the high quality liberal arts education provided to its students including curricular and co-curricular experiences that expand knowledge and enrich lives. In the next five years, UMN Morris will:

- In alignment with the UMN System Enrollment Plan, continue work to develop and improve academic pathways with other University of Minnesota system campuses.
- By spring 2020, redefine campus student learning outcomes to create clearer and more assessable learning outcomes for all students.
- By fall 2021, increase student participation in high impact practices (e.g., undergraduate research, internships).
- Investigate, plan and implement second year experience programming to support second-to-third year retention efforts.

5. **Maintain commitment to transfer students.** In fall 2018, transfer students comprised sixteen percent of new students to the UMN Morris campus. Although transfers continue to be an increasingly competitive market, there is potential in further developing regional and state-wide community college partnerships. In fall 2018, visits with three potential community college partners were held and development of articulation agreements with programs at these institutions have commenced. By fall 2020, UMN Morris plans to have articulation agreements for multiple programs at several community colleges across the state.
6. **Value ethnic, social, economic, and geographic diversity.** As discussed in Sections 1 and 3, UMN Morris has a strong and historic commitment to diversity and has increased support available to groups traditionally underserved in higher education. An additional area of diversity is the international student population. While international students currently comprise 11% of our student population, we have focused attention on building relationships primarily in a small number of countries, especially China. Over the next five years, UMN Morris will take steps to diversify its international student population, leveraging system recruitment efforts.
7. **Support timely graduation.** Given the decline in the number of domestic traditional college-aged students projected over the next decade, and the desire for incremental campus growth, UMN Morris understands that student persistence and timely graduation are especially critical components of the campus enrollment management plan. Planned and current work designed to impact this goal includes:
  - Continued participation in systemwide efforts to develop degree progress tools.
  - Intentional outreach to students to remove holds and provide support in completing necessary steps to register.
  - Enhanced advising for students exploring or changing majors.
  - Targeted outreach to help students who have not met their 30-credit annual goal develop plans to get back on track.

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

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

In fall 2017, the campus implemented a non-resident, non-reciprocity tuition differential, an effort that provides a very modest revenue boost. In fall 2018, UMN Morris began participation in the Midwest Student Exchange Program (MSEP) in order to enhance our visibility to and recruitment of Midwestern students from non-reciprocity states.

9. **Continue to enhance need-based and merit-based financial aid programs.** Ninety-three percent of UMN Morris students receive some form of need-based and/or merit-based financial aid. The campus supports an increasing percentage of Pell grant recipients – in fall 2018, 31% of new high school students received Pell grants. The expansion of systemwide financial aid initiatives such as the President’s Emerging Scholars program will contribute to our continuing financial support of students. UMN Morris is evaluating its use of institutional funds, with a particular interest in ensuring that our institutional scholarships remain competitive in an environment of deep financial discounting and are deployed in the most effective way to encourage student persistence and financial ability to graduate.
10. **Be attentive to state, national, and global workforce needs.** As a liberal arts institution we are committed to developing graduates with critical thinking, problem solving, and communication skills, essential for successful participation in an increasingly complex and rapidly changing workplace.

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

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

**Table 1. UMN Morris Key Performance Indicators: Enrollment & retention rates and goals**

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

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

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>2021 Goal (2017 cohort)</b>	<b>2024 Goal (2020 cohort)</b>
<b>Four-year graduation rate (from UMN Morris)</b>	50.5%	49.6%	52.1%	46.8%	46.0%	50%	57%
<b>Four-year graduation rate (from UMN system)</b>	53.3%	52.6%	54.5%	49.1%	49.1%	53%	60%
<b>Progress Card University Gold Measure System Goal: 60%/2017 cohort</b>							

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

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>2021 Goal (2015 cohort)</b>	<b>2024 Goal (2018 cohort)</b>
<b>Six-year graduation rate (from UMN Morris)</b>	66.8%	65.3%	63.9%	58.7%	66.0%	66%	70%
<b>Six-year graduation rate (from UMN system)</b>	73.5%	68.3%	69.1%	64.1%	69.9%	70%	75%
<b>Progress Card University Gold Measure System Goal: 80%/2015 cohort</b>							



UNIVERSITY OF MINNESOTA ROCHESTER  
**Driven to Discover<sup>SM</sup>**

**Addendum to 2016 Five-Year University of Minnesota Rochester Enrollment Management Plan**

MARCH 2019

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

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

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

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

# University of Minnesota Rochester

## Board of Regents

### Five Year Undergraduate Enrollment Plan

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

- A. Increases in both retention and enrollment (to total 50 additional students each year for the next five years) are expected given a) targeted recruitment of high school students in health sciences curricular or co-curricular programs; b) relational recruitment philosophy and related strategies; c) launch and stabilization of living learning communities; d) launch and stabilization of new student development endeavors (e.g. Health and Wellness); e) continued use of faculty research on student learning to inform and enhance student success; f) continued optimization of existing structures and services (e.g. Just Ask, Student Success Coaching, etc.); g) enhancement of established curricular and co-curricular community engagement; and h) branding campaign launch and stabilization.
- B. During this period, enrollment growth is expected to come primarily through first-time, first year student enrollment in the BSHS, transfer student enrollment in the BSHP, and first-year course pathways for UMTC Nursing students. Recruitment of transfer students to the BSHS will not be a targeted arena of growth during this five-year period.

**2. Admit for success.** Given the strong relationships among academic performance, select student development variables (e.g. resilience), civic engagement, health science focus emanating from childhood or adolescent experiences with the health care system (e.g. trauma or disease of self or family member), and student success at UMR, this campus should continue to admit to its two undergraduate health sciences degree programs those students who will benefit from the distinctive model and have a high probability of graduating in four years or less. To do so, Admissions should continue to conduct a holistic review of prospective students' records, considering multiple factors (civic engagement, college prep coursework, STEM coursework and STEM GPA, response to admissions prompt regarding "passion for the health sciences", ACT scores, and demonstrated perseverance or resilience discerned through response to "special circumstances" prompt). UMR will continue to document variables associated with student success, adding those variables to the holistic admissions review as possible.

**3. Maintain affordability and access for Minnesota students.** UMR's undergraduate degree programs must remain affordable and accessible to undergraduate health sciences students from Minnesota. As a land grant university, all of the University of Minnesota System campuses including UMR are committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. UMR will continue to enroll at least 75% Minnesota residents in the first-year class (BSHS) and the transfer class (BSHP). UMR should continue to attract students from all parts of the state, maintaining our strong enrollment of students from rural Minnesota; in addition, UMR should also attract out-of-state health sciences students to support the health care workforce demand in Southeastern Minnesota. Maintaining UMR's "flat tuition" (the same rate for in-state and out-of-state students) will continue to enhance our ability to attract students to meet Minnesota's health care workforce demands.

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

- a) **Housing:** Accommodating 90% of first-year students; 50% of sophomores; and 10% of juniors (through our living learning communities). Pursuing additional and affordable housing options will become a necessary component of our Campus Master Plan by 2021.
- b) **Advising:** Based on our unique Student Success Coaching model, maintaining an eighty-five or fewer students per Coach ratio. Note that UMR Student Success Coaches provide academic advising, life coaching, teaching of student development courses, and career exploration, with students assigned to one coach for the duration of their undergraduate career.
- c) **Active learning classrooms.** Planning any additional learning spaces in keeping with current active learning facilities.
- d) **Maintaining availability and appropriate workload of courses for timely completion.** Avoiding scheduling or curricular bottlenecks, increasing class offering times if necessary to maintain curricular support of our strong four-year graduation rate, and assessing and potentially adjusting student workload.
- e) **High-impact practices.** Expanding the capacity and optimizing the effectiveness of established, faculty-led high-impact curricular endeavors as well as co-curricular opportunities, including learning communities in first two years of the curriculum; integrated coursework; writing enriched curriculum; active and collaborative learning; undergraduate research; internships; study abroad; capstone pathways; work study with relevant community partners; living learning communities; and community-based learning.

**5. Value ethnic, social, economic, cultural, and geographic diversity.** The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, from other states, and other countries. Diversity and inclusion enhance innovation, necessary to meet the grand challenges in health care. With a strategic Vision to “be nationally recognized for inspiring and empowering undergraduates to solve the health care challenges of the 21st-century” UMR should seek a regional, national and global presence, as part of attracting a broad range of undergraduate health sciences students and serving as a talent magnet for the health care workforce needs of the state. As the diversity of the state of Minnesota increases, the University of Minnesota System and UMR must continue to attract and graduate students from multicultural and underrepresented backgrounds. UMR should be attentive to the diversity in Minnesota high schools in its admissions process. The enrollment plan should continue to build pipelines from other states where health care focused students will be attracted to UMR and continue to diversify our student body. UMR will be especially attentive to recruitment of underrepresented students (students of color, low socioeconomic status, and first-generation), given our established high-impact practices demonstrated to support the retention of all students including those that are underrepresented.

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

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

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

**B) Continue to enhance need-based and merit-based financial aid programs.** Overall, the University of Minnesota System maintains a variety of financial aid programs, which roughly can be categorized into need-based (including middle-income support) and merit-based financial aid. In order to ensure fiscal access for Minnesota students, and to attract

the students best suited for UMR's distinctive programs in undergraduate health sciences, both need-based (including middle-income) and merit-based financial aid are imperative. The general allocation of financial aid resources from the University of Minnesota System will be focused on need-based financial aid, but strong institutional support for merit-based scholarships (e.g. evidence of perseverance and commitment to a health-related career) is also needed to attract students with the characteristics known to fuel success at UMR and to contribute to the accomplishment of our strategic Vision.

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

**UMR Enrollment, Revenue, and Investment Scenarios -- Executive Summary**

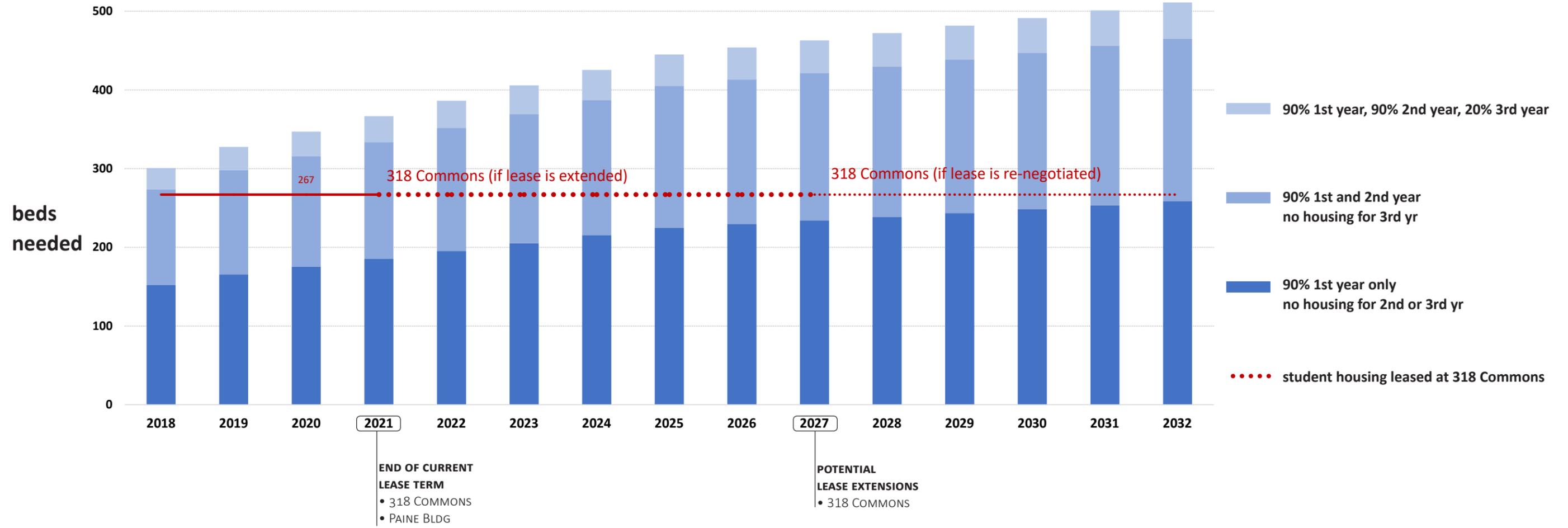
	TODAY	BOLD	BOLDER	BOLDEST
1 Total Undergraduates	519	750	1000	1500
2 <i>NHS</i>	169	250	350	500
3 <i>Transfer</i>	40	40	50	60
4 Total PGP (Partnership/Grad/Professional)	183	250	500	1000
5 <b>Total Enrollment</b>	<b>702</b>	<b>1000</b>	<b>1500</b>	<b>2500</b>
6				
7				
8 New \$ from tuition due to enroll increase		\$ 2,578,000	\$ 6,078,000	\$ 13,078,000
9     Coverage of new Discovery Sq. Lease		\$ (400,000)	\$ (400,000)	\$ (400,000)
10     Increase in recruitment scholarships/other		\$ (850,000)	\$ (1,100,000)	\$ (1,700,000)
11     Additional capital/lease costs not covered elsewhere				
12     Failure for revenues to maintain with inflation				
13 Available new resources thru enroll increase		\$ 1,328,000	\$ 4,578,000	\$ 10,978,000
14				
15 <b>Max Additional Employee Headcount*</b>	92	14	47	113
16				
17 <b>Program Space</b>	<b>ASF</b>	<b>Need</b>	<b>Need</b>	<b>Need</b>
18 Classroom/learning spaces/labs	37,735	32,270	48,617	80,883
19 Office spaces	15,150	17,400	22,800	33,600
20 Collaborative	18,838	16,486	28,502	25,574
21 Other Spaces	9,590	9,532	14,298	23,830
22 Total ASF	81,313	75,688	114,217	163,887
23				
24 <b>Housing</b>	<b>Beds today</b>	<b>Beds</b>	<b>Beds</b>	<b>Beds</b>
25     Beds 90% yr 1/20% yr 2+	267	260	364	520
26     Beds 90% yr 1/90% yr 2/20% yr 3**	267	445	593	890
27				
28				

29 \*Additional employee headcount assumes \$97,000 average FTE cost.  
 30 Assumes current state+tuition keeps up with inflationary costs.  
 31 Assumes additional lease/debt service/capital costs/buildout covered by non-tuition sources.  
 32 \*\*Research-based retention-boosting practice.

**UMR Annual Enrollment, Reveue, and Investment Requirements**

	<b>BOLD SCENARIO</b>	A	B	C	D	E	F	G	H
					Paine				University Square
1	Fall	2018	2019	2020	2021	2022	2023	2024	2025
2	Fiscal Year	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
3									
4	Total UG	519	552	585	618	651	684	717	750
5	NHS	169	184	195	206	217	228	239	250
6									
7	Total PGP	183	193	202	212	221	231	240	250
8									
9	Total Students	702	745	787	830	872	915	957	1000
10									
11	Maximum Headcount	92	94	96	98	100	102	104	106
12									
13	Beds Needed 90%/20%	176	191	203	214	226	237	249	260
14	Beds Needed 90%/90%/20%	301	328	347	367	386	406	425	445
15									
16	Incremental revenue over FY19		\$ 340,000	\$ 700,000	\$ 1,050,000	\$ 1,470,000	\$ 1,840,000	\$ 2,200,000	\$ 2,578,000
17	Deducts Discovery Square 1		\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)	\$ (400,000)
18									
19	Remaining for investment		\$ (60,000)	\$ 300,000	\$ 650,000	\$ 1,070,000	\$ 1,440,000	\$ 1,800,000	\$ 2,178,000
20									
21	<b>Bridge needs</b>								
22	Scholarships		\$ (100,000)	\$ (256,000)	\$ (420,800)	\$ (594,400)	\$ (676,800)	\$ (676,800)	\$ (676,800)
23	Faculty/Staff/Recruiters		\$ (291,000)	\$ (582,000)	\$ (485,000)	\$ (291,000)	\$ (194,000)	\$ (97,000)	
24	Paine Replacement Buildout				\$ (675,000)				
25	Res Hall Needs			???	???				
26	Total Bridge Needs		\$ (391,000)	\$ (838,000)	\$ (1,580,800)	\$ (885,400)	\$ (870,800)	\$ (773,800)	\$ (676,800)
27									
28	<b>NET REMAINING</b>		\$ (451,000)	\$ (538,000)	\$ (930,800)	\$ 184,600	\$ 569,200	\$ 1,026,200	\$ 1,501,200

# PROJECTED STUDENT-HOUSING NEED TO SUPPORT “BOLD” ENROLLMENT GROWTH SCENARIO



<b>Beds Needed by Year</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>2032</b>
<b>Bold 90% 1st Year</b>	152	166	176	185	195	205	215	225	230	234	239	244	248	253	258
<b>Bold 90% 2nd Year</b>	122	132	140	148	156	164	172	180	184	187	191	195	199	203	207
<b>Bold 20% 3rd Year</b>	27	29	31	33	35	36	38	40	41	42	42	43	44	45	46
<b>BOLD: total beds needed</b>	301	328	347	367	386	406	425	445	454	463	472	482	491	501	511



## **REGENTS OF THE UNIVERSITY OF MINNESOTA**

### **RESOLUTION RELATED TO**

#### **Undergraduate Enrollment Management at the University of Minnesota**

**WHEREAS**, the University of Minnesota has five campuses, each with distinctive enrollment strategies and goals; and

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

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

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

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

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

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

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

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

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



# BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 10, 2019

**AGENDA ITEM:** Resolution Related to Alcoholic Beverage Sales in Williams Arena/Maturi Pavilion and 3M Arena at Mariucci

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

*This is a report required by Board policy.*

**PRESENTERS:** Mark Coyle, Director of Athletics, Twin Cities Campus  
Jon Steadland, Chief of Staff

### PURPOSE & KEY POINTS

The purpose of this item is to review a resolution related to alcoholic beverage sales in Williams Arena/Maturi Pavilion and 3M Arena at Mariucci.

### University Alcohol Licenses & Proposal from Intercollegiate Athletics

The Board of Regents has historically exercised its constitutional authority to govern and manage University property and facilities by adopting policies and principles governing the consumption, service, and sale of alcoholic beverages on campus. Board of Regents Policy: *Alcoholic Beverages on Campus* provides that the sale of alcoholic beverages on University property is prohibited except when authorized by license or state law, and approved by the Board of Regents.

State statute authorizes the Board of Regents to hold liquor licenses for events at Northrop, TCF Bank Stadium, and at no more than seven other locations within the boundaries of the University. Currently, the University holds licenses for the following eight locations:

1. Northrop – Twin Cities campus
2. TCF Bank Stadium – Twin Cities campus
3. Williams Arena – Twin Cities campus
4. 3M Arena at Mariucci – Twin Cities campus
5. Les Bolstad Golf Course – Twin Cities campus
6. Kirby Student Center – Duluth campus
7. Student Center – Morris Campus
8. Minnesota Landscape Arboretum

Among the three athletics venues, TCF Bank Stadium is the only one in which alcohol is sold in the general seating areas. The Department of Intercollegiate Athletics (ICA) on the Twin Cities campus, in cooperation with Aramark, is now requesting the opportunity to begin general seating beer and wine concession sales in Williams Arena for men’s and women’s basketball games and in 3M Arena

at Mariucci for men's hockey games for the 2019-20 athletic season. ICA is also interested in beginning the sale and service of wine and beer in the Maturi Pavilion Club Room for the upcoming season.

As part of the athletic performance center renovation in Maturi Pavilion, 48 club seats will be built adjacent to the existing club room which will be renovated as part of this project. The intention is to operate this club room similar to the 3M Arena at Mariucci Club Room where food and beverages, including beer and wine, are available for sale to club seat purchasers. Though ICA does not intend to begin general seating alcohol sales for intercollegiate athletic events in Maturi Pavilion for the upcoming season, permission to do so in future years is being sought after further assessment of this option.

ICA has consulted on this proposal with the following University units:

- University of Minnesota Police Department
- Boynton Health
- Contract Administration
- Building Codes
- Risk Management
- Office of Student Affairs

Leadership of each of these units are supportive of this proposal under the condition that ICA uses the same procedures and policies implemented at TCF Bank Stadium for football games. This proposal has also been discussed by the Alcohol License Oversight Committee, which is convened by the Office of the President and includes representatives from several of the aforementioned offices and the Office of the General Counsel.

The principles used to guide the service and sale of alcohol will include:

- Providing a safe, fan-friendly environment.
- Certification of all serving staff on TIPS/TEAM training to service alcohol.
- Limit of 2 beverages per person, per transaction.
- Sales will be for beer and wine only. Hard alcohol will not be for sale.
- ID checking for all patrons for each visit.
- Alcohol beginning when doors open one hour before the game starts and ending at the completion of half-time for basketball games and completion of the second intermission for 3M Arena at Mariucci.
- "Drink Responsibly" messaging at each point of sale.

ICA, Aramark, the Department of Environmental Health and Safety, the Building Code Department, and Contract Administration have all reviewed the logistics for sales in each arena for such issues as sale locations; product delivery, receiving, and storage; custodial needs; and waste and recycling impacts. Exact space assignments and points of sale are being finalized, but all parties are confident that Williams Arena and 3M Arena at Mariucci can accommodate alcohol sales and service based on crowd sizes and the nature of the events.

The cost to implement these changes is being finalized, but ICA estimates the necessary one-time facility adjustments will be approximately \$70,000. Annual revenue for sales in Williams Arena and 3M Arena at Mariucci is projected to be in the range of \$250,000. ICA also believes that ticket sales will be positively affected due to the addition of alcohol sales.

From a license perspective, the University already has liquor licenses from the State of Minnesota for Williams Arena and 3M Arena at Mariucci. Although the University has treated the liquor license for Williams Arena as limited to that venue, the license actually applies to “Williams Arena and Sports Pavilion” in large part because both venues share one business address. Accordingly, the Office of the General Counsel has determined that the existing license is broad enough to cover both Williams Arena and Maturi Pavilion as they are contiguous and part of a combined structure. Therefore, the Office of the General Counsel recommends that the University’s internal documentation and the recommended resolution read Williams Arena/Maturi Pavilion for that specific license moving forward.

## **BACKGROUND INFORMATION**

The Board of Regents adopted a resolution in December 2008 approving alcoholic beverage sales in conjunction with events at TCF Bank Stadium in premium seating areas and special event rooms, as well as in the Williams Arena and 3M Arena at Mariucci (then Mariucci Arena) club rooms and suites. The Minnesota Legislature passed a law in 2009 requiring that the University sell or serve alcoholic beverages throughout TCF Bank Stadium, Williams Arena, or Mariucci Arena if they are sold or served anywhere in the stadium or arenas during intercollegiate athletic events.

The Board of Regents subsequently adopted a resolution in June 2009 that prohibited the sale or service of alcoholic beverages in TCF Bank Stadium, Williams Arena, or Mariucci Arena during intercollegiate athletic events. After three seasons in TCF Bank Stadium, and additional changes to state law, the Board of Regents adopted a new resolution in July 2012 authorizing the sale and service of beer and wine in TCF Bank Stadium during intercollegiate football games in the premium seating areas and at designated locations convenient to the general public; and the sale and service of beer and wine in Williams Arena and Mariucci Arena in specifically designated venues within the arenas to be determined by the administration during intercollegiate athletic events.

Since the adoption of this resolution, beer and wine have been served and sold in the premium spaces and general seating of TCF Bank Stadium, but only in premium spaces in Williams Arena and 3M Arena at Mariucci.

## **PRESIDENT’S RECOMMENDATION**

The President recommends adoption of the proposed resolution.



## REGENTS OF THE UNIVERSITY OF MINNESOTA

### RESOLUTION RELATED TO

#### **Alcoholic Beverage Sales at Williams Arena/Maturi Pavilion and 3M Arena at Mariucci**

**WHEREAS**, the University of Minnesota (“University”) has important policy and educational interests in controlling the consumption, use, and sale of alcoholic beverages on its campuses; and

**WHEREAS**, Board of Regents policy prohibits the sale of alcoholic beverages on University property except when authorized by license, approved by the Board of Regents, and sold and served in accordance with applicable law; and

**WHEREAS**, Minnesota Statutes Section 340A.404 authorizes the Board of Regents to hold liquor licenses for events at Northrop, TCF Bank Stadium, and at no more than seven other locations within the boundaries of the University; and

**WHEREAS**, the Board of Regents currently holds liquor licenses for Williams Arena and 3M Arena at Mariucci; and

**WHEREAS**, although the administration has traditionally treated the liquor license for Williams Arena as being limited to that venue, the license actually applies to “Williams Arena and Sports Pavilion” because the address on the license is that of both of those venues and because the State has treated the full building, which includes Williams Arena and Maturi Pavilion, as one contiguous space in accordance with applicable law; and

**WHEREAS**, on July 11, 2012, the Board of Regents adopted a resolution authorizing the sale of beer or beer and wine at TCF Bank Stadium during intercollegiate football games in the premium seating areas and in locations convenient to the general public and the sale and service of beer or beer and wine in Williams Arena and Mariucci Arena (now 3M Arena at Mariucci) during intercollegiate athletic events in specifically designated locations as determined by the administration; and

**WHEREAS**, the sale and service of beer and wine in Williams Arena and 3M Arena at Mariucci has occurred only premium seating areas;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Regents exercising its constitutional authority to govern and manage University property and facilities, and consistent with Board of Regents Policy: *Alcoholic Beverages on Campus*, authorizes the sale and service of beer or beer and wine in both the premium areas and general public seating areas of Williams Arena/Maturi Pavilion and 3M Arena at Mariucci during intercollegiate athletic events in specifically designated locations as determined by the administration. During events other than intercollegiate athletic events, alcoholic beverages may be sold and served in accordance with the University's state-granted licenses.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2019**

**AGENDA ITEM:** Report of the Committees

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent David J. McMillan

## **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.”

## **BACKGROUND INFORMATION**

Current committee chairs:

- Audit & Compliance Committee – L. Cohen
- Finance & Operations Committee – T. Anderson
- Governance & Policy Committee – D. Rosha
- Litigation Review Committee – R. Beeson
- Mission Fulfillment Committee – A. Omari