March 2020

March 13, 2020

Approximately 15 min following adjournment of FIN

Marshall Performing Arts Center

University of Minnesota Duluth
1. Approval of Minutes - Action
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2. Report of the President
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3. Report of the Chair
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4. Receive & File Reports
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5. Consent Report - Review/Action
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7. Report of the Student Representatives to the Board of Regents
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8. Amendment to East Gateway Project Memorandum of Agreement - Review/Action
   Docket Item Summary - Page 136
   Amended Memorandum of Agreement - Page 137

   Docket Item Summary - Page 151
A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 13, 2020 at 8:00 a.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Richard Beeson, presiding; Thomas Anderson, Janie Mayeron, David McMillan, and Randy Simonson.

Staff present: Senior Vice President Brian Burnett; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Others present: Carrie Ryan Gallia, Timothy Pramas, and Brian Slovut.

The docket materials for this meeting are available here.

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

The meeting convened in public session at 8:03 a.m. A motion was made and seconded that the following resolution be adopted:

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

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of Litigation Review Committee be held on February 13, 2020 at 8:00 a.m. in the West Committee Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

I. Potential claim by former student

II. Capacity Wireless v. University of Minnesota

III. Patent Litigation

   a. Regents of the University of Minnesota v. Gilead Sciences, Inc.


IV. *Regents of the University of Minnesota v. United States of America; and E.I. Du Pont De Nemours and Co.*

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 8:04 a.m.

The meeting adjourned at 9:01 a.m.

BRIAN R. STEEVES
Executive Director and Corporate Secretary
A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, February 13, 2020 at 8:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Darrin Rosha, presiding; Mary Davenport, Mike Kenyanya, Kendall Powell, and Steve Sviggum. Michael Hsu participated by phone.

Staff present: President Joan Gabel; Chancellors Michelle Behr, Lori Carrell, and Mary Holz-Clause; Executive Vice President and Provost Karen Hanson; Vice Presidents Michael Goh, Bernard Gulachek, and Matt Kramer; Interim Vice President Kenneth Horstman; Executive Director Brian Steeves; Chief Auditor Gail Klatt; and Associate Vice Presidents Bill Paulus and Michael Volna.

Student Representatives present: Spencer Basarich and Anthony Kahane.

The docket materials for this meeting are available here.

EXTERNAL AUDITOR REPORT AND REVIEW OF COMPLETED AUDIT WORK

Regent Rosha invited Sue Paulson, Controller along with Katie Knudtson and Judi Dockendorf from Deloitte & Touche, LLP, to present the external auditor report and review of completed audit work, 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.

REVIEW OF EXTERNAL AUDITOR RELATIONSHIP AND SERVICES PROVIDED

Regent Rosha invited Controller Sue Paulson to discuss the review of external auditor relationships and services provided, as detailed in the docket.

The docket materials for this item begin on page 135. The closed captioned video of this item is available here.

EXTERNAL AUDIT PLAN

Regent Rosha invited Controller Sue Paulson along with Katie Knudtson and Judi Dockendorf from Deloitte & Touche, LLP, to present the fiscal year 2020 external audit plan, as detailed in the docket.

The docket materials for this item begin on page 141. The closed captioned video of this item is available here.
EXTERNAL QUALITY ASSURANCE REVIEW REPORT

Regent Rosha invited Chief Auditor Klatt and Linda Gilligan, external review team leader, to present the external quality assurance review report, as detailed in the docket.

The docket materials for this item being on page 155. The closed captioned video of this item is available here.

INTERNAL AUDIT UPDATE

Regent Rosha invited Chief Auditor Klatt to provide the Internal Audit update, as detailed in the docket.

The docket materials for this item begin on page 167. The closed captioned video of this item is available here.

The meeting adjourned at 9:09 a.m.

BRIAN R. STEEVES
Executive Director and Corporate Secretary
A meeting of the Finance & Operations Committee of the Board of Regents was held on Thursday, February 13, 2020 at 9:15 a.m. in the Boardroom, 600 McNamara Alumni Center.


Staff present: President Joan Gabel; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Michael Goh, Bernard Gulachek, Matt Kramer, and Jakub Tolar; Interim Vice President Kenneth Horstman; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice Presidents Stuart Mason, Bill Paulus, Julie Tenneson, and Michael Volna.

Student Representatives present: Eleora DeMuth and Rodrigo Tojo Garcia.

The docket materials for this meeting are available here.

RESOLUTION RELATED TO REFINANCING OF DEBT FOR THE BIOMEDICAL DISCOVERY DISTRICT (TWIN CITIES CAMPUS)

Regent McMillan invited Senior Vice President Burnett to present for action the resolution related to refinancing of debt for the Biomedical Discovery District (Twin Cities campus), as detailed in the docket.

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

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to refinancing of debt for the Biomedical Discovery District (Twin Cities campus).

ADMINISTRATIVE COST DEFINITION AND BENCHMARKING: EXTERNAL REVIEW UPDATE

Regent McMillan invited President Gabel, and Andrew Laws, Managing Director, Huron Consulting, and Kurt Dorschel, Senior Director, Higher Education practice, of Huron Consulting, to discuss the external review of the University's administrative cost definition and benchmarking, as detailed in the docket.
LONG RANGE FINANCIAL PLANNING UPDATE AND FY 2021 ANNUAL OPERATING BUDGET FRAMEWORK

Regent McMillan invited Senior Vice President Burnett, Associate Vice President Tonne son, and Assistant Vice President Lincoln Kallsen to provide an update on long range financial planning and outline the FY 2021 annual operating Budget framework, as detailed in the docket.

The docket materials for this item begin on page 78. The closed captioned video of this item is available here.

UNIT RESERVES POLICY FRAMEWORK

Regent McMillan invited Associate Vice President Tonne son to provide an overview of the University's unit reserves policy framework, as detailed in the docket.

The docket materials for the tuition update start on page 126. The closed captioned video of this item is available here.

REAL ESTATE TRANSACTION

Regent McMillan invited Assistant Vice President Leslie Krueger to present for review and action the following real estate transaction, as detailed in the docket.

A. Purchase of three properties at 818 Essex Street SE, 924 Essex Street SE, and 510 Ontario Street SE, Minneapolis, Minnesota

A motion was made and seconded, and the committee voted unanimously to recommend approval of the purchase of three properties at 818 Essex Street SE, 924 Essex Street SE, and 510 Ontario Street SE, Minneapolis, Minnesota.

COLLECTIVE BARGAINING AGREEMENTS

Regent McMillan invited Interim Vice President Kenneth Horstman to present for review and action the following collective bargaining agreements, as detailed in the docket.

A. AFSCME Council 5, Clerical and Office Unit Locals 3800 and 3801
B. AFSCME Council 5, Health Care and Non-Professionals Unit Local 3260
C. AFSCME Council 5, Technical Unit Locals 3937 and 3801

The docket materials for this item begin on page 152. The closed captioned video of this item is available here.
A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the proposed labor agreement with AFSCME Council 5, Clerical and Office Support Unit Locals 3800 and 3801.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the proposed labor agreement with AFSCME Council 5, Health Care and Non-Professional Unit Local 3260.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the proposed labor agreement with AFSCME Council 5, Technical Unit Locals 3937 and 3801.

RESOLUTION RELATED TO SALE OF KUMD TO DULUTH-SUPERIOR AREA EDUCATIONAL TELEVISION CORPORATION

Regent McMillan invited Chancellor Black and Greg Brown, Director, Transactional Law Services, Office of the General Counsel, to present for review the resolution related to the sale of KUMD to Duluth-Superior Area Educational Television Corporation, as detailed in the docket.

The docket materials for this item begin on page 158. The closed captioned video of this item is available here.

CONSENT REPORT

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

The docket materials for this item begin on page 166. The closed captioned video of this item is available here.

General Contingency:

- There were no items requiring approval this period.

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

- To Allied Blacktop Co., for an estimated $900,000 for maintenance of Twin Cities campus asphalt surfaces (includes streets, parking lots, loading zones, etc.), for Parking and Transportation Services (PTS), for the period of April 1, 2020 through March 31, 2021, with optional contract extensions through March 31, 2025. Total contract value, if all extensions are exercised, would be an estimated $4,500,000. PTS is self-funded through parking revenue. For the current FY 2020 budget year, $900,000 has been budgeted relating to asphalt projects. Future projections are currently at the same dollar value as the initial year, but are subject to change. After a competitive Request for Proposal process, Allied Blacktop Co. was selected because they provided the best value based on a combination of price, work plan, past references, and level of equipment/staff readily available to complete the work. Two suppliers responded to the RFP.
• To HUB Parking Technology USA, Inc. for $9,500,000 to provide, install, and maintain equipment and software for a new Parking Access & Revenue Control System (PARCS) for Parking and Transportation Services (PTS) for the period of February 17, 2020 through December 31, 2029. PTS is self-funded through parking revenue. PTS will be using fund balance reserves for the one-time cost of system implementation and future parking revenue for on-going yearly recurring costs. Through a competitive Request for Proposal process, HUB Parking Technology USA, Inc., a new supplier, provided the best value based on a combination of their price, references, quality of the equipment/software, and level of service needed for implementation and maintenance. Eight suppliers responded to the RFP.

• To Saint Paul Regional Water Services (SPRWS) for an estimated $1,950,000 (estimate based on past usage) for water supplied to the Saint Paul campus domestic water system at wholesale rates as established from time to time by the Board of Water Commissioners of the city of Saint Paul for Facilities Management for the period of January 1, 2020 to December 31, 2022 with optional contract extension through December 31, 2037 for an estimated additional $9,750,000. Total estimated contract value, if all options are exercised, would be approximately $11,700,000. Purchase of domestic water to SPRWS, the current supplier, is paid from funds received through the water utility ISO based on usage. See enclosed documentation for basis of supplier selection.

Amendments to Civil Service Rules

Employment Agreements

• Janet Schrunk Ericksen as Vice Chancellor for Academic Affairs and Dean, Morris campus
• Michael Sanford as Offensive Coordinator Football Coach, Twin Cities campus
• Employment Agreement Amendment for Joe Rossi, Defensive Coordinator Football Coach, Twin Cities campus
• Employment Agreement Amendment for Lindsay Whalen, Head Women’s Basketball Coach, Twin Cities campus
• Mark Coyle as Director of Intercollegiate Athletics, Twin Cities campus

Capital Budget Amendments

• Institute for Child and Adolescent Brain Health, Twin Cities campus
• Child Care Facility, Twin Cities campus

Real Estate Transaction

• Lease for a Twenty-Five Year Term for a Child Care Center, Twin Cities campus

Schematic Designs

• University of Minnesota Medical Center Resident Fellow Health and Rest Suite, Twin Cities campus

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

Senior Vice President Burnett referred the committee to the information items in the docket. Brandon Sullivan, Director, Leadership & Talent Development, Office of Human Resources provided additional detail regarding the 2019 Employee Engagement Survey.

- Annual Insurance and Risk Management Report
- Capital Finance and Debt Management Report
- Central Reserves Fund Report
- Completed Comprehensive Review of Board Policy
- Quarterly Purchasing Report
- Results of the 2019 Employee Engagement Survey
- State Capital Appropriation Expenditure Report

The docket materials for this item begin on page 268. The closed captioned video of this item is available here.

The meeting adjourned at 12:13 p.m.

BRIAN R. STEEVES  
Executive Director and Corporate Secretary
A meeting of the Mission Fulfillment Committee of the Board of Regents was held on Thursday, February 13, 2020 at 2:00 p.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Thomas Anderson presiding; Richard Beeson, Mary Davenport, Mike Kenyanya, Janie Mayeron, David McMillan, Kendall Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Joan Gabel; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Michael Goh, Bernard Gulachek, Matt Kramer; Interim Vice President Ken Horstman; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Student Representatives present: Leah Battin and Austin Kraft.

The docket materials for this meeting are available here.

RESOLUTION RELATED TO MERGING THE COLLEGE OF LIBERAL ARTS AND THE SCHOOL OF FINE ARTS AT THE UNIVERSITY OF MINNESOTA DULUTH

Regent Anderson invited Lendley Black, Chancellor, Duluth campus and Fernando Delgado, Executive Vice Chancellor for Academic Affairs, Duluth campus, to present for review and action the Resolution Related to Merging the College of Liberal Arts and the School of Fine Arts at the University of Minnesota Duluth, 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, and the committee voted unanimously to recommend approval of the Resolution Related to Merging the College of Liberal Arts and the School of Fine Arts at the University of Minnesota Duluth.

STUDENT MENTAL HEALTH, PART I

Regent Anderson invited President Gabel and Carl Anderson, Assistant Vice Provost of Student Affairs and Director of Boynton Health to discuss student mental health, as detailed in the docket.

The docket materials for this item begin on page 6. The closed captioned video of this item is available here.
PRESIDENT’S INITIATIVE TO PREVENT SEXUAL MISCONDUCT:
PROGRESS UPDATE AND NEXT STEPS

Regent Anderson invited John Finnegan, Dean, School of Public Health; Karen Miksch, Associate Professor, Department of Organizational Leadership, Policy and Development, College of Education and Human Development; and David Golden, Director of Public Health and Communications, Boynton Health, to provide an update on the President’s Initiative to Prevent Sexual Misconduct, as detailed in the docket.

The docket materials for this item begin on page 32. The closed captioned video of this item is available here.

Anderson recessed the meeting at 3:43 p.m.

DIVERSITY IN TWIN CITIES CAMPUS UNDERGRADUATE ENROLLMENT

Regent Anderson reconvened the meeting at 3:55 p.m. and invited Robert McMaster, Vice Provost and Dean of Undergraduate Education, and Keisha Varma, Associate Vice Provost, Office for Equity and Diversity, to discuss diversity in Twin Cities undergraduate enrollment, as detailed in the docket.

The docket materials for this item begin on page 59. The closed caption video of this item is available here.

CONSENT REPORT

Executive Vice President and Provost Hanson presented the Consent Report, as detailed in the docket.

The docket materials for this item begin on page 133. The closed captioned video of this item is available here.

Request for Approval of New Academic Programs

- College of Science and Engineering (Twin Cities campus) — Create a graduate minor in Data Science in Astrophysics
- Carlson School of Management (Twin Cities campus) — Create a Business of Healthcare undergraduate minor
- College of Liberal Arts (Twin Cities campus) — Create undergraduate minor in World Music
- Medical School (Twin Cities campus) — Create fellowship in Glomerular Disease and Vasculitis
- College of Liberal Arts (Duluth campus) — Create B.A. degree and undergraduate minor in Spanish Studies
- Labovitz School of Business and Economics (Duluth campus) — Create a B.B.A. degree and undergraduate minor in Business Analytics
- Labovitz School of Business and Economics (Duluth campus) — Create a B.B.A. degree and undergraduate minor Consumer Insights and Analytics
• College of Education and Human Services Professions (Duluth campus)—Create an undergraduate minor in Physical Education-Outdoor Education

Request for Approval of Changed Academic Programs

• College of Liberal Arts (Twin Cities campus)—Discontinue sub-plans in the Political Science B.A. degree
• College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.A./M.S. in Biostatistics sub-plan in the Statistical Practice B.A. degree
• College of Liberal Arts (Twin Cities campus)—Discontinue Integrated Degree B.S./M.S. in Biostatistics sub-plan in the Statistical Science B.S. degree
• College of Education and Human Development (Twin Cities campus)—Deliver the Teaching English as a Foreign Language undergraduate certificate primarily online.
• Swenson College of Science and Engineering (Duluth campus)—Change the name of the M.S. degree in Geological Sciences to an M.S. degree in Earth Sciences

Request for Approval of Discontinued Academic Programs

• College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Hispanic Studies
• College of Liberal Arts (Duluth campus)—Discontinue B.A. degree and undergraduate minor in Latin American Studies
• College of Education and Human Service Professions (Duluth Campus) — Discontinue Educational Computing and Technology undergraduate and post-baccalaureate certificates

Request for Conferral of Tenure for Outside Hires

• Ricardo Battaglino, Professor with tenure, Rehabilitation Medicine, Medical School
• Rachel Croson, Professor with tenure, Economics, College of Liberal Arts
• Kathleen Hill Gallant, Associate professor with tenure, Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences
• Markus Meyer, Associate professor with tenure, Medicine, Medical School

Request for Conferral of Faculty Emerita Status

• Sandra Potthoff, School of Public Health

INFORMATION ITEMS

Executive Vice President and Provost Karen Hanson referred the committee to the information items in the docket.

The docket materials for this item begin on page 91. The closed captioned video of this item is available here.
The meeting adjourned at 12:16 p.m.

BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
A meeting of the Governance & Policy Committee of the Board of Regents was held on Friday, February 14, 2020 at 8:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Janie Mayeron presiding; Thomas Anderson, Richard Beeson, Mary Davenport, Mike Kenyanya, David McMillan, Kendall Powell, Darrin Rosha, Randy Simonson, and Steve Sviggum.

Staff present: President Joan Gabel; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Michael Goh and Matt Kramer; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

The docket materials for this meeting are available here.

BOARD OF REGENTS POLICY:

CODE OF CONDUCT FOR MEMBERS OF THE BOARD OF REGENTS

Regent Mayeron invited Executive Director Steeves to present for action proposed amendments to Board of Regents Policy: *Code of Conduct for Members of the Board of Regents*, 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.

Regent Davenport moved to amend the policy as follows:

1. Section IV, Subd. 5:

   **Subd. 5. Gift.**
   
   *Gift* shall mean any gratuity, favor, accommodation, discount, entertainment, hospitality, loan, forbearance, services, training, transportation, lodging, meals, or other item that constitutes a personal benefit to a Regent or a Regent’s family member if there is reason to believe it was given to or received by a Regent or a Regent’s family member because of the Regent’s official status as a Regent.

2. Section VI, Subd. 1:

   **Subd. 1. Government Officials.**
   
   No Regent shall give a gift or solicit another to give a gift to any government official or any member of that official’s staff. However, neither political contributions made by a Regent to a candidate, political committee, organization, or party as permitted by state and federal law shall
not constitute a gift, nor tickets to University events, informational material, trinkets, mementos, or meals of reasonable value given by a Regent to a government official or any member of that official’s staff in the normal course of University business shall not constitute a gift under this policy.

There was a second, and the committee voted unanimously in favor of the Davenport amendment.

Regent Rosha moved to amend Section III as follows:

*Duty of Loyalty:* Regents have an absolute duty of undivided loyalty to the University as a whole and its mission. In keeping the interests of the University paramount, Regents must avoid using their position for monetary or personal gain. When Regents sit on boards of associated organizations as voting or non-voting members, as defined by Board of Regents Policy: Associated Organizations and outlined in Board of Regents Policy: Appointments to Organizations and Boards, their ultimate duty of loyalty is to the University and not to the associated organization. The general counsel, on behalf of the Board, shall inform the associated organization of the Regent’s ultimate duty of loyalty to the University and work with the associated organization to codify their understanding of this duty in their governing documents and agreements to ensure that when a Regent is acting on behalf of the University, the Regent is not in breach of their duty of loyalty to the associated organization.

There was a second, and the committee voted unanimously in favor of the Rosha amendment.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to adoption of Board of Regents Policy: Code of Conduct for Members of the Board of Regents, as amended.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the amendment to the Bylaws of the Board of Regents.

**BOARD OF REGENTS POLICY: NAMINGS**

Regent Mayeron invited President Gabel to present for review proposed amendments to Board of Regents Policy: Namings, as detailed in the docket.

The docket materials for this item begin on page 18. The closed captioned video of this item is available here.

The meeting adjourned at 9:19 a.m.

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BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 14, 2020 at 9:35 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Kendall Powell, presiding; Thomas Anderson, Richard Beeson, Mary Davenport, Michael Hsu, Mike Kenyanya, Janie Mayeron, David McMillan, Darrin Rosha, Randy Simonson, and Steven Sviggum.

Staff present: President Joan Gabel; Chancellors Michelle Behr, Lendley Black, Lori Carrell, and Mary Holz-Clause; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen, Michael Goh, Bernard Gulachek, Matt Kramer, and Jakub Tolar; Interim Vice President Kenneth Horstman; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice President Andrew Furco.

The docket materials for this meeting are available here.

**APPROVAL OF MINUTES**

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

- Board of Regents Special Meeting – December 11, 2019
- Litigation Review Committee – December 12, 2019
- Mission Fulfillment Committee – December 12, 2019
- Finance & Operations Committee – December 12, 2019
- Governance & Policy Committee – December 13, 2019
- Board of Regents – December 13, 2019

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

**REPORT OF THE PRESIDENT**

President Gabel 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 23. The closed captioned video of this item is available here.
REPORT OF THE CHAIR

Regent Powell delivered the report of the Chair. A copy of the Report of the Chair is on file in the Board Office.

The docket materials for this item begin on page 24. The closed captioned video of this item is available here.

RECEIVE AND FILE REPORTS

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

- Summary of Expenditures

The docket materials for this item begin on page 25. The closed captioned video of this item is available here.

CONSENT REPORT

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

- Gifts
- Report of the Regents Award Nominating 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 29. The closed captioned video of this item is available here.

2019 UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

Regent Powell presented for action the 2019 University Performance and Accountability Report, as detailed in the docket.

The docket materials for this item begin on page 53. The closed captioned video of this item is available here.

A motion was made and seconded, and the Board voted unanimously to approve the resolution related to the 2019 University Performance and Accountability Report, as follows.

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and
WHEREAS, it is the responsibility of the Board, in cooperation with the president, to identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

WHEREAS, it was resolved that the University Performance and Accountability Report (Report) shall publicly demonstrate the University's accountability for progress in reaching its stated goals and objectives; link planning, performance evaluation, and resource allocation at the system and campus/college level; illustrate and analyze longitudinal trends in key areas; provide a means to make comparisons with peer institutions; identify areas for continued work; and include progress made in achieving the goals articulated in the University Progress Card; and

WHEREAS, on the recommendation of the executive vice president and provost, the president of the University requests the Board accept the 2019 Report.

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2019 Report as submitted by the administration.

UPDATE ON SYSTEMWIDE STRATEGIC PLAN: GOALS
Regent Powell invited President Gabel to provide an update on the goals of the Systemwide Strategic Plan, as detailed in the docket.

The docket materials for this item begin on page 111. The closed captioned video of this item is available here.

STRATEGIES FOR ENHANCING DIVERSITY AND INCLUSION: FACULTY
Regent Powell invited Vice President Goh; Rebecca Ropers, Vice Provost for Faculty and Academic Affairs; Keisha Varma, Associate Vice Provost, Office for Equity and Diversity; and Valery Forbes, Dean, College of Biological Sciences to deliver an update on strategies for enhancing faculty diversity and inclusion.

The docket materials for this item begin on page 122. The closed captioned video of this item is available here.

OUTREACH: ARTICULATING THE UNIVERSITY'S STATEWIDE IMPACT
Regent Powell invited Provost Hanson; Vice President Kramer; and Associate Vice President Furco to provide an update on the outreach and statewide impact of the University.

The docket materials for this item begin on page 153. The closed captioned video of this item is available here.

Powell recessed the meeting at 11:31 a.m.
Regent Powell reconvened the meeting at 11:36 a.m. and invited Kathleen Schmidlkofer, UMF President and CEO; Lynn Casey, UMF Board Chair; Ross Levin, former UMF Board Chair; and Jennifer Reedstrom Bishop, UMF Counsel, to present for action the East Gateway Project, as detailed in the docket.

Regent Hsu joined the meeting.

The docket materials for this item begin on page 175. The closed captioned video of this item is available here.

A motion was made and seconded to approve the resolution related to the University's Participation in the East Gateway Redevelopment Project, as follows:

WHEREAS, the University of Minnesota ("University") has a vital interest in the area immediately adjacent to the eastern boundary of the Twin Cities campus ("East Gateway") in Minneapolis; and

WHEREAS, the University expects to collaborate with the University of Minnesota Foundation and its University of Minnesota Foundation Real Estate Advisors subsidiary (collectively, the “Foundation”) as the Foundation, in multiple phases and in concert with one or more private developers, leads planning for and redevelopment of Foundation- and University-owned real estate in East Gateway (the “Redevelopment Project”); and

WHEREAS, the University expects to enter into a Memorandum of Agreement with the Foundation setting forth, among other things, the process under which the two entities will collaborate on the Redevelopment Project; and

WHEREAS, the University expects to enter into a Real Estate Exchange Agreement with the Foundation setting forth, among other things, the terms under which the University will transfer to the Foundation all the University’s rights in certain identified real estate in East Gateway and the Foundation similarly will transfer to the University all the Foundation’s rights in certain identified real estate; and

WHEREAS, the Foundation has created and delivered to the Board of Regents ("Board") an initial plan for the Redevelopment Project (the “Initial Concept Plan”) describing the overall, final redevelopment of Foundation- and University-owned real estate in East Gateway.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby states its support for the Redevelopment Project and endorses the Initial Concept Plan.

BE IT FURTHER RESOLVED that the Board hereby approves the transactions described in the Memorandum of Agreement and the Real Estate Exchange Agreement.

BE IT FURTHER RESOLVED that the President or delegate are hereby authorized, empowered and directed to execute and deliver in the name of the University the Memorandum of Agreement and the Real Estate Exchange Agreement; provided, however, none of the aforementioned resolutions waives, conditions, limits or otherwise affects the powers or authorities the Board has reserved.
BE IT FURTHER RESOLVED that the Secretary of the Board is directed to add the following language to Board of Regents Policy: *Appointments to Organizations and Boards*.

**East Gateway Project Committee, University of Minnesota Foundation (UMF).**

<table>
<thead>
<tr>
<th>Nominations:</th>
<th>The Board chair, in consultation with the president, recommends nominees to the Board for appointment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Appointments:</td>
<td>Three</td>
</tr>
<tr>
<td>Appointment Schedule:</td>
<td>As vacancies occur</td>
</tr>
<tr>
<td>Appointment Term:</td>
<td>Ongoing, until replaced by the Board of Regents</td>
</tr>
<tr>
<td>Reference:</td>
<td><em>Memorandum of Agreement between University of Minnesota and University of Minnesota Foundation (2020)</em></td>
</tr>
</tbody>
</table>

Regent Rosha moved to amend the resolution as follows:

BE IT FURTHER RESOLVED that the Board hereby approves the transactions described in the Memorandum of Agreement and the Real Estate Exchange Agreement, with the following modifications:

- The University shall have the sole authority and right to appoint and remove the three Regent Appointed Members to the East Gateway Project Committee, with no restrictions on who may serve. These individuals serve at the pleasure of the University and may only be replaced by the Board. The Foundation may request removal and replacement of a Regent Appointed Member.
- The East Gateway Project Committee shall approve substantial and material amendments to the Initial Concept Plan and determine that a phase of the Redevelopment Project is consistent with the material provisions of the Initial Concept Plan only with the affirmative vote of all Regent Appointed Members.
- No associate as defined in the Memorandum of Agreement may serve as a member of the East Gateway Project Committee.
- The East Gateway project must provide sufficient parking in the Project Area to meet the full increased demand created by the project.
- Paragraph 2.8(b) in the Memorandum of Agreement is deleted.
- If the storm water and IT functions currently located on property owned by the University are not accommodated in place or relocated elsewhere in the Project Area, the East Gateway project will identify and make available non-University property on which those functions can be replaced. The University is not anticipated to surrender current University land for such purposes.
- No building shall be constructed in the East Gateway project area that exceeds six standard stories without Board approval.

There was a second. Hsu requested a roll call vote on the Rosha amendment.

The vote on the Rosha amendment was as follows:
Three votes were cast in favor of the motion and eight votes were cast against the motion. The Rosha amendment failed.

Regent Mayeron moved to amend the resolution as follows:

BE IT FURTHER RESOLVED that the Board hereby approves the transactions described in the Memorandum of Agreement and the Real Estate Exchange Agreement and hereby delegates authority to make non-material changes to such agreements to the Chair of the Board, working on conjunction with the Chair of the Foundation Board of Trustees and respective counsel.

There was a second. Following discussion, the Mayeron amendment was withdrawn.

Powell called for a roll call vote on the motion to approve the resolution related to the University's Participation in the East Gateway Redevelopment Project as presented. The vote was as follows:

Regent Anderson Yes
Regent Beeson Yes
Regent Davenport Yes
Regent Her Absent
Regent Hsu No
Regent Kenyanya Yes
Regent Mayeron Yes
Regent McMillan Yes
Regent Rosha No
Regent Simonson No
Regent Sviggum Yes
Regent Powell Yes

Eight votes were cast in favor of the resolution and three votes were cast against the resolution. The resolution was approved.

REPORT OF THE LITIGATION REVIEW COMMITTEE

Regent Beeson, chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on February 13, 2020. At this meeting, a resolution was
considered and adopted that authorized the closing of the meeting. In the closed meeting, discussion was held on matters subject to the attorney-client privilege.

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

REPORT OF THE AUDIT & COMPLIANCE COMMITTEE

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

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

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

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

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

1) Approval of a Resolution Related to Refinancing of Debt for the Biomedical Discovery District (Twin Cities campus). The committee docket materials for this item can be found on page 5. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

WHEREAS, pursuant to Sections 137.61 through 137.65 of the Minnesota Statutes (the “Applicable Statutes”), the University has outstanding the following series of Special Purpose Revenue Bonds (State Supported Biomedical Science Research Facilities Funding Program), the total outstanding principal amount of which is $159,770,000 and each of which by its terms has the stated optional redemption date (collectively the “Outstanding Bonds”):

<table>
<thead>
<tr>
<th>Series Name</th>
<th>Optional Redemption Date</th>
<th>Principal Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Purpose Revenue Bonds, Series 2010A</td>
<td>8/1/2020</td>
<td>$86,630,000</td>
</tr>
<tr>
<td>Special Purpose Revenue Bonds, Series 2011B</td>
<td>8/1/2021</td>
<td>$42,605,000</td>
</tr>
<tr>
<td>Special Purpose Revenue Bonds, Series 2013C</td>
<td>8/1/2023</td>
<td>$30,535,000</td>
</tr>
</tbody>
</table>

; and

WHEREAS, current economic conditions, including those presently existing and those that may exist up to the optional redemption date of the Outstanding Bonds may present an opportunity to realize significant savings to the State and/or the University through the refunding of some or all of the Outstanding Bonds; and

WHEREAS, it is the University’s intent to work with the State Legislature during the 2020 Legislative Session to amend the Applicable Statutes to provide that the Board of Regents (the “Board”) may refund each of the Series of Outstanding Bonds if refunding is determined by the Board to be in the best interest of the State and/or the University; and
WHEREAS, it has been proposed that if it is determined by the President and the Treasurer, after consultation with the University’s debt advisor, that a refunding of one or more series of the Outstanding Bonds is in the best interests of the State and/or the University (such series, the “Identified Series”), the University proceed with a plan of financing to refund the Identified Series by the issuance and sale of indebtedness in the form of one or more series of bonds (the “Debt”), the proceeds of which will be used to refund the Identified Series and to pay the costs of issuance of the Debt; and

WHEREAS, the Debt would be issued pursuant to one or more Indentures of Trust between the University and a bank or trust company acting as trustee or pursuant to one or more Orders of the University; and

WHEREAS, an Indenture of Trust or Order pursuant to which Debt will be issued will contain the terms of such Debt and agreements and covenants of the University with respect to the payment of the principal and interest on such Debt;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

1. To provide funds to refund the Identified Series of Outstanding Bonds, the Board hereby authorizes the sale and issuance of Debt in a total principal amount not to exceed the amount necessary to defease the Identified Series immediately prior to refunding and to pay costs of issuance thereof. The Debt may be issued in one or more series, each to mature not later than the current maturity date of the Identified Series being refunded, provided that if series are combined, the resulting series may bear the latest maturity date of the component series, subject to applicable tax law. The Treasurer is authorized to determine whether or not the Debt shall be issued as special purpose revenue bonds of the University, and whether or not the Debt shall be tax-exempt under Section 103 of the Internal Revenue Code of 1986, as amended.

2. The Debt may be sold in either a negotiated sale or a competitive process, as determined by the Treasurer. The Treasurer is authorized to negotiate and approve the terms and conditions of the appropriate agreement or agreements with financial advisors, banks, investment banking firms, or other financial institutions, including the terms and conditions upon which their services will be rendered and the terms and conditions upon which the Debt will be sold and issued. Such agreements shall be in the form and contain such rights, obligations, covenants, agreements, representations and warranties of the University as are approved by the Treasurer and the General Counsel.

3. In connection with the issuance of any series of Debt, the President and Treasurer are authorized to execute and deliver on behalf of the University the Indenture(s) of Trust or Order(s) or any supplement or amendment thereto under which the Debt is to be issued in the form and containing such covenants, agreements, representations and warranties as are approved by the Treasurer and the General Counsel, and the Secretary and Treasurer are authorized to execute and deliver the documents evidencing the Debt in accordance with such Indenture(s) of Trust or Order(s) or any supplement or amendment thereto. The signatures of the Secretary and/or Treasurer on the documents evidencing the Debt may be by facsimile.

4. Each of the President and Treasurer is authorized to execute and deliver one or more purchase agreements with the initial purchaser or purchasers of any series of Debt in
the form and containing such covenants, agreements, representations and warranties of the University as are approved by the Treasurer and General Counsel.

5. The Treasurer is authorized to approve the Preliminary Official Statement(s), final Official Statement(s), Offering Memorandum or Memoranda, Offering Circular(s), or other offering material or any supplements or amendments thereto to be prepared and distributed to any purchaser or potential purchaser of a series of Debt, and the President is authorized to execute and deliver the final Official Statement(s) or any supplements or amendments thereto. In the case of the sale of any series of Debt in a competitive process, the Treasurer is authorized to approve the Notice of Sale and any amendment thereto.

6. The appropriate University officers are authorized to execute and deliver all other documents, certificates and to take such action as may be necessary or appropriate in connection with the revision of the Applicable Statutes and the issuance and sale of the Debt. Each of the President and Treasurer is hereby authorized to take any and all appropriate action on behalf of the Board to make or update, as may be appropriate, any certification required under the Applicable Statutes.

7. The Secretary and other officials of the University are authorized and directed to prepare and furnish to any purchasers of the Debt certified copies of all proceedings and records of the University as may be required or appropriate to evidence the facts relating to the legality of the Debt as such facts appear from the books and records in the officers’ custody and control or as otherwise known to them; and all such certified copies, certificates and affidavits, including any heretofore furnished, shall constitute representations of the University as to the truth of all statements contained therein.

8. The execution of any document by the University officers herein authorized shall be conclusive evidence of the approval of such documents in accordance with the terms hereof. In the absence of the President or Treasurer, any Indenture of Trust, Order, final Official Statement, purchase agreement or any other document to be executed by the President or Treasurer in connection with the Debt may be executed by the Chair or Vice Chair instead of the President and by the Secretary instead of the Treasurer.

9. The above authorization and resolution are contingent upon State Legislative approval of revisions to the Applicable Statutes sufficient to authorize the refunding and the acceptability of revised Applicable Statutes to the University, as evidenced by the execution of any of the documents described herein. Upon satisfaction of the foregoing condition, the above authorization and resolution shall remain in effect until August 1, 2023.

2) Approval of the purchase of three properties at 818 Essex Street SE, 924 Essex Street SE, and 510 Ontario Street SE, Minneapolis, Minnesota (Twin Cities campus). The committee docket materials for this item can be found on page 140. A motion was made, and the Board voted unanimously to approve the real estate transaction.

3) Approval of the resolution related to the Collective Bargaining Agreement: AFSCME Council 5, Clerical and Office Unit Locals 3800 and 3801. The committee docket materials for this item can be found on page 152. A motion was made, and the Board voted unanimously to approve the resolution, as follows:
WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment for the employees of this bargaining unit; and

WHEREAS, AFSCME Council 5, Clerical and Office Support Unit Locals 3800 and 3801 have ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket for February 13, 2020.

4) Approval of the resolution related to the Collective Bargaining Agreement: AFSCME Council 5, Health Care and Non-Professionals Unit Local 3260. The committee docket materials for this item can be found on page 152. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment for the employees of this bargaining unit; and

WHEREAS, AFSCME Council 5, Health Care and Non-Professional Unit Local 3260 has ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket for February 13, 2020.

5) Approval of the resolution related to the Collective Bargaining Agreement: AFSCME Council 5, Technical Unit Locals 3937 and 3801. The committee docket materials for this item can be found on page 152. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment for the employees of this bargaining unit; and

WHEREAS, AFSCME Council 5, Technical Unit Locals 3937 and 3801 have ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket for February 13, 2020.
6) Approval of the revised Consent Report for the Finance & Operations Committee as presented to the committee and described in the February 13, 2020 committee minutes. The committee docket materials for this item can be found on page 166. A motion was made, and the Board voted unanimously to approve the revised Consent Report.

REPORT OF THE MISSION FULFILLMENT COMMITTEE

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

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

1) Approval of the resolution related to merging the College of Liberal Arts and the School of Fine Arts at the University of Minnesota Duluth. The committee docket materials for this item can be found on page 3. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

   WHEREAS, the University of Minnesota Duluth (UMD) has sought to resolve its budgetary structural imbalance via budget cuts and unit consolidations; and

   WHEREAS, UMD has made significant steps in resolving its budget issues while prioritizing student access to quality academic programs; and

   WHEREAS, UMD has sought operational and administrative efficiencies; and

   WHEREAS, the College of Liberal Arts and School of Fine Arts represent the two smallest units based on number of majors housed in each unit; and

   WHEREAS, the consolidation of the College of Liberal Arts and School of Fine Arts through a merger preserves academic programs and allows for administrative and student service efficiency and enables the university to meet its budget cutting goal.

   NOW, THEREFORE, BE IT RESOLVED that the Board of Regents approves the merger of UMD’s College of Liberal Arts and School of Fine Arts, effective July 1, 2020.

   BE IT FURTHER RESOLVED that the merged college shall be named the College of Liberal Arts.

2) Approval of the Consent Report for the Mission Fulfillment Committee as presented to the committee and described in the February 13, 2020 committee minutes. The committee docket materials for this item can be found on page 133. A motion was made and seconded, and the Board voted unanimously to approve the Consent Report.

REPORT OF THE GOVERNANCE & POLICY COMMITTEE

Regent Mayeron, chair of the committee, reported that the committee voted to recommend the following two items.
The committee docket materials can be found here. The closed captioned video of this item is available here.

1. Approval of the resolution related to adoption of Board of Regents Policy: Code of Conduct for Members of the Board of Regents. The committee docket materials for this item can be found on page 3. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

   BE IT RESOLVED that the Board of Regents hereby approves the following actions as presented to the Governance & Policy Committee:

   B. Amend Article VIII, Section A of the Bylaws of the Board of Regents.
   C. Amend and retitle Board of Regents Policy: Gifts Received and Given by Regents and University Officials.
   D. Repeal Board of Regents Policy: Responsibilities of the Board and Individual Regents

   BE IT FURTHER RESOLVED that the Board of Regents directs the executive director and corporate secretary to make any other necessary corrections to Board policy.

2. Approval of the resolution related to the amendment to the Bylaws of the Board of Regents. The committee docket materials for this item can be found on page 3. A motion was made, and the Board voted unanimously to approve the resolution, as follows:

   WHEREAS, Article IX of the Bylaws of the Board of Regents (Bylaws) requires that any proposed amendments be sent to the Board of Regents (Board) 30 calendar days in advance of the date when the amendments will be considered; and

   WHEREAS, the Governance & Policy Committee reviewed the proposed adoption of Board of Regents Policy: Code of Conduct for Members of the Board of Regents on December 13, 2019, during which interest was expressed in adding a requirement that any vote to impose sanctions on a Regent require a supermajority for approval; and

   WHEREAS, Article VI, Section D of the Bylaws states that "[t]he decision of the majority voting on the question shall prevail."

   NOW, THEREFORE, BE IT RESOLVED that the Board hereby suspends pursuant to Article X of the Bylaws the 30 calendar days notification requirement of Article IX of the Bylaws.

   BE IT FURTHER RESOLVED that the Board approves the proposed amendment to Article VI, Section D of the Bylaws as follows:

   Section D. Voting the Question
   The decision of the majority voting on the question shall prevail, with the exception of a vote to impose sanctions on a Regent, which shall require a two-thirds vote of the Board of Regents. The Secretary shall record the vote of each Regent. A Regent may abstain from voting. Voting by proxy or by mail shall not be permitted.
BE IT FURTHER RESOLVED that the Board further amends Section XI of Board of Regents Policy: Code of Conduct for Members of the Board of Regents as follows:

If necessary, a supermajority of the Board, as required by the Bylaws, may act to impose sanctions on the Regent as it deems appropriate.

With approval of the two resolutions, the amended Bylaws and policies are as follows:

**Bylaws of the Board of Regents**

**INTRODUCTION**

The Board of Regents of the University of Minnesota was established by the University Charter passed by the Legislative Assembly of the Territory of Minnesota in the Territorial Laws 1851, Chapter 3; and this establishment was perpetuated by the Constitution of the State of Minnesota, Article XIII, Section 3.

**ARTICLE I. CORPORATE NAME AND SEAL**

The name of the body corporate shall be Regents of the University of Minnesota. The corporation shall have a seal on which shall be inscribed the name of the corporation.

**ARTICLE II. AUTHORITY AND RESPONSIBILITY**

The government of the University of Minnesota shall be vested in a Board of twelve Regents as provided in the University Charter as approved in 1851 by the Legislative Assembly of the Territory of Minnesota and affirmed in 1857 in the Constitution of the State of Minnesota, and as amended thereafter.

**ARTICLE III. OFFICERS OF THE BOARD OF REGENTS**

Section A. Officers

The officers of the Board of Regents shall consist of the Chancellor as ex officio President, Chair, Vice Chair, Secretary, and Treasurer. The Chair and Vice Chair shall be elected from members of the Board of Regents, but the Secretary and Treasurer need not be members of the Board of Regents.

Section B. Term of Office

The officers of the Board of Regents, except the President, shall be elected for a two-year term which shall commence on July 1 of the odd-numbered year following the annual meeting or shall serve until their successors are elected. The Board of Regents shall have the power to remove any officer when in its judgement the interest of the University requires it.

Section C. Duties and Responsibilities

1. **Chancellor.** The Board of Regents by formal action on June 12, 1943, resolved that the Chancellor shall also be known and designated as the President of the University of Minnesota. The President shall be ex officio, non-voting, President of the Board of Regents and shall perform such duties as set forth in these bylaws or otherwise required by the Board.

   The President of the University shall be elected by the Board of Regents whenever there is a vacancy and shall hold office at the pleasure of the Board. If the President is unable to serve, as determined by the Board of Regents, the Board may designate an Acting President.
2. **Chair.** The Chair shall preside at the meetings of the Board of Regents. The Chair shall name and identify the duties and responsibilities of all committees, and shall fill committee vacancies arising from any cause whatsoever in the same manner. The Chair shall be empowered and authorized to execute such instruments and documents which would devolve upon the principal corporate officer.

3. **Vice Chair.** In the absence of the Chair, the Vice Chair shall perform the duties ordinarily performed by the Chair of the Board of Regents.

4. **Secretary.** It shall be the duty of the Secretary to record all of the proceedings of the Board of Regents and all committees of the Board of Regents and to carefully preserve all of its records. The Secretary shall be the custodian of the corporate seal of the Regents of the University of Minnesota and shall duly execute for and on behalf of the "Regents of the University of Minnesota" or the "University of Minnesota" such instruments and documents which would devolve upon a corporate officer and would be usual to that office. The Secretary shall cause all notices to be duly given in accordance with the Bylaws of the Board of Regents and shall perform such other duties as the Board of Regents may direct.

5. **Treasurer.** The Treasurer shall keep a true and faithful account of all moneys received and paid out and shall give such bonds for faithful performance as the duties of the Board of Regents may require.

**Section D. Election of Officers**

The election of the officers of the Board of Regents shall be conducted at the annual meeting in June of the odd-numbered year in accordance with the following procedure:

1. The Nominating Committee, as described in Article V, Section C, shall prepare a slate of at least one candidate for Chair, Vice Chair, Secretary, and Treasurer of the Board of Regents.

2. The report of the Nominating Committee shall be sent by electronic communication to each member of the Board of Regents at least ten calendar days prior to the annual meeting.

3. After the report of the Nominating Committee has been presented at the annual meeting, nominations may be received from the floor.

4. If there is only one nominee for each office, a member may move election of the nominated slate. The vote shall be by unanimous consent.

5. If there are two or more nominees, election of each officer shall be conducted separately by roll call. The first nominee receiving at least seven votes is elected.

6. If there are three or more nominees and no one is elected on the first four ballots, the nominee who received the least number of votes on the fourth ballot will be dropped. This procedure shall be used until two nominees remain or a nominee has been elected. In case of a tie for the least number of votes, balloting shall continue on all candidates until the tie is broken.

**Section E. Vacancy of an Office of the Board of Regents**

In the event of a vacancy in the office of the Chair, the Vice Chair shall assume the position of Chair and shall serve out the Chair’s term of office. In the event of a vacancy of any other office of the Board of Regents, including the position of Vice Chair when the Vice Chair assumes the office of the Chair, an election shall be held for the unexpired term at a subsequent meeting of the Board of Regents. Nominations may be made from the floor. Voting shall be conducted according to Section D.
Notice shall be sent to each member of the Board by electronic communication ten days prior to the date of the meeting at which the election shall be conducted.

ARTICLE IV. MEETINGS OF THE BOARD OF REGENTS

Section A. Annual Meeting

The annual meeting of the Board of Regents shall be held on the second Friday in June each year unless otherwise determined by the Board of Regents. Notice shall be sent via electronic communication ten calendar days prior to the annual meeting. The Board of Regents shall set its schedule of Regular Meetings for the ensuing year at the annual meeting.

Election of officers of the Board of Regents shall be held at the annual meeting of the odd-numbered years. Standing committees of the Board of Regents shall be appointed by the Chair following the annual meeting of the odd-numbered years.

Section B. Regular Meetings

Regular meetings of the Board of Regents shall be held in accordance with the schedule of meetings approved at the annual meeting. The Board of Regents may vote to change the date of any regular meeting. Notice of regular meetings shall be sent via electronic communication ten calendar days prior to the meeting.

The Order of Business at regular meetings of the Board of Regents shall include, but not be limited to, the following:

1. Approval of Minutes
2. Report of the President of the Board
3. Report of the Chair of the Board
4. Receive and File Reports
5. Reports of Committees
   a) Standing Committees
   b) Special Committees
6. Old Business
7. New Business

Section C. Special Meetings

Special meetings of the Board of Regents or of its committees to consider specific items of business may be called by the Chair of the Board, and shall be called by the Chair at the written request of any five members thereof at such time and place, and in such form as the Chair may deem appropriate. A special meeting must be held within 30 calendar days of the Chair receiving the written request.

The Secretary shall provide reasonable public notice of special meetings, and the Chair may in special circumstances waive the requirement of notice provided that other appropriate public notice is given.

ARTICLE V. COMMITTEES OF THE BOARD OF REGENTS

Section A. Standing Committees

The Board of Regents shall name and identify the responsibilities of standing committees through Board of Regents Policy: Board Operations and Agenda Guidelines.
The Chair of the Board of Regents shall appoint the Regents to all standing committees and shall designate the Committee Chair and Vice Chair of each. The Chair of the Board of Regents may replace Committee Chairs or Vice Chairs at any time. Vacancies arising from any cause whatsoever shall be filled in the same manner.

Regular meetings of the standing committees shall occur prior to the regular meetings of the Board of Regents.

Section B. Nominating Committee

The Chair of the Board of Regents shall appoint a Nominating Committee of three members of the Board and designate the Committee Chair at the regular May meeting of the odd-numbered years. The Nominating Committee shall conduct itself according to Article III, Section D.

Section C. Special Committees

The Chair of the Board of Regents shall appoint the members, designate the Committee Chairs and identify the responsibilities of special committees.

ARTICLE VI. RULES OF PROCEDURE FOR MEETINGS OF THE BOARD OF REGENTS AND ITS COMMITTEES

Section A. Parliamentary Procedures

Robert’s Rules of Order, in its most recent revised edition, shall guide the business of the Board of Regents for all meetings to the extent that they are consistent with law and these Bylaws. The University General Counsel shall rule on all disputed questions of procedure.

Section B. Open Meetings

The Board of Regents adopts as its policy the Minnesota Open Meeting Law as set forth in Minnesota statute. A motion to hold a non-public meeting must be put to a vote at a public meeting of the Board.

Section C. Quorum

A majority of the members of the Board of Regents, or of a committee, shall be necessary to constitute a quorum for meetings of the Board or meetings of a committee.

Section D. Voting the Question

The decision of the majority voting on the question shall prevail, with the exception of a vote to impose sanctions on a Regent, which shall require a two-thirds vote of the Board of Regents. The Secretary shall record the vote of each Regent. A Regent may abstain from voting. Voting by proxy or by mail shall not be permitted.

Participation and voting by Regents via telephone or video conferencing is permissible, provided the Regent or Regents are available to participate in the items presented, discussed, and voted upon at that meeting, and they shall be counted towards determination of a quorum.

Section E. Business Before the Board of Regents

The Chair of the Board, in consultation with the President and Vice Chair and consistent with the Board of Regents Policy: Board Operation and Agenda Guidelines, approves items of business and the agenda to be considered at meetings of the Board of Regents and the standing or special committees. Any Regent may suggest items for the agenda or move to have an item discussed at a meeting.

Items and supporting documentation to be included in the docket should be in the office of the Secretary at least ten calendar days before the meeting at which consideration is expected.
The Chair of the Board of Regents or one of the standing or special committees of the Board of Regents shall not ordinarily allow individuals who are not on the agenda to speak at meetings. The chairs of the various committees may allow such individuals to speak when they determine it is in the best interests of the University and will not unduly delay the matters before the particular committee.

A request to appear before a meeting of the Board of Regents or its standing or special committees shall be submitted in writing to the Secretary, in advance of the meeting. The Chair shall rule on all requests. If the request is to appear before a committee, the Chair may also consult with the Committee Chair.

The recommendations of Board committees shall be reported to and be subject to approval by the Board of Regents, unless otherwise provided for in Board policy.

Section F. Protocol for Meetings of the Board of Regents

1. All those in attendance at meetings of the Board of Regents may be asked to identify themselves to the Secretary or a designee upon entry to the meeting.

2. Only members of the Board of Regents, the President, and those recognized by the Chair may address the Board.

3. If space is limited in the meeting room, those with business before the Board of Regents and the members of the press shall have priority over those who are visitors.

4. No flags, banners, signs, or similar displays shall be permitted in meetings of the Board of Regents.

5. No person shall cause any disturbance, delay, or interference, or cause any threats thereof at any meeting of the Board of Regents or its committees. Further, no person shall intentionally or through coercion, force, or intimidation, deny or interfere with the right of another to free access or egress from any meeting.

6. Visitors to meetings of the Board of Regents shall observe the reasonable requests of the Chair.

These rules and regulations are adopted for purposes of Minnesota Statute § 624.72.

Section G. Minutes of the Board of Regents Meetings

Approved minutes of the proceedings of the Board of Regents shall be kept by the Secretary, who shall cause them to be preserved and accessible to the members of the Board of Regents, members of the University community, and the public. All lengthy reports shall be included in the docket materials and referred to in the minutes. The minutes shall reflect the votes cast in Board of Regents meetings and in committee meetings on matters recommended to the Board of Regents for action. The Secretary shall ensure that the minutes, docket materials, and all video recordings are preserved by University Archives.

Section H. Telephone or Video Meetings

The Chair may decide that regular or special meetings of the Board or any of its committees and regular meetings may be held by telephone or video conferencing. For purposes of such a meeting, all Regents who are connected by telephone or video conference shall count toward a quorum and may participate and vote. The Secretary shall give reasonable public notice of such meetings and shall make arrangements for the public to hear the discussion, unless it is a non-public meeting.

ARTICLE VII. DELEGATION OF AUTHORITY

Section A. President, Executive Officers, and Administrators
The Board of Regents may authorize appropriate executive officers to act on behalf of the University, consistent with Board of Regents Policy: Reservation and Delegation of Authority and other Board policies. As the highest authority that can act on behalf of the University, the Board of Regents shall be the University General Counsel’s ultimate client, unless the Board directs otherwise.

**Section B. President, University Senate, and Faculties**

All matters relating to the education and administrative affairs of the University, consistent with actions or policies of the Regents of the University of Minnesota heretofore or hereafter taken or established and including those incident to the management of the student body are, for the purpose of effectuating the government of the University under and by the Regents, committed to the President, the University Senate, and the several faculties, as provided in the Senate Constitution and as amended from time to time.

**ARTICLE VIII. MISCELLANEOUS PROVISIONS**

**Section A. Code of Conduct and Conflict of Interest**

The members of the Board of Regents shall be guided by the provisions set forth in Board of Regents Policy: Code of Conduct for Members of the Board of Regents.

**Section B. Reimbursement for Expenses**

Regents may be reimbursed for expenses incurred in the performance of official business in accord with the University's policy and procedures.

**Section C. Board Operations in Emergencies**

In the event a quorum of the Board, as defined in Article VI, Section C, is unable to discharge the powers and duties of their office due to death or incapacity and it becomes necessary to convene a meeting of the Board of Regents to ensure the continuity of University Operations, the remaining Regents may convene a meeting and act as follows:

1. Designate an acting chair if the chair and vice chair are unable to serve.
2. Designate an acting president if the president is unable to serve.
3. Authorize necessary emergency funding.
4. Other actions necessary to ensure the continuity of University operations.

The remaining Regents may continue to act to ensure the continuity of University operations until a quorum of the Board is restored.

**ARTICLE IX. AMENDMENTS TO BYLAWS**

The Bylaws may be amended by a two-thirds vote of the Board of Regents at any meeting, provided, however, that notice of any proposed changes shall be sent by electronic communication to the members of the Board of Regents 30 calendar days in advance of the meeting scheduled to consider such changes.

**ARTICLE X. SUSPENSION OF BYLAWS**

Any provision of these Bylaws other than those contained in Article VIII, Section A, may be suspended in connection with the consideration of a matter before the Board of Regents by an affirmative vote of two-thirds of the Board of Regents.
SECTION I. SCOPE.

This policy governs the conduct and activities of members of the Board of Regents (Board) of the University of Minnesota (University). In addition to this policy, the Board further defines its role and authority, the conduct and activities of Regents, and guiding principles for the University through the Bylaws of the Board of Regents (Bylaws) and other Board policies and actions.

SECTION II. GUIDING PRINCIPLES.

The Board, created under Minnesota Territorial Laws of 1851 by the passage of the University Charter and perpetuated by the Constitution of the State of Minnesota, is the governing body of the University. Exercising its constitutional autonomy, the Board defines a vision and mission for the University and ensures that the University fulfills its land grant legacy.

Regents shall adhere to the highest ethical standards. Regents bring to their task varied backgrounds and expertise, but are expected to put aside personal interests and keep the welfare of the entire University, not just a particular constituency, at all times paramount.

SECTION III. FIDUCIARY DUTIES.

When articulating and carrying out the University’s mission, Regents must act in good faith in accordance with the constitution and laws of the land, the Bylaws, and the policies, rules, and regulations of the University. Regents are expected to actively participate in the work of the Board, speak forthrightly at Board meetings, and adhere to the following fiduciary duties:

- **Duty of Care:** The duty of care generally requires a Regent to carry out their responsibilities in good faith; with the diligence and skill that the Regent believes to be in the best interests of the University; and with the care an ordinarily prudent person in a like position would reasonably exercise under similar circumstances.

- **Duty of Loyalty:** Regents have an absolute duty of undivided loyalty to the University as a whole and its mission. In keeping the interests of the University paramount, Regents must avoid using their position for monetary or personal gain. When Regents sit on boards of associated organizations as voting or non-voting members, as defined by Board of Regents Policy: Associated Organizations and outlined in Board of Regents Policy: Appointments to Organizations and Boards, their ultimate duty of loyalty is to the University and not to the associated organization.

- **Duty of Obedience:** The duty of obedience requires fidelity to law and mission. Regents have a duty to abide by the constitution and laws of the land, and to establish and abide by the bylaws, rules, policies and regulations of the University. Regents also have a duty to
preserve the confidentiality of University matters as required by law and all applicable privileges.

SECTION IV. DEFINITIONS.

Subd. 1. Business Associated with a Regent.
Business associated with a Regent shall mean an organization, corporation, partnership, proprietorship, or other entity if either the Regent or a member of the Regent’s family:

(a) receives compensation in excess of $500 in any month or has any contractual right to future income in excess of $6,000 per year;
(b) serves as an officer, director, partner, or employee; or
(c) holds a financial interest valued in excess of $10,000.

For purposes of this policy:

- service on boards of associated organizations, as defined by Board of Regents Policy: Associated Organizations and outlined in Board of Regents Policy: Appointments to Organizations and Boards, does not constitute a business associated with a Regent; and
- compensation shall not include reimbursement for expenses, any non-employment related funds from a governmental source, investment or savings income, retirement or insurance benefits, or alimony.

Subd. 2. Employment-Related Conflict of Interest.
An employment-related conflict of interest exists whenever a Regent’s employment relationships, or those of a family member, may impair independence of judgment.

Subd. 3. Family Member.
Family member shall mean a spouse, parent, sibling, child, domestic partner, dependent, or any person currently residing in the Regent’s household.

Subd. 4. Financial Interest.
Financial interest shall mean a foreseeable financial effect that may result from Board action.

Subd. 5. Gift.
Gift shall mean any gratuity, favor, accommodation, discount, entertainment, hospitality, loan, forbearance, services, training, transportation, lodging, meals, or other item if there is reason to believe it was given to or received by a Regent or a Regent’s family member because of the Regent’s official status.

Subd. 6. Recusal.
Recusal shall mean noninvolvement of a Regent in discussion of, or decision regarding, the relevant matter. Recusal is intended to ensure that the Regent’s independence of judgment is not compromised, that the public’s confidence in the integrity of the Board is preserved, and that the University’s public mission is protected.

SECTION V. FINANCIAL DISCLOSURE REQUIREMENTS.

Within 30 days of election to office and annually on March 31 thereafter, Regents shall file a financial disclosure statement with the executive director and corporate secretary in a form...
consistent with the financial disclosure required for senior University officials. The general counsel shall review the disclosure statements for compliance with this policy.

SECTION VI. GIFTS.

No Regent shall give a gift or solicit another to give a gift to any government official or any member of that official’s staff. Political contributions made by a Regent to a candidate, political committee, organization, or party as permitted by state and federal law shall not constitute a gift. Tickets to University events, informational material, trinkets, mementos, or meals of reasonable value given by a Regent to a government official or any member of that official’s staff in the normal course of University business shall not constitute a gift under this policy.

Subd. 2. Financial or Personal Interests.
No Regent shall solicit a gift from any person or organization or accept such a gift if there is reason to believe it was given because of the Regent’s official status.

Regents may accept the following:

(a) anything for which the Regent pays the market value;
(b) anything the Regent receives but returns or gives to the University without substantial personal use or benefit;
(c) food or refreshments of reasonable value in the normal course of University business;
(d) plaques, trophies, mementos, hats, or similar items of reasonable value not to exceed $75;
(e) any gift from a family member, provided that the Regent has no reason to believe that the gift was provided because of the Regent’s official University position;
(f) informational materials in the form of books, articles, other written materials, audio/video media, and other similar materials;
(g) anything received because a Regent participated in a group, a majority of whose members are not Regents and who customarily may receive an equivalent item;
(h) anything paid for or reimbursed by the University pursuant to University policy;
(i) tickets to University events; and
(j) anything received in their individual capacity due to employment or activities not connected to their official status as a Regent.

The Office of the Board of Regents (OBR) shall maintain guidelines regarding Regent use of tickets to University events.

SECTION VII. EXPENSES.

Regents serve without compensation. They are entitled to reimbursement for expenses incurred while representing the University in an official capacity in accordance with guidelines maintained by OBR.

SECTION VIII. CONFLICTS OF INTEREST.

A conflict of interest exists when a Regent has a financial or other personal interest inconsistent with their duty of loyalty, or when a Regent, a Regent’s family member, or a business associated with a Regent or a Regent’s family member has an actual or potential financial or other personal interest in a matter pending before the Board that may impair a Regent’s independence of judgment or objectivity in the discharge of their responsibilities on behalf of the University, including in a
transaction or other action taken by the University. Regents must be aware of the appearance of a conflict of interest and the potential for such conflicts. Accordingly, the conflict of interest provisions of this policy shall be interpreted and applied to best serve the interests of the University and its mission. For purposes of this policy, “conflict of interest” or “conflict” shall mean an actual or potential conflict of interest.

Subd. 1. Procedure for Addressing Conflicts of Interest.

(a) Disclosure of Conflicts.
Conflicts of interest shall be reported to the Board chair by the Regent who is the subject of the conflict, and may be reported to the Board chair by any other person. A Regent with a conflict of interest question is encouraged to consult with the general counsel who, if requested, shall provide a written opinion on whether a conflict exists under this policy. A copy of any such opinion shall be provided to the Board chair. The Board chair may also request an opinion from the general counsel on any conflict of interest question. If the Board chair is the subject of the conflict of interest, the Board vice chair shall receive or may request an opinion from the general counsel.

(b) Guidance on Recusal and Impact on Deliberations and Voting.
Regents who declare or have been determined to have a conflict of interest by the three-person group set forth in Subd. 1(c) of this section, or who have received an opinion from the general counsel that a conflict exists shall, as a general rule, recuse themselves regarding the matter determined to be the conflict. However, in some cases, full disclosure and consideration of the facts may indicate that a conflict is insubstantial and that the Regent may participate fully or in part in discussions, deliberations, or voting on the matter. If doubt remains regarding the need for recusal after full disclosure and consideration to address a conflict, the Regent must recuse on the matter. Recusal because of a conflict does not reflect adversely on the recusing Regent.

Disclosure of a conflict of interest and recusal shall be noted in Board minutes.

(c) Resolution of Disputed Conflicts of Interest.
Any disputed issues relating to the existence of a conflict of interest or the plan to address a conflict shall be referred to a group of three Regents consisting of the Board chair, the Board vice chair, and one other Regent appointed by the Board chair. This group shall determine whether a conflict exists. In addition, if this group determines that a conflict exists, they shall determine whether the conflict requires recusal or determine a plan for the Regent to address the conflict. The group shall report its determinations to the Board. In the event that the Regent disputes the determinations of this group, the Board, in its discretion, may take up the matter and make the final determination.

If the Board chair is the subject of the conflict dispute, the Board vice chair shall appoint another Regent to take the chair’s place on the group of three Regents. If the Board vice chair is the subject of the dispute, the Board chair shall appoint another Regent to take the vice chair’s place. If both the Board chair and vice chair are the subjects of the dispute, the chair of the Governance & Policy Committee shall appoint other Regents to take their place.

Subd. 2. University Employment.
Notwithstanding any other provision of this policy, a Regent shall not serve as a compensated University employee, except that the Regent elected to hold the seat designated for a student may
hold student employment at the University as defined by Board of Regents Policy: Employee Group Definitions, Section V, Subds. 5 and 6.

Subd. 3. University Enrollment.
Enrollment by a Regent or Regent's family member in a course or academic program at the University, whether degree or non-degree seeking, does not constitute a conflict of interest or financial conflict of interest for the Regent.

Subd. 4. Elected or Appointed Public Office.
Upon filing to become a candidate for any elected public office within the federal, state, or local government, other than Regent, the Regent shall inform the Board and consult with the general counsel to evaluate whether any conflicts of interest may arise from such candidacy. If requested by the Regent or Board chair, the general counsel shall provide a written opinion on whether a conflict exists under this policy. If the opinion of the general counsel is that a conflict exists under this policy, then the procedure set forth in Subd. 1(b) and (c) of this section shall be followed.

If a Regent is elected or appointed to any public office within the federal, state, or local government, other than Regent, the Regent shall inform the Board and consult with the general counsel to evaluate whether any conflicts of interest may arise from holding such a position. If requested by the Regent or Board chair, the general counsel shall provide a written opinion on whether a conflict exists under this policy. If the opinion of the general counsel is that a conflict exists, and the Regent disputes this opinion, then the procedure set forth in Subd. 1(b) and (c) of this section shall be followed. If a conflict exists, either the Board shall approve a plan for addressing the conflict or the Regent shall resign from the Board.

SECTION IX. COMMUNICATION OUTSIDE OF MEETINGS.

The president is the primary spokesperson for the University. The Board chair, or Board vice chair in the chair’s absence, is the spokesperson for the Board and may represent the position of the Board once it has acted. When necessary, the Board chair, or Board vice chair in the chair’s absence, will speak on behalf of the University. While all Regents have the right to share their individual views on University matters, as fiduciaries, Regents should be aware that the timing, tone and substance of their words reflect on the University and could have legal or other consequences. When sharing their individual views on University matters, Regents shall clarify that they are not speaking for the Board.

SECTION X. INFORMATION REQUESTS.

Regents are encouraged to be fully informed about the University. Specific requests for information by a Regent shall be made through OBR. OBR will work with the president or delegate to ensure the timely fulfillment of those requests. The president may seek guidance from the Board on the scope and priority of any request.

SECTION XI. VIOLATIONS AND BREACHES.

Review of an alleged violation by a Regent of state or federal law or an alleged breach of this policy or any other University policy shall be initiated when seven Regents sign a written complaint describing the allegations and deliver it to the Board chair or the vice chair if the complaint is about the chair. Upon receipt of the written complaint, the Board chair shall call a special meeting to be held within 30 calendar days for the Board to hear the complaint. At the start of the special meeting, the Board shall adopt a resolution establishing its process to consider the written complaint, which
shall include the right of the Regent in question to address the Board. If necessary, a supermajority of the Board, as required by the Bylaws, may act to impose sanctions on the Regent as it deems appropriate.

SECTION XII. ANNUAL REVIEW.

At its annual meeting, the Board, with assistance of the general counsel and the executive director and corporate secretary, shall publicly review the requirements and procedures of this policy.

REVISION HISTORY
Adopted: February 14, 2020
Amended: February 14, 2020

Gifts Received and Given by University Officials

SECTION I. SCOPE.

This policy regulates gifts received and given by University of Minnesota (University) officials. Such regulation is essential in order to ensure that:

(1) University officials do not influence inappropriately, or appear to influence inappropriately, decisions by federal, state, and local government officials; and
(2) University officials are not influenced inappropriately, or do not appear to be influenced inappropriately, in performing their duties.

This policy is not intended to prohibit University officials from soliciting gifts on behalf of the University for University purposes.

SECTION II. POLICY STATEMENT.

Subd. 1. Constitutional Authority.
The Board has considered analogous federal and state laws and policies and has concluded that the University should have its own policy governing gifts, consistent with the Board’s exclusive constitutional authority to establish rules for the governance and management of the University.

Subd. 2. Application.
This policy shall be interpreted and applied with sound practical judgment in a manner that best serves the overall interests of the University, not any individual.

SECTION II. DEFINITIONS.

Subd. 1. Gift.
Gift shall mean any gratuity, favor, discount, entertainment, hospitality, loan, forbearance, services, training, transportation, lodging, meals, or other item that constitutes a personal benefit to the recipient. It does not include any gift made to the University or its foundations for University purposes.
Gift also shall mean a gift to a family member of a University official or a gift to any other individual based on that individual’s relationship with a University official (1) if it is given with the knowledge and acquiescence of the University official and (2) if the University official has reason to believe the gift was given because of the recipient’s University status. The term gift shall not include the following:

(a) anything for which the individual recipient pays the market value;
(b) anything the individual receives but returns or gives to the University without substantial personal use or benefit;
(c) food or refreshments of reasonable value in the normal course of University business;
(d) plaques, trophies, mementos, hats, or similar items of reasonable value;
(e) any gift from a relative, provided that the University official has no reason to believe that the gift was provided because of the recipient’s official University position;
(f) informational materials in the form of books, articles, other written materials, audio/video media, and other similar materials;
(g) anything received because a University official participated in a group, a majority of whose members are not University officials and who customarily may receive an equivalent item;
(h) anything paid for or reimbursed by the University pursuant to University policy;
(i) tickets to University athletic or cultural events;
(j) local transportation; and
(k) political contributions to any candidate, political committee, organization, or party as permitted by state and federal law, provided that no such contributions may be made from University funds or resources.

Subd. 2. Financial Interest.
Financial interest shall mean an actual or foreseeable nontrivial financial benefit resulting from a decision.

Subd. 3. University Official.
University official shall mean:

(a) chancellors and vice chancellors;
(b) deans;
(c) division I athletic directors;
(d) general counsel;
(e) president and senior assistant to the president;
(f) provosts, vice provosts, associate vice provosts, and assistant vice provosts;
(g) executive vice president and provost;
(h) senior vice presidents, vice presidents, associate vice presidents, and assistant vice presidents;
(i) University directors and campus-wide directors; and
(j) University employees officially engaged in legislative lobbying on behalf of the University.

SECTION IV. GIFTS TO AND FROM UNIVERSITY OFFICIALS.

No University official shall give a gift or solicit another to give a gift to any federal, state, or local government official or to any member of their staff.

Subd. 2. Financial or Personal Interests.
No University official or other University employee authorized to make a decision involving the purchase of goods or services on behalf of the University shall solicit or accept a gift from any person or organization having a financial or other direct personal interest in such decision.

REVISION HISTORY
Adopted: October 10, 1997
Amended: March 11, 2005; October 10, 2014; February 14, 2020
Technical Correction: March 31, 2016; January 28, 2020

The meeting adjourned at 1:32 p.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
AGENDA ITEM: Report of the President

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Joan T.A. Gabel

PURPOSE & KEY POINTS

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

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell

PURPOSE & KEY POINTS

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

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☒ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell

PURPOSE & KEY POINTS

The following items are included for receipt and filing:

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

Quarterly Report of Grant/Contract Activity

Fiscal Year 2020

Second Quarter Data: October - December, 2019
Executive Summary

The University received $520M in research funding in FY2020 thus far, which is an increase of $5M (1%) over the first two quarters of last fiscal year. Funding from most federal agencies was up, funding from Private sponsors declined, and funding from the State of MN increased, as it often has in the past at this point in the state's biennial funding cycle.

The College of Biological Sciences continued to have the highest funding increase this year ($7.7M). The College of Pharmacy had the second largest increase ($4.9M). Funding for the Medical School made up some ground, bringing the Q1-Q2 year-over-year drop to $15M (from $19M in Q1). College of Science and Engineering funding fell slightly (by $4.5M) in the first two quarters.

Fiscal Year Highlights

- FY2020 Q2 sponsored research funding was less by $8M compared to last year's Q2, but Q1 and Q2 funding combined were up $5M compared to last year.

- Private funding is down by almost $18M thus far this year, despite an increased number of awards. The University had four fewer high-dollar awards, accounting for ~$11M of this drop.

- The drop in Private funding has affected the Medical School ($4.2M drop) and the College of Science and Engineering ($7.2M drop) the most.

- Most of the units that had an increase in funding in Q1 had a decrease in Q2, suggesting that the timing of awards may be skewing colleges’ year-to-year funding fluctuations.

- Antoinette Moran in the Medical School received two awards in Q2 from the Juvenile Diabetes Research Foundation for "Hybrid Closed Loop Therapy for Beta Cell Preservation in New Onset Type I Diabetes: A Proof-of-Concept Study." Together, these two awards totaled $5.7M.

- The MN Department of Transportation awarded two high-dollar awards for a total of $5.1M to OVPR thus far.
Award Dollars by Source
Fiscal Year-to-Date

Year-Over-Year Comparison

<table>
<thead>
<tr>
<th>Sponsor Group</th>
<th>Sponsor</th>
<th>FY19 YTD</th>
<th>FY20 YTD</th>
<th>$ Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Amount</td>
<td>Number</td>
<td>Amount</td>
</tr>
<tr>
<td>Federal</td>
<td>NIH</td>
<td>437</td>
<td>159.9</td>
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<td>Federal</td>
<td>NSF</td>
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<td>Federal</td>
<td>Other Federal</td>
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<td>Private</td>
<td>Business &amp; Industry</td>
<td>778</td>
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<tr>
<td>Private</td>
<td>Other Private</td>
<td>866</td>
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<tr>
<td>State &amp; Local</td>
<td>State &amp; Local</td>
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<td>59.1</td>
<td>260</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2784</td>
<td>515.1</td>
<td>2805</td>
</tr>
</tbody>
</table>

NOTE: Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.
Award Dollars by Recipient
Fiscal Year-to-Date

Year-Over-Year Comparison

<table>
<thead>
<tr>
<th>Recipient</th>
<th>FY19 YTD</th>
<th>FY20 YTD</th>
<th>$ Change (Amount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical School</td>
<td>1000</td>
<td>1016</td>
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<tr>
<td>Health Sciences</td>
<td>649</td>
<td>707</td>
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<tr>
<td>Science and Engineering</td>
<td>439</td>
<td>353</td>
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<tr>
<td>Other Twin Cities and Other Campuses</td>
<td>308</td>
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<tr>
<td>Food, Agriculture, Natural Resources</td>
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<td>220</td>
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<tr>
<td>Education/Human Development</td>
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<td>106</td>
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<tr>
<td>Biological Sciences</td>
<td>79</td>
<td>81</td>
<td>7.7</td>
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<td><strong>Total</strong></td>
<td>2784</td>
<td>2805</td>
<td>5.1</td>
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</table>

NOTE: Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.
AGENDA ITEM: Consent Report

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

This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell

PURPOSE & KEY POINTS

A. Gifts

The President recommends approval of the Summary Report of Gifts to the University of Minnesota through January 31, 2020.

B. Report of the All-University Honors Committee

The President recommends approval of the All-University Honors Committee recommendation forwarded to the Board of Regents in a letter dated March 6, 2020.

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**

**March 2020 Regents Meeting**

<table>
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<th></th>
<th>January</th>
<th>Year-to-Date</th>
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<tr>
<td></td>
<td>2020</td>
<td>2019</td>
</tr>
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<td>01/31/20</td>
<td>01/31/19</td>
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<td>U of M Gift Receiving</td>
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<td>Arboretum Foundation</td>
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<tr>
<td>Univ of MN Foundation</td>
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<td>23,591,779</td>
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<tr>
<td>Total Gift Activity</td>
<td>$42,873,715</td>
<td>$23,964,137</td>
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</tbody>
</table>

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

Pledges are recorded when they are received. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.
## Gifts to benefit the University of Minnesota
**Gifts received January 2020**

<table>
<thead>
<tr>
<th>Donor</th>
<th>Gift/Pledge</th>
<th>Purpose of Gift</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$1 Million and Over</strong></td>
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<tr>
<td>Engdahl Family Foundation</td>
<td>Pledge</td>
<td>College of Liberal Arts; Medical School</td>
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<tr>
<td>Heidi and Matthew Mazzucchi</td>
<td>Pledge</td>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>Katina and Franck Gougeon</td>
<td>Pledge</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td><strong>$500,000 - $1,000,000</strong></td>
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<td></td>
</tr>
<tr>
<td>Gail Bernstein, M.D. and Thomas Davis, M.D.</td>
<td>Pledge</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Randy Shaver Cancer Research &amp; Community Fund</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Raymond J Tarleton Estate</td>
<td>Gift</td>
<td>College of Liberal Arts; College of Food, Agricultural and Natural Resource Sciences</td>
</tr>
<tr>
<td>Selma P Swartz Estate</td>
<td>Gift</td>
<td>Academic Clinical Affairs; Medical School</td>
</tr>
<tr>
<td><strong>$250,000 - $500,000</strong></td>
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<td>Hormel Foundation</td>
<td>Gift</td>
<td>Office of the Vice President for Research</td>
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<tr>
<td>Margaret and Gregory Hedberg</td>
<td>Gift</td>
<td>Libraries</td>
</tr>
<tr>
<td>William McGuire, M.D. and Nadine McGuire</td>
<td>Gift</td>
<td>Medical School</td>
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<tr>
<td><strong>$100,000 - $250,000</strong></td>
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<tr>
<td>Alfred Cady III and Toni Cady</td>
<td>Gift</td>
<td>University of Minnesota Foundation</td>
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- **NFL Players Inc**
- **Nancy and Richard Perrine**
- **Osmon G Way Estate**
- **People Serving People Inc**
- **Priscilla Hawkinsion**
- **Rajesh Melkote, Ph.D. and Gita Melkote**
- **Reatha King, Ph.D.**
- **Richard Yanish**
- **Robert and Alice Strobel Fdn**
- **Rudolf Dankwort**
- **Sheldon L & Karen B Thompson Charitable Fund**
- **Teresa Bolton-Reineccius and Gary Reineccius**
- **The Matt Cwierty Memorial Foundation**
- **The McGrath Charitable Fund- Vanguard**
- **Thomas Swain**
- **Thomas and Diane Lentz**
- **Wolf Creek Charitable Fdn**

### $10,000 - $25,000

- **Activision**
- **AgriBank FCB**
- **Ann & James Winsor Charitable Fund-American Gift Fund**
- **Anna W Ordway & Samuel H Ordway Jr Fdn Inc**
- **Anonymous Donor**
- **Anonymous Donor**
- **Anonymous Donor**
- **Anonymous Donor**
- **Anonymous Donor**
- **Beneficiency Community Impact Fund**
- **Benjamin and Laura Cooper**
- **Blooming Prairie Cancer Group**
- **Bond-Johnson Charitable Gift Fund-Fidelity Charitable**
- **Branden Moriarity, Ph.D.**
- **Charles E & Andriene M Johnson Foundation**
- **Charles M Goethe Estate**
- **Chloe’s Fight Rare Disease Foundation**
- **Circle of Hope Duluth**
- **Cochineal Charitable Trust**
- **Cotter Family Fund of Fidelity Charitable Fdn**
- **Daniel Shogren and Susan Meyer**
- **Daren & Sarah Cotter Char Fund-J P Morgan Char Giving Fund**
- **David and Terry Gilberstadt**
- **Davidson Donor Advised Fund-Greater Horizons**
- **Dermond and Christine Norton Family Charitable Fund--Fidelity**
- **Dr Carlos P Avery Estate**
- **Dr Kuang-Hui Lin Estate**
- **Ecotlab Inc**
- **Elaine K Kramer Estate**
- **Elness Swenson Graham Architects Inc**
- **FMC Corp**
- **Francis Busta and Jean Kinsey**
- **Gary’s Gift**

- **Academic Clinical Affairs**
- **Carlson School of Management**
- **College of Liberal Arts**
- **Office of the Provost**
- **School of Nursing**
- **College of Science and Engineering**
- **Humphrey School of Public Affairs**
- **Academic Clinical Affairs; Medical School**
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- **Medical School**
- **College of Science and Engineering**
- **Unrestricted**
- **University of Minnesota Morris**
- **Intercollegiate Athletics**
- **Law School**
- **Office of the Vice President for Research**
- **School of Nursing**
- **Medical School**
- **College of Veterinary Medicine**
- **College of Biological Sciences**
- **Medical School**
- **Medical School**
- **College of Veterinary Medicine**
- **Intercollegiate Athletics**
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- **Carlson School of Management**
- **College of Continuing and Professional Studies**
- **College of Veterinary Medicine**
- **Medical School**
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AGENDA ITEM: Briefing on Novel Coronavirus (COVID-19) Response and Pandemic Preparedness

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Michael T. Osterholm, Director, Center for Infectious Disease Research and Policy; Regents Professor and McKnight Presidential Endowed Chair in Public Health, School of Public Health
Jill M. DeBoer, Director, Health Emergency Response Office; Deputy Director, Center for Infectious Disease Research and Policy

PURPOSE & KEY POINTS

The purpose of this item is to brief the Board of Regents on the evolving outbreak of novel coronavirus (COVID-19). The briefing will include the University’s health emergency preparedness and response, and the institution’s broader role as partner to the state and other entities regarding the outbreak. Status updates will be shared on COVID-19 response goals and priorities and the University's pandemic preparedness.

The discussion will be led by the directors of two University units:

1. **The Center for Infectious Disease Research and Policy (CIDRAP).** CIDRAP was established in 2001 and is a global leader in addressing public health preparedness and emerging infectious disease response. The Center is part of the Office of the Vice President for Research.

   CIDRAP is tracking and analyzing the rapidly evolving worldwide outbreak of novel coronavirus (COVID-19). The center is maintaining a COVID-19 Resource Center that provides information for public health experts, business preparedness leaders, government officials, and the public.

2. **The Health Emergency Response Office (HERO).** HERO (formerly the Academic Health Center Office of Emergency Response) was established in 2004. It has systemwide responsibilities to ensure timely, effective response to health incidents and emergencies affecting the University community; coordinate and organize University resources to assist community partners during local, state, or national health emergencies; and minimize disruption to clinical and health science research operations. HERO reports to Jakub Tolar, Vice President of Clinical Affairs and Dean of the Medical School, who serves as the Campus Public Health Officer.
Response Teams

Emergency Management Policy Committee–COVID-19 Team

President Gabel is leading an Emergency Management Policy Committee–COVID 19 Team. This team meets weekly and includes a number of systemwide and Twin Cities campus senior leaders, the four system chancellors, and the FCC chair.

Health Operations Team–COVID-19

HERO is facilitating a Health Operations Team–COVID-19, which includes membership from Boynton Health, GPS Alliance, Housing and Residential Life, M Dining, Office of Human Resources, and University Relations, as well as liaisons to M Health Fairview and the Minnesota Department of Health. The team has been operational since mid-January.

BACKGROUND

More detail on this item’s presenters and the units they lead can be found online:

Presenters

- Michael T. Osterholm
- Jill M. DeBoer

Units

- Center for Infectious Disease Research and Policy
- Health Emergency Response Office

University public health updates and communications can be accessed online HERE.
Briefing on Novel Coronavirus (COVID-19) Response, Pandemic Preparedness, and Outreach

Michael T. Osterholm
Director, Center for Infectious Disease Research and Policy
Regents Professor and McKnight Presidential Endowed Chair in Public Health,
School of Public Health

Jill M. DeBoer
Director, Health Emergency Response Office
Deputy Director, Center for Infectious Disease Research and Policy
Current Global, National and Local Situation
University Outreach Activities

Novel Coronavirus (COVID-19) Resource Center

CIDRAP Leadership Forum
University Outreach Activities

Phase 1: COVID-19 Response Actions

Phase 2: Comprehensive Pandemic Preparedness
COVID-19 Response Goals & Priorities

1. Safety of all international travelers.
2. Implement CDC guidelines for healthcare professionals, clinics.
3. Partner with MDH on public health surveillance and traveler monitoring activities.
4. Ensure campuses continue to support all students, staff, faculty.
5. Timely updates to University communities.
6. Timely response to questions and concerns using centralized information corridor.
7. Prepare for activation of pandemic response plan.
Priority: Safety of International Travelers

• Monitor and act upon State Department advisories, including pulling students from affected countries and restricting future travel.
• Provide support to students as they return or are affected by public health investigations or actions in other countries.
• Assess potential future needs of international students, including those with plans to return home but who may not be able to.
Priority: Implement CDC Guidelines

- Monitor CDC guidelines daily.
- Coordinate with all U-affiliated clinical operations; provide technical assistance as needed.
- Participate in two weekly calls with all regional health care systems and hospitals.
Priority: Partner with Minnesota Department of Health

- Monitor CDC guidelines daily.
- Boynton available as “sentinel surveillance site” (available testing site) for COVID-19.
- Participate in weekly call with all local public health agencies
  - Including procedures for “patients under investigation” and confirmed cases in Minnesota.
Priority: Supportive Environment for Students, Staff & Faculty

• Monitor campus climate across system, in all areas.
• Support readiness of Coalition for Disaster Behavioral Health Response.
Priority: Timely Updates to U

- Provide systemwide and targeted emails to specific campuses and other stakeholders as new info becomes available.
- Maintain updated Public Health Alert section of Safe Campus website.
Priority: Timely, Centralized Responses

• Respond to calls and emails to HERO daily.
• Answer or refer inquiries within 2 hours whenever possible.
• Work with University leaders to respond to centralized email address: healthresponse@umn.edu.
Priority: Prepare to Activate Pandemic Response Plan

- Updated UMTC pandemic response plan.
  - Previous activation of this plan – for the H1N1 pandemic – lasted 16 months.
- Boynton Health, Housing and Residential Life, and HERO have updated plans for infectious disease containment and isolation housing.
- Twin Cities areas of responsibility under the plan include:
  - Campus infrastructure
  - Communications
  - Teaching
  - Housing & dining
  - Education abroad/international students & scholars
  - Health services
  - Human resources
  - Public health response
  - Athletics
Planning at UMC, UMD, UMM & UMR

- All UMTC plans are shared systemwide for use at each campus.
- Most communication is from a systemwide perspective, with chancellors and their teams working with University Relations on locally relevant communications as needed.
- HERO and other members of Health Operations Team–COVID-19 are available to provide technical assistance as needed across the system.
- UMC, UMD, UMM and UMR are working with county/local health departments to ensure integration into regionally relevant response plans.
AGENDA ITEM: Report of the Student Representatives to the Board of Regents

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Austin Kraft, Chair, Student Representatives to the Board of Regents
Brandon King, Vice Chair, Student Representatives to the Board of Regents

PURPOSE & KEY POINTS

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

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

- Fostering the academic success of students from underserved communities
- Advancing affordability
- Supporting students in research and discovery

BACKGROUND INFORMATION

Current student representatives:

- Austin Kraft (Chair) – Twin Cities
- Brandon King (Vice Chair) – Morris
- Misk Al-Zahidy – Rochester
- Spencer Basarich – Duluth
- Leah Battin – Twin Cities
- Eleora DeMuth – Crookston
- Rodrigo Tojo Garcia – Twin Cities
- Anthony Kahane – Twin Cities
- Elizabeth Patterson – Rochester
Report of the Student Representatives to the Board of Regents  
2019-2020

Austin Kraft, Twin Cities, Chair; Brandon King, Morris, Vice Chair;  
Misk Al-Zahidy, Rochester; Spencer Basarich, Duluth; Leah Battin, Twin Cities; Eleora  
DeMuth, Crookston; Anthony Kahane, Twin Cities; Elizabeth Patterson, Rochester; Rodrigo  
Tojo Garcia, Twin Cities

March 13, 2020
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Supporting Students in Research and Discovery 26

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INTRODUCTION

Representing undergraduate, graduate, and professional students across five campuses, the eight Student Representatives to the Board of Regents are tasked with the responsibility of presenting the student voice to the Board.\(^1\) Section V, Subdivision 4 of the Board of Regents Policy: Student Representatives to the Board of Regents provides the Student Representatives with the opportunity to present a report to the Board,\(^2\) a premier opportunity to share students’ concerns and experiences with University leadership.

This year, the Student Representatives are pleased to bring forward a report that addresses the following three topics:

1. Fostering the academic success of students from underserved communities
2. Advancing affordability
3. Supporting students in research and discovery

As students themselves, the Student Representatives recognize the immediacy of the issues and opportunities facing students: how to succeed in a demanding academic program, how to manage finances, how to get involved in research at the University. As systemwide representatives, they also acknowledge the long-term structural role that the University plays in each of these discussions for sustained success of all of its students: how to best academically support students of diverse backgrounds, how to champion fiscal stewardship, how to engage students in the University’s outstanding research opportunities. This report aims to highlight distinct ways in which the University can best foster students’ success, an objective that is in the best interest of the University community and of the state in general. The Student Representatives look forward to the presentation of this report and the conversations that follow.

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\(^1\) University of Minnesota, “Student Representatives to the Board of Regents,” University of Minnesota Board of Regents, revised 2014.

\(^2\) “Student Representatives to the Board of Regents.”
Fostering the Academic Success of Students from Underserved Communities

I. Introduction

A. Overview

Within the large realm of academic success resources, this topic considers advising and coaching resources that provide curricular and co-curricular support for students based on their backgrounds and identities. As discussed in Part II below, these resources may resemble academic advising in the traditional sense, but they may also incorporate mentoring, coaching, and identity-specific resources on the University’s campuses. This topic first provides a dynamic definition of underserved communities and then outlines the scope of academic success resources under consideration for this report. In keeping the definition of underserved community intentionally open, this topic aims to advance a critical and ongoing conversation about which communities the University has historically served and the ways in which support and success can be fostered for underserved communities. This topic seeks the fullest realization of the University’s mission of teaching and learning:

To share… knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.3

B. Definition of Underserved Community

Institutions have implemented various definitions of underserved or underrepresented communities, with the common thread being a consideration of groups that have not historically participated in or benefited from these institutions’ activities. Institutional context is crucial in identifying and supporting underserved communities, as the activities and nature of the institution may uniquely serve or underserve a given community. For example, in referring to underrepresented communities, the National Institutes of Health consider “racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis[,]… individuals with disabilities…[,] and individuals from disadvantaged backgrounds.”4

3 University of Minnesota, “Mission Statement, Subdivision 1,” University of Minnesota Board of Regents, revised 2008.
Disparities experienced by communities underserved in higher education are not monolithic, with these disparities stemming from various factors and manifesting in distinct ways. However, the data highlight a common trend: macro-level indicators of academic success, such as retention and graduation rates, leave significant room for improvement across higher education. Students of color and indigenous students face barriers to achievement that their white counterparts might not experience to the same degree. At a national level, generations of systemic oppression and socioeconomic disparities, in conjunction with a lack of diversity reflected in institutions’ faculty, have led to gaps in graduation and degree completion rates among students of color compared to the overall student population. The nationwide retention and graduation rates for Native American students are the lowest out of any ethnic group. Students from rural backgrounds are less likely than the average student to persist into a second year of higher education. First-generation students are less likely to reach a timely graduation than their peers, particularly when they are also low-income; and approximately one-third of low-income students receive bachelor’s degrees, compared to approximately two-thirds of wealthier students. While the University of Minnesota is not the source of socioeconomic inequality, it has a responsibility as the state’s land-grant institution to thoughtfully and impactfully address these challenges that affect the lived experiences of countless Minnesotans, including the students across its campuses.

The definition of underserved community under consideration in this topic encompasses students with backgrounds and identities such as being a student of color or a Native American student, being low-income, coming to an urban campus after growing up in a rural area, or being the first

12 University of Minnesota, “Mission Statement, Subdivision 1,” University of Minnesota Board of Regents, revised 2008.
generation in one’s family to attend college. In this report, underserved communities is defined as follows:

Underserved communities: Groups for whom participation, inclusion, and success in higher education have not been typically or consistently realized.

This definition, a synthesis of ideas from institutions ranging from the University’s Center for Urban and Regional Affairs to the National Science Foundation, seeks to foster a holistic and ongoing examination of the ways in which the University has historically served its students and the ways in which it can further support the success of all students. Without the right resources and support, students from underserved communities may face distinct and adverse pressures during their time at the University. These pressures not only hinder these students’ abilities to realize their fullest academic potential but also hold the University back from sustaining the strong and diverse community of learners that it holds central in its mission.

Academic success resources can serve multiple functions in a student’s academic career at the University of Minnesota, from guidance in class registration to support in navigating the life transitions that can occur during their studies. This report considers programs that involve mentoring, individual academic support, and/or success coaching; and these programs are typically directed toward serving the curricular and co-curricular needs of a student based on their backgrounds or identities. Collegiate advising, a central tenet of students’ experiences, is not the primary focus of this report topic, and has continued to be a focus of units such as the Office for Undergraduate Education, with work such as the recent report of the Task Force on Undergraduate Academic Advising.

This report topic considers the current resources available to students from underserved communities and the opportunities for the University to be a leader in this area. While this discussion cannot incorporate every particular program available, the Student Representatives intend to foster critical and supportive dialogue through the highlights provided. The topic further presents findings from consultative meetings with students and staff that could broaden and improve the impact of these programs.

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14 Higher Education Resources and Student Assistance, U.S. Code 20 (Revised 2008), §§ 1067.
II. Academic Success Resources at the University of Minnesota

A. Role of Academic Success Resources in Students’ Experiences and Outcomes

The breadth of the University confers a wealth of opportunities, and it also demands coordination of many moving parts. Student success is a shared responsibility, and programs outside of the classroom are integral in facilitating the coordination of resources to help students succeed.16 As the University has advanced and grown, University life has become more complex. For instance, health sciences students at all degree levels must adapt to a rapidly evolving healthcare field; the sheer volume of medical knowledge doubles approximately every two months.17 As knowledge grows, curriculum must adapt, and students in turn must be ready for the academic demands.

More students from underserved communities than ever before have access to higher education. The number of undergraduate students of color on the Twin Cities campus, for instance, increased by 40.5 percent between 2009 and 2018.18 Furthermore, students may be shouldering more academic responsibility without familiar support structures from home compared to students of previous decades. The Twin Cities campus, for example, previously supported a largely commuter student population in which students lived at home and may have had substantial social and financial support.19 Today, an increasing number of students primarily live without familiar support structures immediately available.20 When challenging life events arise, such as a conflict with a peer or an instructor, support networks that students may have previously relied on are not as accessible. The role of family support has been studied particularly in relation to the academic success of students from ethnically underrepresented


17 Breda Corish. “Medical knowledge doubles every few months; how can clinicians keep up?”, Elsevier, published April 23, 2018, https://www.elsevier.com/connect/medical-knowledge-doubles-every-few-months-how-can-clinicians-keep-up.


groups as well as students from rural backgrounds.\textsuperscript{21,22,23,24,25,26} The trend of more students living without familiar social support structures is not unique to the University of Minnesota; a 2018 survey by the global market research organization Ipsos Group S.A. found that postsecondary students primarily live on campus or in off-campus housing without family members.\textsuperscript{27}

At the confluence of these factors of increased curricular complexity, increased diversity in who participates in higher education, and increased numbers of students living away from established support networks, student life is growing increasingly complex. As this complexity increases, it is vital that the resources for student success are effectively employed and coordinated so that the shared responsibility of student success can be realized.

The remainder of Part II provides a non-exhaustive overview of academic success resources currently available on University campuses.

\section*{B. Academic Success Resources by Campus}

\subsection*{1. Crookston}

The University of Minnesota Crookston provides academic success programming through its Student Success Center, which serves students through initiatives including professional advising, multicultural education, and peer tutoring. In June 2019, the campus was recognized as one of three institutions in Minnesota to receive the “First Forward” distinction for its efforts to support first-generation students.\textsuperscript{28} Advising programs at UMC are working to equip advisors as well as students with resources to best foster academic success. Professional development

\begin{thebibliography}{99}
\bibitem{26} Allison L. Bitz. “Does Being Rural Matter?: The Roles of Rurality, Social Support, and Social Self-Efficacy in First-Year College Student Adjustment” (doctoral dissertation, University of Nebraska - Lincoln, 2011), 175.
\end{thebibliography}
seminars on how to support students with marginalized identities are shared on a biweekly basis among advisors.

The campus’s large online student population receives advising from professional advisors, and professional advisors are being phased in for the on-campus student population. Students find out about the Student Success Center through presentations to first-year classes as well as through campus-wide communications. Over 120 students used Crookston’s on-campus tutoring services last semester, which focus on classes with the highest enrollments and those that function as gateway courses into students’ majors.29

To address retention of students from underserved communities, the Student Success Center is working with students to implement a peer mentorship program for first-generation students, low-income students, and students of color; research points to the centrality of mentorship in supporting the academic success of students with marginalized identities.30 Working across differences is referenced by the Student Success Center as the biggest challenge that the campus must overcome to achieve students’ academic success and retention.31

2. Duluth

The University of Minnesota Duluth, offers mentoring services through the Cultural Outreach & Retention Effort (CORE) Program, pairing incoming students with sophomores, juniors, and seniors. The service’s main purpose is to retain students of color at the University of Minnesota Duluth. To achieve these results, these services focus on pairing incoming students with others who share similar interests and goals. Mentoring services are designed to assist students of color with developing a strong association with the campus community. This effort exists to ensure that students feel connected and at home at UMD.

Incoming students are able to meet with a number of mentors prior to being paired through Mentoring Services. This allows students to make various connections as well as provide autonomy to each program participant. Throughout the year, students participate in program events which include both on- and off-campus functions. Mentoring Services hosts multiple mixers as well as community-based events. The Multicultural Center hosts various shows throughout the year, and program participants get access to such events.

29 Dr. Lamesha Brown (Director of the Student Success Center at UMC), in discussion with Austin Kraft, February 4, 2020.
31 Dr. Lamesha Brown.
3. Morris

Focused on serving Native American students in their first year of college, Native American Student Success (NASS) assists students in their personal, social, intellectual, and ethical development in becoming life-long learners and responsible members of society. Through a variety of services, NASS supports students in their academic success while providing space to explore, express, and enhance their cultural journeys. Components of NASS’s services are summarized below:

- **Individualized professional academic coaching:** Assistance with building connections and navigating campus life, mentoring from experienced and specially trained Morris students, opportunities to enhance study skills, and connections to campus resources such as including peer-assisted tutoring;
- **Career and Financial Aid:** On-campus job opportunities exclusive to NASS participants, workshops for building resumes and cover letters, support in finding research opportunities, direct access to the financial counselor for American Indian programs, and financial wellness development;
- **Personal and Social Opportunities:** Engagement with tribal and world cultures; participation in NASS’s extended orientation, a one-day opportunity to build relationships with NASS students and first-year Native American students; placement in orientation with NASS peer mentors and other NASS students; culture and language workshops; housing options within the First Nation residence hall community; complimentary admission tickets to campus events.

In fall 2019, 52 percent of first-year NASS students attended programming, and 57 percent of NASS students beyond their first year attended programming.

At the University of Minnesota Morris, approximately 140 students participate each year in the programs offered by Summit Scholars - TRIO Student Support Services, a program with support from the U.S. Department of Education. About 85 percent of all participants served by TRIO’s Student Support Services (SSS) project will either successfully transition into the next academic year or graduate with a bachelor's degree during that academic year. Furthermore, 87 percent of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution. Of new participants, 68 percent will graduate with a bachelor's degree or equivalent within six years.

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32 Kerri Barnstuble (Director of Summit Scholars - TRIO Student Support Services), in discussion with Brandon King, December 2019.
33 Kerri Barnstuble.
4. Rochester

UMR has a team of eight Student Success Coaches, whose mission is to “provide individualized support and broad student advocacy to help students navigate their college experience. By fostering strong relationships, student success coaches mentor students through academic, career and personal development, supporting them to reach their goals through intentional self-reflection.”

Student Success Coaches provide academic coaching, career coaching, and pre-health coaching. Through social media communications, the coaches provide students with news about professional development opportunities like information sessions on graduate programs. Career development opportunities for students from underserved communities include the Pre-Med Insight Program that pairs students with mentors who are medical students at the Mayo Clinic. Recognizing the link between personal wellbeing and academic success as well as the financial barriers facing low-income students seeking healthy food, the coaches advertise when fresh produce from the community garden is available for students.

5. Twin Cities

The Twin Cities campus provides academic success resources for students from underserved communities at the undergraduate, graduate, and professional levels. Across degree levels, the campus articulates a commitment to support the academic success of students from underserved communities. The programs included here are only a snapshot of the resources available to students; further coverage of undergraduate programs can be found in the 2019 report of the Multicultural Student Success Committee (MSCC). The programs below have been selected to reflect the variety of organizational units that provide this academic support and foster the academic success of students from underserved communities.

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a. Undergraduate students

The Multicultural Student Success Committee. The MSCC, formed in 2018, helps to lead campus discussions of how to best leverage the campus’s existing resources and potential for growth in supporting students from underserved communities. In its 2019 report, the MSSC presented four recommendations:

i. Increase financial support for low-income students
ii. Examine institutional structures and effectiveness
iii. Improve the classroom climate
iv. Increase direct support programs for multicultural and underrepresented students

Following the Board of Regents 2018 Diversity Resolution, the MSCC continues to advance the academic success of students from underserved communities by gathering and analyzing data on quantitative metrics like retention as well as qualitative measures such as students’ responses to open-ended questions about sense of belonging in the classroom and about which resources they most use on campus.

Student Success Analytics Initiative. The Student Success Analytics (SSA) in the Academic Support Resources harnesses data to improve undergraduate student outcomes. A partnership with the Office of Information Technology, the SSA initiative aims to proactively engage students with the appropriate support at the appropriate time to increase their academic success and improve their University experiences. The SSA initiative is currently testing and evaluating reports and predictive models with departments to refine the data tools and processes. The initiative’s first tool slated for deployment involves a collection of curricular reports that pinpoint the optimal time for students to take certain courses in their major, thereby maximizing the likelihood of timely graduation.

The Multicultural Center for Academic Excellence. The Office of Equity & Diversity oversees the Multicultural Center for Academic Excellence (MCAE), which served an estimated 1,574 students in 2018-2019. MCAE offers outreach events, engagement programming, and student success initiatives. Among the success initiatives, peer tutoring has been identified as a particularly impactful practice in both academic success as well as

students’ sense of belonging, with over half of survey respondents agreeing that MCAE academic support increases their sense of belonging on campus. Surveyed students have testified to the vital role of the center in advancing conversations about campus climate:

MCAE and other organizations bringing together marginalized groups in the University community to create a safe space for us really opened my eyes to the campus climate[,] and having people you can relate to [and] understand makes learning easier.

MCAE’s academic support services intersect with admissions programs to introduce accepted students to the campus the summer prior to their first semester. Throughout the academic year, MCAE brings in thousands of students to its tutoring spaces, social events, computer facilities, and other programs: 11,113 check-ins were registered at MCAE in fall 2019.

MCAE also houses the Circle of Indigenous Nations, a center that “recruits, retains, and graduates American Indian/First Nations/Alaskan Native students by promoting cultural values that help indigenous students become self-directed, excel academically, and succeed in all areas of individual matriculation, academic pursuits, and career aspirations.” The graduation rate of Native American students at the University of Minnesota was recently highlighted in a media report, mentioning that the graduate rate of Native American students had more than doubled. Students have expressed that the advising support from the Circle of Indigenous Nations and the community they have built with one another through the program have been key factors in their retention at UMTC.

President’s Emerging Scholars. The President’s Emerging Scholar (PES) program, overseen by the Office of Undergraduate Education, supports high-achieving students from underserved communities to ensure their timely graduation. Participants often have one or more of the following characteristics: being first-generation, indigenous, coming from a rural background, being a parent, being a student of color, or being a disabled student. The PES

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43 Aguilar and Hicks.
44 Strategic Enrollment Management Committee (Data Committee), “Multicultural Student Success and Experience: Background Data,” Diversity Community of Practice, assembled June 4, 2018, https://docs.google.com/presentation/d/1fQEv5NbiNYozztkvzHwZ7iX6ELtQrKwt9HNGSWH6AiU/edit#slide=id.p129.
45 Fernando Rodriguez (Director of the Multicultural Center for Academic Excellence), in discussion with Austin Kraft, January 30, 2020.
program offers professional advising as well as peer mentoring and scholarship opportunities for participants. PES participants, alongside participants in the Access to Success program, have seen an increase in four-year graduation rates from 31.7 percent for the entering class of 2008 to 58.0 percent for the entering class of 2015.50

*The Pre-Health Student Resource Center.* The Pre-Health Student Resource Center, located on the Twin Cities campus, oversees the systemwide Health Profession Pathways Initiative. This initiative, formed in October 2018, runs the First-Gen Pre-Health Workshop Series, a collection of in-person and online seminars on how to prepare applications for professional health programs; as well as the Pre-Health LEAD program, a ten-month experiential program for students from communities underrepresented in the health professions to cultivate skills sought by health professions employers.51 Recognizing the pivotal role that a positive relationship with a faculty member can have on a student’s academic career, the organizers of the initiative work with leaders in the Academic Health Center and the Medical School to efficiently design impactful programs for students, augmenting pre-existing relationships and resources.

b. **Graduate students**

The Graduate School cites increasing the diversity of its graduate student body as the top priority of the school.52 The Graduate School Diversity Office (GSDO) oversees numerous programs for graduate students from underrepresented communities, such as the immersive Summer Institute, which provides new graduate students with a network of peers outside of their academic discipline, and the Community of Scholars program, which offers social, professional, and academic development programming for graduate students of color and Native American graduate students.53 Quantitative feedback from these programs and others inform the means by which the GSDO coordinates its support for the graduate student body. In the past three semesters, registered check-ins with the Community of Scholars Program has more than doubled.54

The Graduate Student & Postdoctoral Alliance for Diversity and Inclusivity advises the Graduate School Leadership Team in fostering a diverse and inclusive culture. The alliance

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49 Access to Success is a program jointly funded by the College of Education and the U.S. Department of Education provides mentoring and tutoring services to undergraduate students from underserved communities who demonstrate strong academic potential.

50 Office of Undergraduate Education.


networks with student organizations and formulates policy to channel students’ concerns into positive change in the campus climate. A lack of diversity in the faculty is considered a challenge in attracting and retaining the brightest graduate students to study and conduct research at the University. Through collaborations with units like the Center for Writing as well as a variety of fellowships, the GSDO recognizes its role in diversifying the pipeline into faculty positions and the cascading positive effect it could have on campus climate and retention in years to come.

The Graduate School is relatively unique among peer institutions in having a diversity office, and the school prides itself on the amount of data collected and analyzed through the gradSERU survey. This wealth of data and the direction from an expert consultant on diversity and inclusion position the Graduate School to make data-informed decisions in designing and assessing programs for its students’ academic success.

c. Professional students

Students in the professional degree programs often come to school with specific career plans, be they in medicine, law, journalism, business, or other domains. Professional and academic endeavors are thus closely intertwined in graduate degree programs. The College of Science & Engineering and the Carlson School of Management implement coaching models for students in post-undergraduate programs to maximally align students’ academic aspirations and personal experiences. For example, the Carlson School’s Graduate Business Career Center (GBCC) offers on average 12-15 coaching sessions to each of the approximately 1,600 masters-level students during their studies.\(^{(55)}\) One of the primary challenges expressed by the GBCC is the need for greater diversity in the masters-level student body. The school implements programs at the pre-college, undergraduate, and masters levels that offer tailored support and community resources for first-generation students to strengthen the pipeline for these students to enter professional programs; one such example is the Emerging Leaders of Color (ELOC) program for high-school students to engage in networking opportunities and mentorship at the Carlson School.\(^{(56)}\)

At the University’s Medical School, the Center of American Indian and Minority Health seeks to support medical students through community and cultural events as well as preparatory programming for the United States Medical Licensing Exam.\(^{(57)}\) With 43 percent of U.S. medical schools not having any Native American medical students and recognizing

\(^{(55)}\) Maggie Tomas (Director of the Graduate Student Business Career Center), in discussion with Leah Battin and Austin Kraft, February 18, 2020.


that social barriers to academic success may only emerge after enrollment, the sustained support of medical students throughout their academic career is central to the success of any initiative to equip Native American students to become leading care providers. While this work is ongoing and the barriers by no means eliminated yet, the University is making progress; the Medical School on the Duluth campus recently reached a record-high enrollment of Native American students in its program.

III. Recommendations

A. Measuring Academic Success for Students from Underserved Communities Systemwide

We recommend that the Board of Regents revisit and follow the example set by their 2018 resolution related to Diversity in Undergraduate Education on the Twin Cities campus, charging President Gabel to explicitly addresses retention rates and ensure that items three and five of the resolution be expanded systemwide, engaging each campus in determining specific and appropriate goals for 2026. In particular, we recommend that goals be established for reducing the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students; and reducing the difference in satisfaction of students of color and American Indian students compared to all other domestic students.

We recommend that these questions of student experience and campus climate be appropriately standardized across all campuses in survey formats already in use at University campuses, such as through the ability for multi-campus coordination of custom questions with the National Survey of Student Engagement. All campuses’ eagerness for coordinated measurement of campus climate questions, as brought up in the December 2019 Board of Regents Mission Fulfillment Committee meeting, position the University system to effectively measure and make data-informed progress in this area.

We recommend that the numerical targets for satisfaction and graduation rates for each campus be developed with robust input from stakeholders on each campus. Targets for student satisfaction should be formulated in consultation with senior leaders in student affairs and equity and diversity on each campus. Targets for graduation rates should be formulated in consultation with senior leaders in academic affairs on each campus.

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B. Inventorying Academic Success Resources and Programs

We further recommend that each campus, under the leadership of each campus’s senior leader of student affairs, follow the example set by the MSSC in conducting an inventory of the support programs mentioned by its students as being critical to their success. Capitalizing on the possibility to coordinate systemwide surveys, a question like the MSSC’s question, “What types of service-oriented support make a difference for students?” should be incorporated into each campus’s next available survey. An up-to-date inventory of these impactful programs will promote the advancement of existing programs over creation of new resources, when appropriate. The inventory on each campus will also foster greater communication of these programs to students and greater recognition of the impact of these programs.

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61 Multicultural Student Success Committee, “Multicultural Student Success Committee Report.”
Advancing Affordability

I. Introduction

The University of Minnesota has long been a major source of the state’s educated workforce, technological innovation, rural partnerships, and healthcare professionals.\(^{62}\) Students are central to the University’s threefold mission of research, teaching, and outreach.

Rising costs of higher education are a major concern nationally and at the University of Minnesota. While the average student debt within the University system is below the average debt of $31,734 that a Minnesota resident would have on graduation, Minnesota as a state is in the top ten of student debt amounts.\(^{63}\) This high amount of debt, coupled with potential earnings variances between campuses and colleges, has a negative impact on student career outcomes, retention, the overall student experience and their future contributions to the economy.\(^{64,65}\) Transparency is key to the University’s commitment to make its world-class education as affordable as possible.

Alongside national analyses of student debt and its impacts, this report topic identifies efforts by the University of Minnesota to improve financial access for students and to address student concern over the financial costs of higher education. In seeking to minimize financial barriers to students’ success, this report topic proposes actionable items to help make the system more transparent about debt and aid. These steps will help improve financial literacy at the University, enable awarding bodies to support more students, strengthen student voices within University governance and policy, and generally enable greater access to a University of Minnesota education.


II. Current state of affordability nationwide and at the University

A. National Context

The cost of higher education informs a wide scope of the decisions many students make prior to attending college. They weigh the price of their degree, salary prospects, and living costs against what they qualify for in aid or contributions their families will have to make. Increases to tuition, fees, and housing, in conjunction with increased reliance on loans over grants to support students in higher education, has led to an increased rate of indebtedness. This trend has been a concern raised over the past decade by the U.S. Department of Education, and several U.S. Senate hearings have been focused on the rising costs of higher education, the student borrowing rates, and changes to the higher education models of funding.

In addition to tuition, which often receives most of the attention in discussing cost of attendance, addressing fees is an integral part of a student’s financial responsibility when they embark on a program at any degree level. In a national survey of over 500 public four-year institutions, the span between 1999 and 2013 saw inflation-adjusted fees increase faster than tuition, at 95 percent. With student fees tending to amount to over 20 percent of the cost of tuition, consideration of an institution’s tuition rate alone does not present a comprehensive financial development.
assessment when a student and their family are evaluating the possibility of attending an institution of higher education.

B. University of Minnesota

At the September 2019 Board meeting, presenters from the Office of Undergraduate Education discussed key areas that make up affordability for University of Minnesota students, including areas of success where the University is working to address affordability. With the efforts in Strategic Enrollment Management, and the rising four-year graduation rate, there have been savings totaling approximately $20 million dollars in student loan borrowing over the last nine years. Increases in in-kind aid have offset some of the overall increases to tuition. The University has also been successful in keeping the average indebtedness in line with other Minnesota institutions.

As seen in the figure below, state appropriations have failed to keep pace with inflation and rising costs, and tuition has in turn increased. Tuition increases at 2 percent for each of the last three years require resources including in-kind aid, like scholarships and grants, to bolster the financial abilities for students to access the University of Minnesota. Furthermore, in recent years, at least 10 percent of surveyed individuals who left the University after their first year of studies cited finances as a factor in their decision to leave. Monitoring the impacts of increasing cost of attendance is vital to understand and address interuniversity transfers, retention, and efforts to limit the debt burden students might face.

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75 “Addressing Affordability: Supporting Student Financing of Education.”
76 “Addressing Affordability: Supporting Student Financing of Education.”
77 “Addressing Affordability: Supporting Student Financing of Education.”
78 “Addressing Affordability: Supporting Student Financing of Education.”
The percentage of enrolled students receiving financial aid across campuses and degree programs has remained relatively constant, at approximately 74 percent, for the past five years.\textsuperscript{80} The total amount of institutional gift aid has increased from $233 million in the 2014-2015 academic year to $267 million in the 2017-2018 academic year; in the same timespan, median student indebtedness has decreased from $24,776 to $23,635.\textsuperscript{81}

In addition to tuition, fees figure significantly into the cost of attendance at the University of Minnesota, particularly felt by graduate and professional students, for whom fees tend to comprise a relatively more substantial proportion of their cost of attendance compared to undergraduate students.\textsuperscript{82,83} Fees take a variety of forms at the University, with some being specific to an academic program or college while others are assessed to students at large. Recognizing a recent national trend of student fees, there has been concern among professional and graduate students regarding the implementation of mandatory fees that they claim may primarily benefit undergraduate students. Administrators have consulted with students in the...

\textsuperscript{82} “Cost of attendance for graduate students,” One Stop Student Services, University of Minnesota, accessed February 10, 2020, https://onestop.umn.edu/finances/cost-attendance-graduate-students
\textsuperscript{83} “Tuition,” One stop Student Services, University of Minnesota, accessed February 10, 2020, https://onestop.umn.edu/finances/tuition
implementation of new fees in recent years, and students expect this consultative relationship to continue into future years.

I. Current Efforts of the University

A. Systemwide

The University has taken steps to address the financial barriers that students experience. It is critical that these financial barriers are reduced in expanding fiscal stewardship. This stewardship requires the appropriate degree of transparency by the University pertaining to data from scholarships, fellowships and grants. The University of Minnesota Foundation and Academic Support Resources developed an internal tracking system known as the Scholarship Tracking and Reporting (STAR) system in 2012-2013.\(^8^4\) \(^8^5\) STAR enables units to monitor and project scholarship funds, gathering information about scholarships so that overspending is avoided or, if there is a surplus, more awards can be made. A memorandum is sent out on an annual basis to deans and chancellors to encourage their units' scholarship administrators to implement STAR, and there remains to be an effective mechanism for encouraging the usage of STAR across the system. In its first years of implementation, STAR has helped the university disburse millions more in funds, a victory for the institution and one that should be cultivated to reach its greatest potential.

The transparency benefits of tracking the total funds available helps increase scholarship disbursement to students. The commitment to fiscal stewardship demands the appropriate degree of transparency, and programs like STAR assist in achieving this transparency. This principle of transparency is vital not only for internal use but for students as well. As the Office of Student Finance communicated on how the STAR program assists in fund utilization,

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\text{STAR has allowed colleges and departments to better manage their funds and keep track of their spending and therefore get more scholarship dollars awarded to our students. STAR has also helped the University award millions of dollars more in scholarship funds through better visibility and fund awareness in the colleges and departments.}^{8^5}
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\(^8^4\) Tina Falkner (Director of the Office for Student Finance), in discussion with Austin Kraft, December 18, 2019 and February 2020.\(^8^5\) Tina Falkner (Director of the Office for Student Finance).
Student experience with finance varies greatly and their literacy with their finances will leave a legacy continuing into their professional and post-graduation lives. Commitments to expanding and delivering financial literacy training have been shown to be paramount in equipping students with the knowledge and tools to successfully navigate budgeting, student loans and debt, and other opportunities and challenges they will face when they attend an institution of higher education. In recent years, financial literacy and awareness efforts at the University of Minnesota have been moving in a positive direction. Financial counseling on all five campuses increases students’ opportunities to review their own personal financial situation and have their questions answered.

Increasing students’ awareness of their borrowing histories has also been a beneficial addition to the MyU portal. In the summer of 2019, the MyU: My Finances Tab was launched with input from students across the U of M system. This tab provides students with details about their loan and grant history, as well as cost of attendance information. Promoting the use of this system is a great way to increase student access to their personal financial situation while promoting positive and educated future financial decision-making. This level of access to financial information is one of the first efforts in financial transparency for students:

The new MyU Finances tab also sets a new standard for the student financial aid experience; no other Universities are providing student financial aid and debt information in this easily accessible and interactive manner.

B. Efforts to Advance Affordability by Campus

1. Crookston

On the Crookston campus, a notable financial literacy program was introduced in 2018 called Esusu. Esusu was a financial application piloted by one of Crookston’s own alumni, Abbey Wemimo, that focuses on saving and budgeting, especially for students. Abbey and his business partner Samir typically present their program once a year on campus. In addition to this program, the financial aid office hosts multiple programs each year focused on financial literacy, usually including partners such as Wells Fargo and Thrivent.

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88 “Addressing Affordability: Supporting Student Financing of Education.”
89 “Addressing Affordability: Supporting Student Financing of Education.”
2. **Duluth**

The Duluth campus utilizes fellow students in the Financial Peer Mentorship program to provide personalized interaction in discussing financial literacy and wellbeing. The mentors take a course where they are taught content to then disseminate to their mentee. The mentees are volunteers who express interest in expanding their financial knowledge. The peer mentor is able to have frequent one-on-one meetings and incorporate the mentee’s personal situation into training on topics like student loans, budgeting, and credit. This mentorship can be supplemented with OneStop counseling meetings. All students have access to these meetings, where they can have questions answered surrounding their financial situation.

3. **Morris**

On the Morris campus, students have the ability to schedule one-on-one appointments regarding financial wellness, which are conducted by One Stop Counselors certified in personal finance. A distinct characteristic of student financial support on the Morris campus is the American Indian Tuition Waiver, by which American Indian students qualify for admission free of charge for tuition, per federal law and state statute. In addition to this tuition waiver, the Native American Student Success (NASS) program offers financial literacy workshops with TRIO Student Support Services.

4. **Rochester and Twin Cities**

On the Twin Cities and Rochester campuses, steps have been taken to implement a Degree Progress tracker on the MyU website. The progress tracking tool presents students with information about their degree progress, including information about how many of their completed credits do not count toward their degree. This information is critical for students who are unsure about their major, thereby allowing students to more accurately plan out their time at the University of Minnesota. Making sure that students can accurately plan out their graduation helps to reduce stress and to make informed financial decisions. This financial wellness serves the student and the University well, as students less burdened with such financial stressors can focus on their academic and personal wellbeing, through and beyond their timely graduation.

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95 “Addressing Affordability: Supporting Student Financing of Education.”
Figure 2: Example view of Degree Progress tracker in a student’s MyU portal.

IV. Recommendations

While the priorities of the University of Minnesota provide many areas of success, there are still opportunities and recommendations that move the University to a stronger position to reduce financial barriers while maintaining its world-class educational offerings. These recommendations are tailored to align with a future strategic plan that advocates for fiscal responsibility and stewardship through transparency, as well as management of rising costs and fees.
A. Transparency of Funds

We recommend that the University encourage collegiate units and overseeing bodies to implement the STAR program to increase efficiency and impact of disbursing scholarships to students. Following the previously discussed success of the STAR system early in its implementation, we recommend that the Executive Vice President and Provost continue to support these budget units’ implementation of the STAR program. With the University’s breadth and decentralized structure, usage of a program like STAR can be encouraged but not formally required. To promote the usage of STAR, the Executive Vice President and Provost should communicate to deans and chancellors in a written communication as well as in an agenda item of an in-person meeting about the STAR program on a yearly basis. With the annual processes for disbursing scholarships, we recommended that the written and in-person communications be delivered each year at a scheduled and regular time, proactively in advance of scholarship awarding, so that the implementation of STAR can be effectively timed for maximal benefit to students. It is vital that applicable units are incorporated into the STAR system. This will enhance the ability to manage funds and monitor spending to distribute more scholarship dollars to students.

B. Transparency of Process and Accountability

We recommend that the Board of Regents and the President continue to prioritize institutional gift aid as a systemwide metric visible to the University community on the Progress Card, and we recommend that the Board and the President commit to a goal of increasing gift aid at the rate parallel to increases in cost of attendance. The current University of Minnesota Progress Card presently defines gift aid to encompass need- and merit-based aid, including Promise scholarships, collegiate and departmental scholarships, athletic scholarships, Regents scholarships, and graduate assistant tuition benefit. The Progress Card states that increasing gift aid is a key strategy in fulfilling the University’s long-standing commitment to making education as affordable as possible for students.96 With the previous discussion of the rising costs of higher education in mind, we advise that the Board of Regents and the President continue to track institutional gift aid and visibly display it on the Progress Card. Recognizing that the current Progress Card metric on institutional gift aid is a Gold Measure, this recommendation may be more appropriate as a Maroon measure given its directional nature. This directional goal need not supplant the current Gold Measure; indeed, both could coexist and create a multidimensional high-level profile of the University’s fulfillment of its commitment to affordability.

Supporting Students in Research and Discovery

I. Introduction

A. Overview

As described in the University of Minnesota’s mission, research and discovery are foundational in the University’s long-term success. Students actively engage in and catalyze research, within and beyond the classroom. There are opportunities for research on each of the five campuses, in a variety of departments and colleges, emphasizing both traditional research and cutting-edge creative works projects. Student participation in research is critical to driving creativity, collaboration, and entrepreneurial spirit while also deepening the University’s commitment to the state of Minnesota.

For the purposes of this report, the term research means “the systematic investigation into and study of the world in order to establish facts, reach new conclusions, and contribute to a pre-existing body of work,” and this report topic extends to students participating in creative activity/works, defined as follows:

Creative Activity/Works: A scholarly method for investigating human expression - often the research method of choice for students in the arts, music, dance, or human studies.

There is no question that research and the skills it develops play a critical role in the long-term success of students, regardless of subject area. Within the University of Minnesota system, students can be engaged in research and creative works projects in a variety of different ways and levels. Undergraduate research is conducted on all five campuses, while the Duluth and Twin Cities campuses offer research at the graduate and professional levels.

As an asset of the University, student research and creative projects span disciplines ranging from health sciences to business management, from elementary education to English literature, and from art to agriculture. Because research is a critical part of the University’s mission, the University of Minnesota should take steps to promote student participation in mission-driven research by implementing protections for undergraduate researchers, tracking undergraduate research, and encouraging graduate student advisors to develop and publish statements of advising philosophy. By taking these steps, the University of Minnesota can set itself apart from peer institutions and be a national leader in student research.

97 University of Minnesota, “Mission Statement, Subdivision 1.”
99 “Research and Creative Opportunities.”
II. Current State of Affairs

A. Student Research by Campus

1. Crookston

The University of Minnesota Crookston offers research opportunities to students in various capacities. Students have the chance to either work with faculty directly, or through course offerings at the 2000-, 3000-, and 4000-level classes, which allow a large age range of students to participate. Crookston does not currently have a specific way to track these projects other than potentially being able to pull from the numbers of students who have been registered in a specific class. Unfortunately, this method excludes anyone who works on a volunteer or work-study basis. Many of the projects students participate in are agriculturally based, working within the livestock facilities. However, students have been involved in a biological research study of freshwater aquatic sponges in Minnesota lakes in recent years.

The biggest hindrance to research is faculty availability. Since Crookston is an undergraduate campus, faculty are then responsible for both teaching their own courses, advising, and conducting their own research. Although faculty do have many responsibilities, the campus’s small size does allow for more opportunity for students to directly engage with them. However, this time is not typically spent in a research course. A majority of the time, research then conducted is out of class and on the professor’s own research time.

2. Duluth

There are several ways for students on the Duluth campus to engage in research. Many students involved in research take advantage of the Undergraduate Research Opportunities Program (UROP) initiative in order to conduct research. This program allows students to propose their idea for a research project to a faculty member. They then work with that faculty member to complete their research. This program, available across the University of Minnesota system, is emphasized as a way to gain practical research experience in the sciences, the liberal arts, and the fine arts as well. Students on the Duluth campus may also take advantage of the Biology Undergraduate Research in Science & Technology (BURST) program. This program, started in 2014, allows students pursuing a career in biological sciences to pursue research with faculty.

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100 Sue Erickson, email message to Eleora DeMuth, November 20, 2019.
mentors over the course of a 10-week summer program. Participants are compensated $5,000, of which $700 is designated to cover research expenses.

At the graduate level, the University of Minnesota Duluth offers both masters and doctoral programs. During the 2018-2019 year, more than 1,000 students accepted such graduate positions on the Duluth Campus. Graduate programs are available in fields ranging from business to fine arts. Demonstrating Duluth’s research opportunities in the natural sciences, Duluth’s geographic setting near Lake Superior enables University researchers to conduct world-class research in lake ecology.

3. Morris

The University of Minnesota Morris, has many unique opportunities for student-based research as well as creative works projects. There is no formal application process to become involved; students simply need to contact a faculty member or advisor and express their interest. According to data from the National Survey on Student Engagement, over 50 percent of students participate in some form of research while on campus. Much of this is due to a variety of funding sources available, including McNair Scholars, Mellon grants, and other faculty opportunities.

The Morris campus community prides itself on its undergraduate research and provides a stellar experience through their annual spring Undergraduate Research Symposium (URS), which was recently paired with their Summer Research Symposium. Their inaugural year highlighted over forty students’ projects and was well attended by the campus community. The campus is excited to host its twentieth year in April with over fifty projects involved. Finally, due to the nature of Morris being an undergraduate campus, faculty rely heavily on the help of students in research which allows an extensive level of involvement not typically seen in many undergraduate programs with a larger student body population.

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104 “BURST Program.”
106 “Prospective Students.”
108 Matt Tollefson, email message to Eleora DeMuth, November 8, 2019.
4. **Rochester**

For most students on the Rochester campus, research starts by finding a faculty member with whom they share a common interest. Similarly, students may also choose to take up research as a form of on-campus employment. Most of these students are hourly workers in labs. This is an excellent opportunity for students to gain entry-level skills in health sciences research. Advancement in these fields is largely contingent upon prior experience, so the value of having paid research opportunities on campus is immense, especially for students from underserved backgrounds who may not have the means to travel for a research opportunity.

On the other hand, the Rochester campus’s integration with the healthcare industry in the city leads many students to take advantage of research opportunities off-campus. For example, some students gain Special Research Student status when they work with the Mayo Clinic as part of their research experience. While these students do not receive monetary compensation for their work, the skills they learn transfer easily to related areas. Students are also encouraged to look off-campus for research opportunities in general. The need for summer workers is a driving factor in the recruitment of undergraduates to research positions outside of the University of Minnesota Rochester. Students on the Rochester campus, much like other campuses, can also present their research at the annual Research Symposium, which allows students to showcase their work to faculty and other students.

5. **Twin Cities**

The Twin Cities campus engages students from all disciplines in undergraduate research. There are many ways of getting involved in the research process. For example, the Dean’s First-Year Research and Creative Scholars (DFRACS) Program in the College of Liberal Arts selects first-year students based on demonstrated interest in research and academic potential in order to match students with faculty conducting research in an area of their interest. These students receive compensation in the form of academic credit and a $2,000 scholarship. Because this program is relatively new, there is not yet enough data to analyze DFRACS alumni participation in further research.

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112 “Student Research.”
113 “Student Research”
116 Jadah Green (Program/Project Specialist) in discussion with Rodrigo Tojo Garcia, February 2020.
Students may also choose to be a part of research in other ways. Students can approach individual professors on their own time to inquire about their research. If the professors are looking for assistants, the students may work with the professor in that capacity. Additionally, students may choose to propose their own research projects through the Undergraduate Research Opportunities Program (UROP). Similar to the initiative on other campuses, UROP allows students to write a proposal for their research project based on their knowledge of previous research in the area and work with a professor in order to bring their project to fruition. These students receive $1,500 in compensation.\footnote{117}

Students involved in research on the Twin Cities campus may also present their research at the Undergraduate Research Symposium, an annual research fair that gives undergraduate students from all University campuses a chance to share their research, scholarly, and creative projects with the University community.\footnote{118} Students may also choose to submit their research to the \textit{Minnesota Undergraduate Research and Academic Journal}, a student-run publication which “engages undergraduate students across the University of Minnesota - Twin Cities in the collaborative and educational process of assembling an academic journal that celebrates the breadth and depth of innovative thinking among undergraduate students.”\footnote{119}

The Twin Cities campus is also home to most of the graduate students conducting research under the auspices of the University of Minnesota system.\footnote{120} Graduate students regularly take on responsibilities beyond research on a day-to-day basis.\footnote{121} Such responsibilities are often a condition of their graduate program.\footnote{122} These may include graduate assistantships, which provide graduate students to contribute to the work being done within their area.\footnote{123}

Despite the multitude of opportunities there are for engaging with research at the undergraduate and graduate levels, there are distinct areas of improvement identified in the University’s support of researchers.

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\textsuperscript{117} “Undergraduate Research Opportunities Program,” University of Minnesota, published 2020, https://ugresearch.umn.edu/find-opportunity.\newline
\textsuperscript{118} “Undergraduate Research Symposium,” Office of Undergraduate Research, revised 2020, https://sites.google.com/umn.edu/undergraduate-researchsymposium/home.\newline
\textsuperscript{120} “Program Statistics,” The Graduate School, University of Minnesota, accessed February 10, 2020, https://grad.umn.edu/graduate-programs/program-statistics.\newline
\textsuperscript{121} Scott Lanyon.\newline
\textsuperscript{122} “Graduate Assistant Employment,” Office of Human Resources, University of Minnesota, accessed February 10, 2020, https://humanresources.umn.edu/find-job/graduateemployment.\newline
\textsuperscript{123} “Graduate Assistant Employment.”}
B. Opportunities for Growth

1. Protections for undergraduate student researchers

Students are vital to the success of the University’s research and discovery. Students’ hours committed to work in the lab or the field are essential to virtually any research group’s successful project, publication, and innovation. The University’s phenomenal research enterprise draws students from across the globe to study and conduct research here. The skills acquired by student researchers contribute directly to their academic and professional development. Studies have shown that engagement with undergraduate research improves communication skills, probability of graduating in six years or less, and retention. Undergraduate research also fosters significant effects after graduation. Students from underserved communities who participate in undergraduate research are more likely to be a part of the scientific workforce, just as all students who participate in undergraduate research are more likely to consider graduate school.

However, the University of Minnesota does not yet have comprehensive, systemwide protections for undergraduate student researchers. This issue has not gone unnoticed by students. The legislative body of the Minnesota Student Association, the Twin Cities undergraduate student government, passed a resolution in 2019 supporting the implementation of such protections. A similar resolution is currently in the Student Senate. According to the Senate resolution, “the University currently lacks a coordinated system to determine how many undergraduate students are participating in volunteer research and in what research group.” This gap “undermines the University’s ability to prevent particular faculty mentors from having undergraduate lab volunteers due to past harassment charges.” This also contributes significantly to a communication gap whereby students and faculty might not discuss their expectations prior to the start of the research work. Students who find that the expectations are beyond what they are capable of or willing to do are left without a clear vision of which University authority to approach with their concerns.

To combat these concerns, the Student Senate of the University has called for the implementation of an undergraduate research contract across the University of Minnesota system, a recommendation reiterated here. The University of Minnesota should implement a

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124 Deborah Faye Carter et al.
125 Stacia E. Rodenbusch et al.
126 Melanie T. Jones, Amy E.L. Barlow, and Merna Villarejo.
127 Paul R. Hernandez et al.
128 M. Kevin Eagan, Jr., et al.
129 Sophia Vrba et al. “Resolution to Support and Register Lab Work Places for Undergraduate Student Research Volunteers,” University of Minnesota Student Senate, presented 2019, https://docs.google.com/document/d/1orFR06JQ2YQvra8swV9jjHDpAquuQQbXVt0BgkaGDH0/edit
130 Amy Ma (Student Senate Chair), email message to Rodrigo Tojo Garcia, November 15, 2019.
written contract at the undergraduate level that clearly outlines what is expected of students in terms of their day-to-day responsibilities, specifies if and how students are to be compensated, and includes a brief description of the research being done. This idea is not new. As of the writing of this report, the Ohio State University and Purdue University either require or encourage undergraduate researchers to fill out and sign a contract with their faculty mentors detailing, among other things, the expectations of both parties and a brief description of the proposed research project.\textsuperscript{131,132}

At the University of Minnesota, students in the College of Biological Sciences on the Twin Cities campus are already encouraged to fill out a research contract with their faculty mentor prior to beginning their research.\textsuperscript{133} The implementation of such a contract across undergraduate research would lead to tangible benefits for students pursuing research opportunities. Such a contract would formalize the role of undergraduates in research and specify resources for students and instructors in the event that a conflict or disagreement arises. Additionally, the implementation of such a contract presents a solution to the current lack of a mechanism to track undergraduate research. Currently, there is no way to comprehensively know how many students are involved in undergraduate research across the University of Minnesota system outside of paid capacities, nor is there a way to determine the areas in which students are conducting research. Implementation of a contract would help to solve both of these issues. Students involved in research could be counted by keeping track of identifying information on these contracts and the descriptions of research projects within the contracts. In the contract below, for example, students and instructors would input information about the research being conducted and what kind of time commitment a student could expect.

\textsuperscript{133} Paul Siliciano (Director of Undergraduate Research) in discussion with Rodrigo Tojo Garcia and Austin Kraft, December 2019.
Implementation and enforcement of such a contract would require high-level involvement by the Office of the Executive Vice President and Provost as well as the chief academic officers on each campus. Students across the University of Minnesota system would benefit from the implementation of such a system. The collaborative nature of research that relies upon the work of previous researchers, and the implementation of such a system would allow students across the University of Minnesota system to look back through previous research projects in order to determine where additional work could be done. The storage of such information, following best practices for privacy, should be kept secured by a University log-in and require the signing of a confidentiality agreement prior to access. Finally, development of such a contract would not require a significant allocation of University resources. The contract used in the College of Biological Sciences already implements many of the aforementioned components and would make for a great starting point for the creation of a systemwide contract.

2. Tracking research

Research projects and the ways in which research engagement is tracked were compared systemwide. Through initial investigation, it became evident that the University does not yet have a tool to categorize and track research done specifically by undergraduates in the University
of Minnesota system. After directly reaching out to the Crookston, Duluth, Morris, Twin Cities, and Rochester campuses, each expressed a somewhat indirect way to track research currently in place on each campus.

In Crookston, it was specified that the primary way to track undergraduate research was through a catalog of those students who have officially taken research courses with faculty.\textsuperscript{134} With this method in mind, this would automatically exclude those students who perform research through a work-study or grant position, versus a traditional course offering.

On the Morris campus, methods match Crookston’s methods, in regard to tracking based on a grant or official application tracker. However, once more, their method lacks in a few aspects. The Director of the Academic Center for Enrichment has expressed a hope to have an official tracking method.\textsuperscript{135}

This report topic acknowledges that every campus views research differently, and it should be treated as such. However, a system to maintain, record, and track the variety of projects that University students participate in is essential for the ultimate growth and success of the University’s research and discovery. A catalog of all University of Minnesota system research and creative works projects provides direction for future projects as well as benchmarking for growth of the University’s student research engagement. Such a catalog would allow for clarity and organization in the beginning stages of project development, provide a collection of knowledge gained from previous projects, and serve as a resource that can be used systemwide as an asset to engage students in research opportunities.

3. \textit{Graduate students: statements of advising philosophy from advisors}

The needs of graduate students are fundamentally different from the needs of undergraduate students. Specifically, graduate students typically have a much closer relationship with their advisors than undergraduates do with their respective advisors.\textsuperscript{136} Many graduate programs involve years of specialized, advisor-supervised research. In many cases, advisors are among the people most familiar with the research conducted by graduate students.\textsuperscript{137} Graduate students also rely on their advisors for opportunities to enter their chosen field after completion of the degree program. Advisors often write letters of recommendation for their students years after they have completed their degrees.\textsuperscript{138} As such, it is critical that the student-advisor relationship at the graduate level is not only healthy but also transparent.

\textsuperscript{134} Sue Erickson.
\textsuperscript{135} Matt Tollefson.
\textsuperscript{136} Scott Lanyon (Vice Provost and Dean of Graduate Education) in discussion with Rodrigo Tojo Garcia and Austin Kraft, February 2020.
\textsuperscript{137} Scott Lanyon.
\textsuperscript{138} Scott Lanyon.
One of the greatest barriers to the development of these relationships is the power dynamic that exists between students and advisors. In contrast to undergraduate students, who often have more flexibility to choose with which professor they conduct research, graduate students often have fewer options and more time to develop a close professional relationship. This power imbalance can lead to negative outcomes for students, advisors, and the institution as a whole. However, studies have shown that positive dynamics between advisors and graduate students tend to have positive effects on retention.\textsuperscript{139} This is especially important in light of the fact that on a national level, graduate student retention can be perceived as a secondary consideration in higher education compared to undergraduate student retention.

An effective way to increase instructor-student transparency at the graduate level is by encouraging advisors to develop and publicize their own statements of advising philosophy. Currently, the Graduate School encourages instructors across many departments to develop and publish statements of advising philosophy for students to be better able to understand the expectations of their advisors. These statements generally follow a straightforward format in which instructors outline their thoughts on a variety of important topics. In the example below, the advisor specifies that their students will be fully funded, but are expected to seek out sources of funding outside the University of Minnesota.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{example_statement.png}
\caption{Excerpt from an example statement of advising philosophy; used with permission.}
\end{figure}

The contract system proposed for undergraduates would not be sufficient in this situation. Because of the inherent power differential between graduate students and their instructors, graduate students may not feel comfortable discussing their concerns with faculty. For example, certain professors may prefer to advise students intending to pursue a career in academia. A student interested in a public-sector career may be unwilling to disclose this information even if given the opportunity out of concern for their potential work with a professor. It makes more sense, therefore, to implement a system that allows graduate students to make informed decisions about who their advisors are and how they will approach working with them.

\textsuperscript{139} Scott S. Gordon. “Graduate Student Retention: An Examination of Factors Affecting Persistence Among Master’s Program Students at Comprehensive Public Institutions” (doctoral dissertation, Western Kentucky University).
III. Recommendations

Because research is a foundational part of the University of Minnesota’s mission, research in the sciences, humanities, and fine arts should not only be encouraged, but also protected. It is with this guiding principle that we share the following recommendations, which we believe will not only promote research but also advance the University of Minnesota’s commitment to innovation throughout our state.

A. Protections for Undergraduate Student Researchers

Firstly, we recommend that the University of Minnesota implement an undergraduate research contract similar to those already in place at other Big 10 Schools and in the College of Biological Sciences on the Twin Cities Campus. Such a contract would not only formalize the role of student researchers across the University of Minnesota but could also support the proposal to track student research by including a section briefly describing the research project in question. As an initial goal, we advise that the contracts be incorporated into research in which the student receives academic credit. Bringing this contract system into force will require engagement from the Office of the Executive Vice President and Provost, campuses’ chief academic officers, with student stakeholders across the system. Action by student governance bodies has shown that this is a place where there is already a desire from students to see improvement.

B. Tracking Research

We recommend that the University of Minnesota implement a system to track student research systemwide. In particular, the University of Minnesota should make strides toward developing a way to track all directed research at the undergraduate level. Such a system would allow students to look through a record of past projects that would inform their research ideas. This would enable for a greater degree of planning in the early stages of a research project and would, in the long run, contribute to higher-quality undergraduate research production across the University of Minnesota system.

C. Encouraging the Creation of Statements of Advising Philosophy

Finally, we recommend that the University of Minnesota support the Graduate School’s efforts to promote the development and circulation of statements of advising philosophy. Such statements should aim to clearly lay out the values and priorities of advisors in order to ensure a degree of transparency when students are selecting their mentors. Given the power dynamics at play between graduate students and faculty, the increased development of statements of advising philosophy can substantially improve the experiences of graduate students in their research.
APPENDIX

Updates from the Student Body Presidents

I. Introduction

Student Representatives’ advocacy represents just one facet of the University’s vibrant network of student leaders motivating and realizing positive change. Following the practice of previous years’ reports of the Student Representatives to the Board of Regents, the Student Representatives invited the student body presidents across campuses and degree levels to share brief updates for inclusion in this appendix. Each president was asked to speak on the topic of civic engagement as well as other pertinent initiatives in their respective communities and student governments.

Crookston: Gregory Johnson
Duluth: Neal Bhakta
Morris: Sam Rosemark
Rochester: Chandi Katoch
Twin Cities Undergraduate: Mina Kian
Twin Cities Graduate: Kriti Agarwal
Twin Cities Professional: Andrew Durkot
II. Updates from the Student Body Presidents

A. Crookston

The Crookston Student Association (CSA) is focusing on overall student engagement in the upcoming general election as well as campus initiatives as a whole. The University of Minnesota promotes equality, and each campus is important in realizing that principle. Students not on the Twin Cities campus can feel overlooked when it comes to funding from the legislature. No one campus stands above the other in regards to importance. For example, each campus is asked to participate in University of Minnesota events such as Support the U day, among others. Support the U day hosts students from all campuses to partake in advocating for a budget from Minnesota legislators.

Voting is a great civic duty of American citizens. The CSA is working on making sure every eligible student knows where they can vote, what their options are, and to bring awareness to the importance of voting. We are also pushing the information of absentee ballots to those who may not be available to vote in person. With that said, for a system campus to take part in an initiative of the entire University of Minnesota system, there should be invested interest from all sides.

A few months ago, the Secretary of State Steve Simon visited the Crookston campus to communicate with student leaders about voting and issues faced specifically at our campus. In this conversation with Secretary Simon, he brought up a challenge for the campuses to compete with one another to get the highest student body percentage to vote. There needs to be a unified vision from all campuses. Each campus generally has their own vision, and undoubtedly their own goals to achieve.

The University of Minnesota system is a public university system with five campuses spread throughout the state of Minnesota. This system is more than just for image, it is a representation of all working together for the greater good focused toward improving the future. Each campus has their own uniqueness and their own needs, but all should share the spotlight to highlight what they can do and accomplish. No one campus is above the others in terms of importance. We all have our stories of how we got where we are, and why we are driven to achieve our goals. We all care about our campuses, our investment in where we attend, and our passion towards them. We as students know what we need, and will continue to share our views and experiences in decisions moving forward.

B. Duluth

As of last year, UMD's administration was tasked with cutting $5.2 million out of our operating budget. Throughout the fall semester of 2019, anticipation regarding these cuts grew,
culminating with the administration's announcement of cuts on December 4, 2019. This announcement has fueled the most important conversation happening on the UMD campus. We do not foresee these conversations slowing down anytime soon. This lack of communication has created a sense of mistrust between the administration and faculty, staff and students. Transparency between students and administration is crucial, especially when it comes to things that have lasting impacts on their university.

However, the budget is not the only important conversation in the UMD community. Important conversations on campus include affordability and how to build a healthy lifestyle while managing the demands of student life. The nationwide crisis of affordability is something that impacts college students, who are already financially vulnerable. These affordability conversations revolve specifically around rent for housing, groceries, transportation, textbook cost, and tuition. Students are consistently forced to make impossible decisions to meet the financial demands of living on their own and being in college. To help reduce the stress affordability has on students, UMD’s staff, administration, and the Regents can look at offering more access to affordable textbooks - in particular, free access to e-textbooks through the library database. Textbook affordability is a higher education issue that affects the entire University system. This issue starts at the system level but will eventually need to be brought to the state legislature.

The Duluth campus lies over 150 miles away from the Minnesota State Capitol, but that does not stop the advocacy we do for our University. UMD students are blessed with three opportunities to go down to the State Capitol and lobby on behalf of the University: Duluth and St. Louis County Days, Bulldog Lobby Day, and Support the U Day. Due to the lack of funding, we have to limit the amount of students who can participate in these lobbying efforts. We need more funding to open these opportunities up to the whole student body. UMD uniquely has Bulldog Lobby Day; we want to open up this lobby day to the entire campus and not just the small, selective group we have brought in the past. However, with the majority of the funds for these lobby days coming from the Student Association’s budget, we are not able to empower enough students to participate. The administration needs to take a closer look and address this lack of funding so we can empower more students to use their voices lobbying. We recognize that we are lucky to have our own lobby day separate from Support the U Day, but the reality is that each campus needs their own lobby day where they can focus solely on their campus and not the entire University. Having a platform to voice the specific needs of your campus is crucial and the Regents need to consider providing this to the entire system. This will help show President Gabel’s vision of a systemwide approach.

Currently, we are working on a research proposal to provide context and rationale behind implementing a prep week at UMD. A prep week would prevent faculty from administering exams and heavily weighted assignments the week before finals week. The reason for pursuing
this policy is to promote wellbeing for students. Without a policy like this, many students are taking exams the week before they have to take a final exam. This goes against the University's goals to promote mental health awareness and the wellbeing of students. Another large problem for students in Duluth is having housing leases end earlier than their new leases begin; this is a problem that has been coined as “homeless week.” Working with University Housing, we are looking at solutions to make sure students do not have to experience this. These two initiatives are very beneficial to the student body and similar policies are seen on campuses around the nation. This is a huge task to place on just students, which is why we are calling upon administration and the city to help us attack these projects. The administration can help us with the feasibility aspect and logistics behind both projects, and the city can help by acknowledging that homeless week is an issue and making efforts to counteract the problems students face because of “homeless week.”

While the University's internal workings are unknown to many of those outside of formal governance, there are ways to get involved. Those opportunities can have a large impact through campus and state-level advocacy. It needs to be a priority to help students understand the University’s internal workings and understand the decisions being made. This understanding needs to go both ways; in order for students to better understand the university, there needs to be more effort put into including them in the conversation. However, it is not just the administration we need help from to achieve the goals we have set out. We need to receive the proper resources and support from the Regents. With their support we can help students address affordability, have their voices heard, and prioritize student wellbeing.

C. Morris

The University of Minnesota Morris prides itself on its student-to-faculty connections, close-knit community, sustainability efforts, liberal arts, and Native American and Indigenous studies. Recently, there have been growing concerns on freedom of speech and rising room, board, and textbook costs. With the 2020 election and census approaching, it is also crucial that investments are made to improve civic engagement. The Morris Campus Student Association (MCSA) has taken steps to address these concerns.

A major topic on the University of Minnesota Morris, campus is how to apply and understand freedom of speech that allows for ideas to be shared while not also protecting harassment, prejudice, intolerance, and intimidation. The Morris campus has recently been in state and national news due to campus inclusivity issues. LGBTQIA2S+ students, Muslim students, Native American students, and survivors of sexual assault were specifically targeted through the use of posters posted around campus and columns in a student newspaper. Similar occurrences of

140 LGBTQIA2S+ is an umbrella term to encompass communities including those who identify as lesbian, gay, bisexual, transgender, intersex, asexual, and two-spirit.
such activities have consistently occurred on the Morris campus and have impacted more students than those listed above. The same can be said for all University of Minnesota campuses. The Student Conduct Code and the Board of Regents policy on Equity, Diversity, Equal Opportunity, and Affirmative Action both commit the University to providing an environment that is free from harassment, prejudice, intolerance, and intimidation. The University must better understand freedom of speech and work to promote respectful discourse amongst students, faculty, and staff. College is a place to grow intellectually, debate, and to learn about the world's toughest issues. With the upcoming 2020 elections, more political debate and arguments will ensue. MCSA has worked to address this concern, and the Board of Regents must as well.

MCSA passed its Resolution on Campus Inclusivity in December 2019. The resolution calls for a series of initiatives to improve campus inclusivity ranging from establishing a bias response and referral network to requiring the first-year Intellectual Community course to “refocus on teaching students how to interact and have respectful discourse within our community.” It also calls for the Morris campus “to create a UMN Morris values statement or a UMN Morris creed to establish and communicate institutional core values and hold students to a standard”. Currently, no University of Minnesota campus has stated values. Values can only be gleaned from the various mission, vision, and conduct code statements. The resolution asserts that “the University of Minnesota Board of Regents (the Board) shall make improving campus inclusivity a top priority and develop strategies to make the University of Minnesota more welcoming to students from marginalized communities.” MCSA and the Morris campus student body is very pleased that the Equity and Access: Gender Identity, Gender Expression, Names and Pronouns policy was approved and implemented by the University.

Rising campus housing costs is becoming a growing concern. Room and board increased between FY19 to FY20 by 3.5 percent. Room increased by 4 percent and board increased by 3 percent. For first- and second-year students living on campus, the cheapest meal plan is $2,266.00 per semester. After their second year, students each pay at minimum $900.00 per semester for their meal plans, unless they move off campus. Continuous 3-4 percent increases to room and board are drastic to students and unfair. Tuition increases gain a lot of attention and

142 Sam Rosemark, “Resolution on Campus Inclusivity,” Morris Campus Student Association, passed 2019, https://docs.google.com/document/d/1XiKMrNMmf23SM2zTKo3ieKGMUbyWkoSqOJn5b9hF/edit
discussions from students and University administrators whereas room and board costs fly under the radar despite accounting for 38.9 percent of the total costs of attendance.145

To address concerns of rising costs and environmental concerns of textbooks, MCSA passed its Resolution on Affordable and Sustainable Courses in December 2019. The resolution calls for the Morris campus to invest further in open-source and electronic texts. These options are far cheaper, more accessible, and environmentally preferred over standard textbooks. The resolution also calls for professors to allow the use of appropriate electronic devices in the classroom for course related purposes. Students pay a large sum to attend the Morris campus and should be able to use their electronics in the classroom. The use of electronics decreases the amount of paper used for notetaking and other course related purposes. In 2019, the Minnesota State Colleges and Universities received a $250,000 grant to expand their open-source textbook program.146 Legislation was approved by Congress in 2018 that provided $5,000,000 in grants to universities to expand free open-source texts.147 It is important that students and the University also work to gain similar funding to support affordable and sustainable open-source texts.

In early 2018, the Morris City Council voted to remove the on-campus polling place when the total number of polling places in the city was reduced from six to three.148 The Council justified the action by stating that parking was an issue on the Morris campus and for financial and staffing reasons.149 Members of MCSA and the Minnesota Public Interest Research Group immediately began organizing by beginning a petition and speaking at city council meetings. MCSA convinced the Minnesota Secretary of State and urged to send a letter to the Council advising against the decision. Ultimately, the polling place was removed for the 2018 election. MCSA worked with Morris campus administrators in a robust get-out-the-vote effort that included free bussing to all polling places. The Morris campus was still able to increase its voter turnout by over 20 percent. Overall, 51.4 percent of students voted in 2018.150 This is a relatively high number, but we can do much better than only half of our students voting who are eligible to vote. Looking ahead to the 2020 election, MCSA looks to work with Morris campus administrators and city and county officials to promote early voting. Specifically, it is MCSA’s

149 “Minutes - Morris City Council - Regular Meeting - March 27, 2018.”
goal to have an early voting center established on the Morris campus at least two weeks ahead of election day. In its improving partnership with the City of Morris, MCSA will help the City in its Census 2020 efforts by holding info sessions and assisting in the count. It is crucial for the Morris campus to receive additional support from the University of Minnesota Office of Government and Community Relations. It is strongly encouraged that more resources for advocacy and local government relations are given to the Morris campus. Overall, civic engagement by students plays a large role in life on the Morris campus. Students are change-drivers and need support from University administrators in order to increase their success and be supported by the University.

D. Rochester

At the University of Minnesota Rochester (UMR), students are excitedly learning, working, and living in a city that continually exceeds and expands the standards and boundaries of healthcare. Many UMR students are active members in the Rochester community, work and volunteer on and off campus, and participate in various club activities; all while completing the rigorous coursework required to become a healthcare professional. The culture at UMR is incredibly community-focused. Almost all students engage with the Rochester community; many through volunteerism.\(^{151}\)

As UMR prioritizes community engagement in the education of future medical professionals, students become active voters and involved community members. Recently, the Rochester Student Association wrote a resolution advocating to the Rochester City Council for the establishment of a student parking rate.\(^{152}\) This was in response to recent increases in downtown parking rates that have elevated the total cost of attendance at UMR by 4.8 percent since they have been enacted.\(^{153}\)\(^{154}\) UMR administration and Rochester city staff are currently working together to find a solution to this increased financial burden students face.

With the recent Destination Medical Center (DMC) initiative, Rochester is currently expanding and modernizing with UMR as a key partner.\(^{155}\) By increasing the number of students who are actively engaged within Rochester, students will be proactive in using voting power to ensure Rochester continues to be conducive to a growing UMR campus. Moreover, it is important for


\(^{152}\) “Establishing Student Rates for Downtown Rochester Parking,” Rochester Student Association, passed 2019, https://docs.google.com/document/d/1VE19PiTAjWh2yngobYcZqMBA/d4KUy6-XM0JgMdeZuo/edit

\(^{153}\) “Establishing Student Rates for Downtown Rochester Parking.”


these future health care professionals to be civically engaged in order to effectively advocate for others on issues like health care policy, access to services, and education. The World Health Organization acknowledges the importance of health care professionals as engaged community members as their involvement can improve the quality of health services, including access and equity.\footnote{156}{“Community engagement for quality, integrated, people-centered and resilient health services,” World Health Organization, accessed January 2016, https://www.who.int/servicedeliversafety/areas/qhc/community-engagement/en/}{156}

As UMR students learn the importance of active community involvement through city-level advocacy, they realize their community expands beyond the walls of campus. Students are empowered through governmental engagement as they vote for lawmakers who have students’ best interests in mind. The U of M system recognizes the importance of voting. In the past few years, there have been systemwide initiatives regarding the importance of voting, how to register, and the impact of local elections. These efforts have increased the entire University of Minnesota’s voting rate to 56.1 percent.\footnote{157}{“University of Minnesota Twin Cities recognized for highest voter turnout among largest U.S. colleges,” University of Minnesota, Twin Cities, published November 12, 2019, https://twin-cities.umn.edu/news-events/university-minnesota-twin-cities-recognized-highest-voter-turnout-among-largest-us.}{157}

Unfortunately, it is not possible to accurately report voting rates specifically at UMR. This is because the voting rates at UMR are consistently combined with that of the Twin Cities campus, despite many requests to separate the data. In order to accurately assess the efficacy of these systemwide voting efforts at UMR, individualized data is necessary. Therefore, we formally request that action be taken by the University to separate UMR voting data from that of the Twin Cities campus in the National Study of Learning, Voting, and Engagement at Tufts University.

The University correctly recognizes the importance of community and civic engagement, and the systemwide integrated voter registration system by Turbovote through MyU is evidence of that. However, these efforts are largely unknown at the UMR campus, and we are concerned that a lack of promotion and education on these programs, specific to our campus, are at the center of this issue. We are aware that administration provides promotional materials, including Turbovote, to all five system campuses, but we have not seen these materials and would like to remedy this issue promptly. We request that the Board of Regents investigate and ensure that going forward, UMR has adequate support in systemwide initiatives, such as voter registration.

**E. Twin Cities Undergraduate**

Twin Cities undergraduate students have a strong investment in civic engagement. The 2018 voting rate was 58.7 percent, the largest not only in the state, but also in the country for the large, public, four-year institution category, even landing a first place win for the Big10 voter
challenge. This investment in civic engagement is demonstrated by the increased percentage of registered students who chose to vote in the 2018 election. Of students who were registered to vote, 75.5 percent of students did so in the 2018 election, a 28.9 percentage point increase from previous elections.158

This high turnout was largely due to voter engagement efforts led by the partnership between Minnesota Student Association and UMN Advocates, combining with other student-led initiatives, operating voter registration drives, and campus educational efforts.

A recent Pew Trust study found that of eligible adults unregistered to vote, 62 percent report that they have never been prompted to do so.159 By increasing accessibility to voter registration, our institution will see increased voter turnout. Last year, students advocated for an institutionalized voter registration method.160 Administrators managing the MyU system worked with us to become the first higher education institution in the country to allow students to register to vote through the same system used to register for classes.

The new voter registration notification on MyU went out to all active students at the beginning of the school year. By the close of pre-registration on October 15, 2019, the system facilitated 1,450 student registrants through Turbovote, our outside vendor.

Each year, roughly 9,000 first year and transfer students begin their time at UMTC.161 Many of these students are in a population of first-time voters and are eligible to vote for the first time during their time at the University. Our online system could be even more effective by implementing an annual system update that prompts students for their new address in September. If a student confirms they are at the same address, nothing happens. After the address is changed, new students or students who have changed their home address between terms are prompted to register to vote.

President Gabel expressed the importance of student civic engagement in a November press release, stating,

We are here to develop our students in all aspects of their lives, including their education as citizens. We are proud that so many of our students know the value of their vote — it’s

their voice in the political process, their ability to affect change. It’s a right and a responsibility, one that we are excited to see our students take seriously. Tens of thousands of University of Minnesota students have chosen to engage in the political process, register to vote and participate in democracy. These results are exemplary, but there is room to continue to educate and advance action. I’m looking forward to seeing the U of M community build on our nation-leading status in 2020 and beyond.\textsuperscript{162}

It is our hope that the Board of Regents will act to make voting and voter registration easier for students. The integrated voter registration system has gone systemwide, but it is not without cost. Our vendor, Turbovote, not only handles voter registration for students, but provides them with election updates, polling locations, sample ballots, and allows students to request absentee ballots. For the entire University system, Turbovote will charge $12,000 total for 2020 and 2021. Half of that will be paid by the Office of Government Relations, with the other half requiring either grant funding or a complicated formula that would fairly assess that $6,000 to each of the five student governments. While we are currently working with UMN Advocates to find and apply for grants, this method of integrated voter registration was quite different from students’ original proposal. Since high levels of civic engagement benefits the University and all of its students, we urge the Board of Regents to appropriate a line item to Government Relations for Turbovote.

F. Twin Cities Graduate

In the past couple of years, the Graduate students at the Twin Cities campus have raised their voices regarding the affordability of graduate education and mental health. Therefore, it is not surprising that the General Assembly of the Council of Graduate Students (COGS) voted some of them their top advocacy priorities for this year in the following areas: Meaningful career development, Student empowerment, and Better Affordability.

1. Meaningful career development

A recent study by the Council of Graduate Schools reported that graduate school application counts at public institutions across the nation fell by 3.7 percent.\textsuperscript{163} Even at the University of Minnesota, enrollment has seen a steady decline falling to below 12,000 students for the first time over the last decade. It is with the above trends in mind that there exists a need to focus efforts on the meaningfulness of a graduate degree from the University and how we prepare future members of academia and industry for their careers. Two things set apart the University of Minnesota’s graduates from peer institutions: emphasis on teaching experience through campus-

\textsuperscript{162} “University of Minnesota Twin Cities recognized for highest voter turnout among largest U.S. colleges.”

wide Graduate Teaching Assistant awards and merit-based travel grants for career workshops and conferences all administered by COGS through fees collected from students. The travel grants form nearly 65 percent of the COGS operating budget and are highly competitive, with only the top 25 percent of the proposals being funded between $300-900. During the last two years, over 200 grants have been awarded at an average dollar amount of $500, making the funding rate more competitive than most federal agencies. The travel grants program also allows the students an opportunity to learn critical proposal-writing skills and a look behind the scenes by serving as a grant reviewer. It is these skills that increase the hiring ability of University graduates in academic sectors. This year, COGS is seeking a matching award from the University to supplement the money already raised by students. Until 2013, the University supported COGS travel grants through a matching award of $20,000; in recent years, however, while student fee support for the award has increased, the support from the University has been removed. The graduate student assembly has voted institutional support for travel grants as their top priority for the 2019-2020 academic year.

2. Student empowerment

Empowering students is a multi-pronged approach that ensures safer workspaces for graduate students who are employed on campus in large percentages, better mental and physical well-being, and better campus engagement. To instill a university-wide standard of graduate education and well-being, COGS has authored the Graduate Student Bill of Rights, which will be submitted to each of the administrative units, the Senate, and the Board of Regents. Furthermore, to promote safer workspaces for graduate students, the majority of whom are employed on campus, COGS has passed two resolutions regarding “Fairness, Action, and Improvement Regarding Sexual Misconduct Sanctioning Process (FAIR)” (see figure below). In cases involving faculty-student sexual misconduct, FAIR-I asks for a mandatory student advisory board consultation when the Dean wants to reduce the sanction recommended by EOAA. Earlier this year, a modification to the policy was added such that the Deans can no longer unilaterally make the aforementioned decision, requiring a mandatory Provost approval. The modification currently resides in the policy FAQ, awaiting formal policy modification when federal changes to Title IX are introduced. COGS is advocating for a student consultation report to be added when consulting with the Provost with meetings with the President, Provost, Title IX, and Human Resource offices all responding favorably to the addition. FAIR-II asks for implementation of interim steps such that when faculty members choose to leave the University for other institutions after a letter of finding is issued but before sanctions are decided and implemented, a suspension is reported on their employee profile.
3. Affordability

A major part of graduate student wellness is the affordability of the five to six years-long degree programs for which they are enrolled. COGS has been working on various aspects of student life that contribute to the affordability of graduate education. Firstly, an exemption policy for spousal work requirements has been added to the student services fee (SSF) funded child care grants. This is especially beneficial to our international student population whose dependent spouses are not authorized to work in the country under federal laws. Secondly, COGS passed two health care resolutions this year asking for the Student Health Benefit Plan to be made available to part-time students and an ad-hoc committee by the Provost to evaluate the procedures for change of health insurance vendors. When the vendor change was completed this year for the Graduate Assistant Health Plan, it was discovered that several unforeseen coverage issues sprung up, delayed insurance card mailing, and increased co-pay; even though the communication before the change had assured students not to expect any changes or issues. It was found that one of the causes was the lack of documented procedures due to the low frequency of vendor changes and personnel changes. The ad-hoc committee is tasked with evaluating current processes and generating recommendations to establish institutional memory when vendor changes occur.

Thirdly, it has been found that due to teaching assignment requirements for graduation, some departments assign their students to become unpaid teaching assistantships while being paid under fellowships and grants. This situation reduces the monthly earnings of graduate students.
and severely burdens their mental stress as they struggle to manage course loads, research assignments, and teaching assignments. Also, the teaching assignments constitute grant fraud and can result in loss of funding and ban from future applications for the department and University. COGS is working with each college through the Provost’s Office to identify the causes of the unpaid teaching assignments and work to rectify any degree requirements that are a contributing factor.

G. Twin Cities Professional

Professional students have three primary concerns regarding their experience on campus. Professional students are concerned about access to affordable healthcare through the Student Health Benefit Plan (“SHBP”), ensuring positive adjustments are made in the Title IX policies set forth by the University, and expanding accessibility of mental health resources to both the West Bank and St. Paul campuses. Due to the highly timed and regimented nature of professional student life, these three issues are the highest priority.

Students in professional schools are concerned about lack of access to health insurance options through the University while they are studying here. The rise in online learning options has inadvertently prevented students from qualifying for the SHBP through no fault of their own. Students at the School of Public Health (SPH) are required to take a majority of their first-year classes online. These classes will put them over the threshold for qualifying as a full-time student. However, because the majority of them are online, the student will not be given the option to opt into the SHBP. This creates a potentially large barrier to individuals making a career shift midway through their adult life. Students that are over 25 years old, have no full-time work outside of studying, and do not have a spouse with access to work-provided health insurance face the possibility of forgoing health insurance while they are studying in the Twin Cities. As the world shifts into an age of digital learning opportunities, it is vital that we ensure students have the ability to focus on studying and not face the anxieties associated with lack of health insurance coverage.

While the University awaits the Department of Education’s new Title IX guidelines, professional students have advocated for the addition of a number of policies aimed at preventing sexual misconduct and harassment on campus. We hope that when the new guidelines are released, the University will sit down with not only the Professional Student Government but with the undergraduate and graduate student governments as well in order to go beyond the minimum required by the Department of Education. Compared to the undergraduate population, professional and graduate students have expressed that they tend to face different sources of
sexual misconduct. The faculty or academic advisor role is unique to the professional and graduate student experience and has a far greater influence on a professional student’s academic goals than they do in an undergraduate student’s life. As a result, we hope to add into University policies language that addresses: alternatives to class choices for students that conscientiously object to studying under a professor found to have committed sexual misconduct; commitment to not hiring faculty that have a reprimand on their file for sexual misconduct (“Pass the Harasser,” in the terminology of the President’s Initiative to Prevent Sexual Misconduct); adjustments to reform transparency, accountability and disciplinary policies; discipline options that include banning faculty from advising students or having teaching or research assistants; and banning faculty from leading capstone projects or advising final papers.

Lastly, we hope to continue work on expanding access to mental health resources on the West Bank and St. Paul campuses. We are excited at the commitment by the University to provide psychiatric practitioners in Wilson Library by the time the next academic year comes and hope that the University then looks at the St. Paul campus next. Currently, the St. Paul campus hosts only one part-time psychiatric professional and no pharmacy services. Students in the Veterinary Medicine program have academic schedules that severely complicate access during normal business hours. We would like to work with the University to help provide greater access at convenient times for professional students in St. Paul.

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Report of the Student Representatives to the Board of Regents

Austin Kraft, Twin Cities, Chair
Brandon King, Morris, Vice Chair

March 13, 2020
Report Overview

• Fostering the Academic Success of Students from Underserved Communities

• Advancing Affordability

• Supporting Students in Research and Discovery
Fostering the Academic Success of Students from Underserved Communities

- Revisiting the Board’s 2018 resolution related to Diversity in Undergraduate Education on the Twin Cities campus
- Inventorying resources and programs on each campus
Advancing Affordability

• Championing fiscal stewardship in awarding institutional gift aid

• The University as a leader in supporting students’ financial wellbeing
Supporting Students in Research and Discovery

• Establishing clear expectations for research and creative work between students and advisors
• Mechanisms for tracking research
• Statements of advising philosophy
Questions and Discussion
AGENDA ITEM: Amendment to East Gateway Project Memorandum of Agreement

☐ Review  X  Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Kathy Schmidlkof er, President and CEO, University of Minnesota Foundation

PURPOSE & KEY POINTS

The purpose of this item is to review and act on clarifying amendments to the East Gateway Project Memorandum of Agreement between the University and the University of Minnesota Foundation (UMF). The amended agreement:

- Underscores that no legal commitments have been made regarding parking or other infrastructure;
- Confirms that no ‘interested party’ can serve on the East Gateway Project Committee;
- Clarifies the definitions of Development-Related Activities, Foundation Directed Activities, and Interested Party Transactions; and
- States that UMF leadership will have the ability to negotiate with the City of Minneapolis.

BACKGROUND INFORMATION

The Board of Regents most recently discussed East Gateway development at the following meetings:

- February 2020, East Gateway Project, Board of Regents
- December 2019, East Gateway Project, Board of Regents
- February 2019, Resolution to Conduct Non-Public Meeting of the Board Pursuant to Minnesota Statutes Section 13D.05, subdivision 3(c)(3), Board of Regents
- October 2018, Vision and Planning for East Bank Development with University of Minnesota Foundation Real Estate Advisors, Board of Regents

PRESIDENT’S RECOMMENDATION

The President recommends approval of the clarifying amendments to the East Gateway Project Memorandum of Agreement between the University and UMF.
Regents of the University of Minnesota (the “University”) and the University of
Minnesota Foundation (the “Foundation”) agree to the following East Gateway Redevelopment
Project Memorandum of Agreement (the “Agreement”) effective as of February 14, March 13,
2020 (the “Effective Date”).

Background

WHEREAS, the University is a constitutionally autonomous, educational corporation
under the laws of the state of Minnesota; and

WHEREAS, the Foundation is a Minnesota nonprofit corporation; is an exempt
organization under Sections 501(c)(3) and 170(b)(1)(A)(iv) of the Internal Revenue Code of
1986, as amended; is separately incorporated from and legally independent of the University; and
is organized and operated exclusively to receive, hold, invest, and administer property and to
make expenditures to or for the benefit of the University; and

WHEREAS, the Foundation, in collaboration with several private companies, plans to
redevelop the Project Area; and

WHEREAS, on the terms set forth below, the parties have agreed on collaborative steps
they plan to take to redevelop the Project Area;

Now, therefore, the University and the Foundation agree:

1. Definitions. For purposes of this Agreement, the following capitalized terms have the
meanings ascribed to them in this Section:

   “Affiliate” means a Person that controls the Foundation, is controlled by the Foundation, or
   along with the Foundation, is under the common control of another Person. For purposes of this
   Agreement, the parties are not Affiliates of each other.

   “Board of Regents” means the University Board of Regents.

   “Board of Trustees” means the Foundation Board of Trustees.

   “Concept Plan” means an initial concept plan for the Project Area which is presented to
   and approved by the Board of Regents at its meeting in February 2020.

   “Developer” means a Person the Foundation granted a right (through lease, development
   or other agreement) to redevelop Foundation-owned, -leased or -controlled property as part of
   the Redevelopment Project.
“Development-Related Activities” means the Foundation (i) approving the initial Concept Plan, determining that a phase of the Redevelopment Project is generally consistent with the material provisions of the Concept Plan, as amended, and approving any substantial and material amendments, provided that such amendments are made prior to submission to the City of Minneapolis and understanding that subsequent changes requested by the City are not subject to Foundation board or committee review or approval, (ii) approving the selection of one or more Developers for a phase of the Redevelopment Project, (iii) proposing to enter into an Interested Party Transaction, or (iv) approving the financial terms under which the Foundation proposes to ground lease property as part of the Redevelopment Project.

“East Gateway District” means the area in Minneapolis, Minnesota adjacent to the East Bank of the University’s Twin Cities Campus and comprising the Project Area, the University’s current and planned Clinical Campus, and the area immediately north and east of the Project Area, as set forth on the attached Exhibit A.

“East Gateway Project Committee” means the committee described in Section 2.7 of this Agreement.

“Foundation” means University of Minnesota Foundation and its Affiliates, including, without limitation, University of Minnesota Foundation – Dinnaken Housing, LLC and its subsidiaries.

“Foundation Directed Activities” means the activities described in Section 2.3(a) of this Agreement.

“Interested Party” means an individual who is a trustee, director, officer, member or shareholder of the Foundation or of the Master Planning Partner. A Person shall be deemed an Interested Party if an Interested Party is an associate (as that term is defined in 17 C.F.R. §230.405) of the Person.

“Interested Party Transaction” means (i) an agreement under which the Foundation proposes to grant to an Interested Party a right (through a lease, development or other agreement) to redevelop Foundation-owned, -leased or -controlled property as part of the Redevelopment Project, and (ii) a proposal by the Foundation, directly or indirectly through the Master Planning Partner, to pay to the Master Planning Partner and/or to the Master Planning Partner’s shareholders, members, employees, agents or contractors incentive compensation or any other payment or distribution related to the Redevelopment Project (exclusive of payments made in connection with an agreement the financial terms of a ground lease approved as a Development-Related Activity under this Agreement or as provided for in an agreement between the Foundation and the Master Planning Partner entered into on or before the Effective Date).

“Joint Administrative Planning Committee” means the administrative committee described in Section 2.8 of this Agreement.
“Master Planning Partner” means a Person that had participated, along with the Foundation, in the master planning of the Redevelopment Project and in which the Foundation owns an equity interest.

“Person” means a natural person, a corporation, a limited liability company or any other organization or legal entity.

“Project Area” means the area designated as such on the map attached and marked as Exhibit B.

“Real Estate Exchange Agreement” means the agreement by and between the parties of even date herewith under which they agree to exchange certain property on the terms set forth therein.

“Redevelopment Project” means the project to redevelop Foundation-owned, -leased or -controlled real property in the Project Area, including, without limitation, University-owned land subject to the Real Estate Exchange Agreement.

“Regent Appointed Members” means the individuals described in Section 2.7(b).

2. Development-Related Activities.

2.1 Cooperation. The parties shall cooperate in the Redevelopment Project on the terms set forth in this Agreement.

2.2 Coordination. The parties expect to coordinate their activities and will use best efforts to redevelop the Project Area in a manner which is consistent with University-approved Master Plans, Board of Regents’ resolutions, and University policies covering the Project Area and the other areas in the East Gateway District.

2.3 Foundation Directed Activities.

a. The Foundation shall direct and have overall responsibility for overseeing the Redevelopment Project. Specifically, the Foundation, or developers selected by the Foundation or their designees, will make each of the following project-related decisions, subject to the terms of this Agreement:

1. Development and approval of public realm and project plans, including use and density;

2. Development of process, approval and terms for planning and strategic partner, investment partner, architect, developer, tenant, and vendor selections;

3. Establishing and balancing financial and missional return criteria and terms;
4. Determining financing and equity participation;

5. Developing and approving criteria and methods for design, construction, operations, and activation;

6. Engaging all appropriate and required regulatory bodies, including preparing and submitting required applications and approvals and determining and engaging in all resource appeals;

7. Community engagement and public announcements; and

8. Project branding, marketing, and communications.

b. The Foundation will consult with the University through the Joint Administrative Planning Committee on Foundation Directed Activities.

2.4 The Foundation’s Role in the Redevelopment Project.

a. The Foundation shall not sell, contribute, or otherwise transfer or assign title to real property in the Redevelopment Project (which does not include ground leasing) to a third party, unless the third party is an Affiliate of the Foundation or is approved by the University.

b. The Foundation shall control, directly or indirectly through one or more agreements with an Affiliate or a third party, (i) the selection of tenants for the ground level of buildings redeveloped or constructed as part of the Redevelopment Project and (ii) the selection of Developers for the Redevelopment Project.

c. The Foundation shall (i) enter into an Interested Party Transaction, (ii) approve a substantial and material amendment to the Concept Plan, or (iii) make a determination that a phase of the Redevelopment Project is generally consistent with the material provisions of the Concept Plan, as amended, only with the recommendation of the East Gateway Project Committee.

d. The Foundation shall not, and shall not authorize, allow or permit a Developer or any third party to, enter into an agreement with a Person that is an institution of higher education or a health care system that grants such Person a right to purchase, lease, occupy or otherwise use real or other property in the Project Area, unless the University has given its prior written consent to such an agreement.

2.5 Compliance with Exempt Organization Obligations. The Foundation shall comply with all applicable federal and Minnesota tax and charitable organization laws, rules, and regulations in performing the Redevelopment Project. Specifically, the Foundation shall not enter into an agreement with any Person, including the creation of any partnership or venture,
that would create impermissible private inurement or private benefit or otherwise sell, lease, transfer, assign, grant a right or otherwise dispose of real or other property on other than fair market value and commercially reasonable terms.

2.6 The Board of Regents’ Role in the Redevelopment Project. The parties expect:

a. The University President or designee will present to the Board of Regents, for its review and action, the proposed initial Concept Plan for the Redevelopment Project.

b. The University President or designee will report to the Board of Regents as it requests but in any event, no less than once a calendar year, on the progress of the Redevelopment Project.

c. The Foundation and the Joint Administrative Planning Committee will inform and consult the chair, vice chair, chair of the Finance Committee, and secretary of the Board of Regents on the progress of the Redevelopment Project.

d. Each party shall obtain the approval and authority from its governing board or duly delegated committee for the sale, purchase or transfer of its real property as part of or in connection with the Redevelopment Project.

2.7. East Gateway Project Committee of the Foundation Board of Trustees. The Foundation shall form a committee of the Board of Trustees (the “East Gateway Project Committee”) with the characteristics as described in this Section. Except as set forth in this Section, the East Gateway Project Committee shall operate consistent with the terms of the Foundation’s Bylaws. All references to a committee in this Section refer to the East Gateway Project Committee.

a. Reporting Relationship. The committee shall be a committee of the Foundation’s Board of Trustees and shall be under the authority of the Executive Committee of the Board of Trustees, subject to the terms of this Agreement.

b. Charge, Deliberations and Information. The committee shall be charged with reviewing and recommending Development-Related Activities to the Board of Trustees using its best business judgement. The committee shall timely meet, deliberate and act so as to further the prompt performance of the Redevelopment Project. The Foundation shall promptly deliver to the committee all pertinent information concerning a proposed Development-Related Activity and other information as the committee shall request. For Interested Party Transactions, the Foundation shall promptly deliver to the committee all pertinent information of the Interested Party’s role in seeking out and reviewing development proposals and its role in the proposed development.

c. Independent Counsel and Advisers and Reliance. The committee may engage independent counsel and advisers in connection with its review of a Development-Related Activity, provided such engagement is approved by the committee.
and is within an approved budget. Committee members are entitled to rely on information, opinions, reports and statements made to it by such counsel and advisers.

d. **Number of Committee Members.** The committee shall have eight (8) members. The University shall have the right to appoint three (3) members of such committee (“Regent Appointed Members”) and the Foundation shall appoint the remaining members (“Foundation Appointed Members”).

e. **Qualifications for Committee Members.** The committee shall be composed of individuals who are not an Interested Party and the committee shall develop required competencies for all committee members and Regent Appointed Members shall have demonstrated expertise and experience in real estate finance, real estate law, real estate development and/or conflict of interest and organizational governance expertise, provided that no committee member may be a current sitting University employee or official.

f. **Appointment and Removal of Committee Members.** The parties shall mutually agree on Regent Appointed Members and either party may request the removal of; however, the Foundation shall not unreasonably withhold its consent to a person proposed by the University to be a Regent Appointed Member. Either party may remove a Regent Appointed Member by providing notice to the other party, with such removal to occur promptly following receipt of such notice. The Foundation shall not unreasonably withhold its consent to a person proposed consult with the University prior to providing any such notice of removal.

g. **Vacancy.** If the office of any Regent Appointed Member becomes vacant for any reason, the University shall select a successor to such vacancy promptly, such selection to be mutually agreed upon (but the Foundation shall not unreasonably withhold its consent to a person proposed by the University to be a Regent Appointed Member). If the office of any Foundation Appointed Member becomes vacant for any reason, the Foundation shall choose a successor to fill such vacancy or may choose for such vacancy to remain open. The committee shall be unrestricted in its ability to meet and take action regardless of whether there is one or more vacancies in its members and such vacancy shall not render any committee action void or voidable so long as the provisions of subparagraphs j. and k. are satisfied.

h. **Fiduciary Duties of Committee Members.** Committee members shall have fiduciary duties to the Foundation as provided by the Bylaws of the Foundation and Minnesota law arising out of their serving on the committee. Committee members shall act using their best business judgement and may not act in an arbitrary and capricious manner. In addition, a Regent Appointed Member will be expected to agree to act and to discharge their committee duties in good faith, in a manner the committee member reasonably believes to be in the best interests of the University, and with the care an ordinarily prudent person in a like position would exercise under similar circumstances. Regent Appointed Members will also be expected to agree to notify the University before
acting if they reasonably believe that they cannot act in a manner that is in the best interests of the University and the Foundation.

i. **Governing Board Consultation.** Committee members shall have full authority to act as committee members but each of the parties expects that the committee members it appoints will inform the President, Chair and Vice Chair of the University or the Foundation, as the case may be, on the progress of the Redevelopment Project.

j. **Voting.**

1. A majority of the committee members shall constitute a quorum, provided that at least two Regent Appointed Members are present (“Regent Quorum”). The Regent Quorum shall be waived for a meeting where there is (a) a waiver signed by all three Regent Appointed Members, or (b) a failure to satisfy the Regent Quorum requirement for a period of fourteen (14) calendar days after the meeting is set and noticed in accordance with Section 2.7(k) below due to absence of Regent Appointed Members.

2. The committee shall act with the affirmative vote of a majority of all committee members, provided that for (a) approval of an Interested Party Transaction, (b) approval of a substantial and material amendment to the Concept Plan, and (c) determining that a phase of the Redevelopment Project is generally consistent with the material provisions of the Concept Plan, as amended, such vote must include the affirmative vote of at least one Regent Appointed Member. The requirement of an affirmative vote of at least one Regent Appointed Member, if applicable, shall be waived for a meeting where there is a complete absence of Regent Appointed Members (provided that all three Regent Appointed Member positions are not vacant) for a period of fourteen (14) calendar days after the meeting is set and noticed in accordance with Section 2.7(k) below.

k. **Meetings.**

1. The Chair of the committee shall determine the time and location of all meetings. The committee shall meet at least once a calendar year.

2. Special meetings may be called as set forth in the Foundation’s Bylaws, provided, however, the Foundation shall deliver to each Regent Appointed Member written notice of a special meeting no less than three (3) business days prior to the meeting.

2.8 **Joint Administrative Planning Committee.** The parties shall form a committee (the “Joint Administrative Planning Committee”) as described in this Section. All references to a committee in this Section refer to the Joint Administrative Planning Committee.

a. **Committee Role.** The committee which shall serve as a forum for the parties, among other things, to coordinate, collaborate, share information and input on all
their respective real estate development and planning activities that may affect the Redevelopment Project. The parties intend the committee, among others, will help to ensure that the University’s public responsibilities as a land grant institution are upheld and honored in the Redevelopment Project.

The parties expect, among other things, that committee members will share information about a party’s plans to use, redevelop, acquire or dispose of real property in the East Gateway District and about a party’s interactions or proposed interactions with government agencies, community stakeholders, a party’s governing body appointed advisers, and others that are or may reasonably be deemed to be relevant to a party’s actual or intended use, redevelopment, acquisition, or disposition of real property in the East Gateway District. Further, the parties expect to use the committee as a forum for sharing and providing input on East Gateway District design guidelines developed by each party to facilitate integrated design and development across the District.

The parties expect the committee to adopt information sharing procedures that ensure the protection of non-public proprietary information that is shared in confidence and not shared outside of the committee and the parties except as expressly permitted by a party or required by law.

b. Infrastructure Planning. The parties shall intend to coordinate their respective infrastructure (e.g., parking, streets) planning and solutions in the East Gateway District through the committee.

The parties expect that existing University space and infrastructure will be included in designs, analyses and governmental submissions for traffic, parking, energy, and public realm infrastructure solutions for incremental demand created by the Redevelopment Project. The parties also expect that the capacity of such University space and infrastructure will be available on terms acceptable to the parties to meet such incremental demand. Parking and infrastructure for the Redevelopment Project only with the approval of the University. The University shall not be obligated to provide parking or other infrastructure for the Redevelopment Project.

c. Committee Authority. The committee is not a decision-making body and it may not bind the University nor the Foundation. This Agreement does not grant to a committee member any authority to speak for or obligate a party to act or refrain from acting.

d. Committee Membership. The President of each of the parties shall designate committee members, which may include leaders whose responsibilities include real estate and real estate planning for the party (e.g., the University’s Vice President for University Services and its Assistant Vice President for Planning, Space and Real Estate). Committee members may invite other individuals to participate on the committee from time to time on a project-by-project basis.
e. **Committee Meetings.** The committee shall meet on the frequency as the committee determines.

3. **Ancillary Development-Related Activities.** The parties shall cooperate in and enter into and perform a Real Estate Exchange Agreement which facilitates (i) the swap to the Foundation of University-owned real property in the Project Area in exchange for property owned by the Foundation elsewhere in the East Gateway District, (ii) the relocation of University services and equipment necessitated by such swap, and (iii) the design, construction and operation of an alternate storm water reservoir and run-off system for real property affected by the redevelopment of the swapped real property.

4. **Term and Termination.**
   
   a. The term of this Agreement is indefinite, commencing on the Effective Date.
   
   b. The parties may terminate this Agreement by mutual written consent.
   
   c. Termination of this Agreement will not terminate or amend any other agreement between the parties, including the Real Estate Exchange Agreement, or affect the parties’ rights and obligations that arose prior to the date of termination, unless the parties have otherwise agreed.

5. **General Provisions.**

   **Amendment.** This Agreement may be amended only pursuant to a written agreement of the parties.

   **Assignment.** Neither party shall have the right to assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

   **Confidentiality.** The parties recognize the need to hold in confidence and not to disclose non-public, proprietary information they generate or gather in connection with the Redevelopment Project. The parties, members of the East Gateway Project Committee and of the Joint Administrative Committee, the Master Planning Partner and other consultants, advisers and agents of or to a party should enter into appropriate non-disclosure or similar agreements to protect non-public, proprietary information.

   **Entire Agreement.** This Agreement, along with the Real Estate Exchange Agreement, is intended by the parties as the final and binding expression of their contract and agreement and as the complete and exclusive statement of the terms hereof. This Agreement cancels, supersedes, and revokes all prior negotiations, representations and agreements among the parties, whether oral or written, relating to the subject matter hereof.
No Delegated Functions. This Agreement does not delegate to a party a function of the other party. Specifically, a party has not delegated to the other party and has retained exclusive control over the planning and use of its real property.

Notices. All notices, requests, and other communications that a party is required or elects to deliver shall be in writing and shall be delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class, to the other party at its address set forth below or to such other address as such party may designate by notice given pursuant to this section:

To the University:

University of Minnesota
202 Morrill Hall
100 Church Street SE
Minneapolis, Minnesota 55455
Attn: President

With a Copy to:

University of Minnesota
360 McNamara Alumni Center
200 Oak Street SE
Minneapolis, Minnesota 55455
Attn: General Counsel

To the Foundation:

University of Minnesota Foundation
500 McNamara Alumni Center
200 Oak Street SE
Minneapolis, Minnesota 55455
Attn: Chief Executive Officer

With a Copy to:

Lathrop GPM
80 South 8th Street
Suite 500
Minneapolis, Minnesota 55402
Attn: Jennifer Reedstrom Bishop

Relationship of Parties. The relationship of the parties is and shall be that of independent contractors. This Agreement does not create an employer/employee, partnership or joint venture relationship between the parties. This Agreement does not
make or render either party or any of its officers, agents or employees an agent of the other party. This Agreement does not cause the Foundation to be considered a state agency or agent of the state.

Reserved Authorities and Rights. This Agreement only governs the parties’ collaborative steps to redevelop the Project Area. This Agreement does not limit, condition or affect a party’s right or authority to transact other business. The parties expect they may amend this Agreement or enter into an agreement governing their collaboration after the Effective Date on the use, acquisition, disposition or development of other real property.

Except as expressly stated in this Agreement, each party retains all of its rights, powers and authorities over real property it owns, leases or controls, and each party retains its full right, power and authority to enter into and perform agreements.

This Agreement does not alter, amend or affect the terms or application of a party’s policies and procedures. Each party shall comply with all of its policies and procedures. Specifically, each party shall comply with its policies and procedures concerning acquiring, leasing or disposing of real property and entering into contracts in connection with the Redevelopment Project.

This Agreement does not prohibit a party from (i) investing, developing, owning, leasing or otherwise entering into real estate transactions, (ii) creating and operating an Affiliate to conduct activities in connection with the Redevelopment Project, or (iii) entering into and operating a joint venture with a third party to conduct activities in connection with the Redevelopment Project.

Third Party Beneficiaries. This Agreement does not confer on any Person other than the parties any rights, remedies, obligations, or liabilities hereunder.

[Remainder of page intentionally blank – Signature Page Follows]
IN WITNESS WHEREOF, the University and the Foundation have executed this Agreement on the Effective Date.

REGENTS OF THE UNIVERSITY OF MINNESOTA

By: ____________________________
Chair, Board of Regents

By: ____________________________
President

UNIVERSITY OF MINNESOTA FOUNDATION

By: ____________________________
Chair, Board of Trustees

By: ____________________________
President and Chief Executive Officer
Exhibit A

East Gateway District
Exhibit B

Project Area
AGENDA ITEM: Report of the Committees

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell

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 – D. Rosha
- Finance & Operations Committee – D. McMillan
- Governance & Policy Committee – J. Mayeron
- Litigation Review Committee – R. Beeson
- Mission Fulfillment Committee – T. Anderson