Board of Regents

June 2020

June 12, 2020
8:00 a.m.
Videoconference
1. Recognitions
   - Outgoing Executive Vice President and Provost - Page 4
   - Civil Service Consultative Committee Outgoing Chair - Page 5
   - Academic Professionals & Administrators Consultative Committee Outgoing Chair - Page 6

2. Approval of Minutes - Action
   - Minutes - Page 7

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4. Report of the Chair
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5. Receive & File Reports
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   - Report of the Academic Professionals & Administrators Consultative Committee - Page 29
   - Report of the Civil Service Consultative Committee - Page 33
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6. Consent Report - Review/Action
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11. Summary of Governance Decisions Required by New Federal Title IX Guidance
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   Presentation - Page 108

   Docket Item Summary - Page 115
   Code of Conduct Policy - Page 116

13. Report of the Committees
   Docket Item Summary - Page 122
AGENDA ITEM: Recognition of Outgoing Executive Vice President and Provost

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell
President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to recognize the distinguished and exceptional service of Karen Hanson, outgoing Executive Vice President and Provost.

Karen Hanson took office in 2012. She received her bachelor of arts, *summa cum laude*, in philosophy and mathematics from the University of Minnesota in 1970. She went on to earn both her master’s and doctoral degrees in philosophy from Harvard University in 1980.

During her tenure, Hanson guided visionary planning to advance the University's academic mission and excellence, and to foster a more nimble and innovative University to meet the challenges of a diverse and changing state, nation, and world. She oversaw initiatives to strengthen the collective excellence of the University's multi-campus system and leverage the strengths of its many distinctive campuses and programs, including strategic initiatives in systemwide enrollment planning.

BACKGROUND INFORMATION

The Certificate of Recognition recognizes significant achievement by members of the University community who have attained unusual distinction, in accordance with Board of Regents Policy: *Awards, Honors and Recognition.*
AGENDA ITEM: Recognition of Civil Service Consultative Committee Outgoing Chair

☐ Review  ☐ Review + Action  ☐ Action  X Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell
President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to recognize Jean Otto, outgoing chair of the Civil Service Consultative Committee. Otto serves as the department administrator for the Department of Integrative Biology and Physiology at the Medical School, on the Twin Cities campus.
AGENDA ITEM: Recognition of Academic Professionals & Administrators Consultative Committee Outgoing Chair

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell
              President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to recognize Noelle Noonan, outgoing chair of the Academic Professionals & Administrators Consultative Committee. Noonan serves as the Director of Student Affairs and Registrar for the Law School, on the Twin Cities campus.
A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, May 7, 2020 at 9:00 a.m. by videoconference.

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

Staff present: President Joan Gabel; Executive Vice President and Provost Rachel Croson; Executive Director Brian Steeves; Chief Auditor Gail Klatt; and Associate Vice President Michael Volna.

Student Representatives present: Eleora Demuth and Brandon King.

The docket materials for this meeting are available here.

COVID-19 PANDEMIC: PRELIMINARY AUDIT, COMPLIANCE, AND INTERNAL CONTROL IMPLICATIONS

Regent Rosha invited Chief Auditor Klatt; Boyd Kumher, Chief Compliance Officer; Michael Volna, Associate Vice President and Assistant CFO; and Sue Paulson, Controller, to discuss preliminary audit, compliance, and internal control implications of the COVID-19 pandemic, 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.

INFORMATION ITEMS

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 19. The closed captioned video of this item is available here.

The meeting adjourned at 8:59 a.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, May 7, 2020 at 10:15 a.m. by videoconference.

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

Staff present: President Joan Gabel; Executive Vice President and Provost Rachel Croson; Vice Presidents Christopher Cramer; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Student Representatives present: Austin Kraft and Elizabeth Patterson.

In accordance with Minnesota Open Meeting Law, all votes during this meeting were taken by roll call.

The docket materials for this meeting are available here.

**INTRODUCTION OF EXECUTIVE VICE PRESIDENT AND PROVOST**

Regent Anderson invited President Gabel to introduce Rachel Croson, Executive Vice President and Provost, 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.

**COVID-19 PANDEMIC: PRELIMINARY ACADEMIC IMPACTS**

Regent Anderson invited President Gabel; Executive Vice President and Provost Croson; Christopher Cramer, Vice President for Research; and Robert McMaster, Vice Provost and Dean of Undergraduate Education to discuss the preliminary academic impacts of the COVID-19 pandemic, 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.

**PROMOTION AND TENURE, AND ANNUAL CONTINUOUS APPOINTMENTS**

Regent Anderson invited Executive Vice President and Provost Croson to present for review and action the promotion and tenure, and annual continuous appointment recommendations as
A motion was made and seconded to approve the promotion and tenure recommendations of regular faculty, the promotion recommendations of contract faculty, and the continuous appointment and promotion recommendations for academic professional staff.

The vote was as follows:

- Regent Beeson: Yes
- Regent Davenport: Yes
- Regent Her: Yes
- Regent Hsu: Yes
- Regent Kenyanya: Yes
- Regent Mayeron: Yes
- Regent McMillan: Yes
- Regent Powell: Yes
- Regent Rosha: Yes
- Regent Simonson: Yes
- Regent Sviggum: Yes
- Regent Anderson: Yes

The committee voted unanimously to approve the promotion and tenure recommendations of regular faculty, the promotion recommendations of contract faculty, and the continuous appointment and promotion recommendations for academic professional staff.

**CONSENT REPORT**

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

The docket materials for this item begin on page 48. The closed captioned video of this item is available [here](#).

**Request for Approval of New Academic Programs**

- College of Continuing and Professional Studies (Twin Cities campus)—Create M.P.S. degree in Applied Sciences Leadership
- College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) —Create M.P.S. degree in Nutritional Sciences
- Carlson School of Management (Twin Cities campus)—Create five post-baccalaureate business-taxation related certificates:
  1. Post-baccalaureate Certificate in Closely-Held Business Taxation
  2. Post-baccalaureate Certificate in High Net-Worth Individual Taxation
  3. Post-baccalaureate Certificate in International Taxation
  4. Post-baccalaureate Certificate in Tax Executive
  5. Post-baccalaureate Certificate in Taxation
Carlson School of Management (Twin Cities campus)—Create six business-management related post-baccalaureate certificates:
   1. Post-Baccalaureate Certificate in Asset Management
   2. Post-Baccalaureate Certificate in Business Analytics
   3. Post-Baccalaureate Certificate in Corporate Financial Management
   4. Post-Baccalaureate Certificate in Leadership for Manager.
   5. Post-Baccalaureate Certificate in Strategic Management
   6. Post-Baccalaureate Certificate in Strategic Marketing

College of Continuing and Professional Studies (Twin Cities campus)—Create postbaccalaureate certificate in Leadership for Science Professionals

College of Design (Twin Cities campus)—Create Bachelor of Landscape Architecture (B.L.A.) degree

College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Cell Biology

College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Genetics

Crookston campus—Create B.S. degree in Equine Business Management

Crookston campus—Create B.S. degree in Applied Health

Request for Approval of Changed Academic Programs

College of Education and Human Development (Twin Cities campus)—Discontinue the Emotional and Behavioral Disabilities subplan in the M.Ed. degree in Special Education Initial License

College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Health and Wellness subplan in the B.S. degree in Inter-College Program

College of Food, Agriculture and Natural Resource Sciences (Twin Cities campus) —Change the name of the undergraduate minor in Entomology to Insect Science

College of Liberal Arts (Twin Cities campus)—Create 7 subplans for the Ph.D. degree in Psychology

College of Liberal Arts (Twin Cities campus)—Discontinue the South Asia subplan in the B.A. degree in Global Studies

College of Liberal Arts (Twin Cities campus)—Discontinue the B.A./M.A. Integrated Degree Program subplan in the Strategic Communications: Advertising and Public Relations B.A. degree and Health Communication M.A. degree

College of Science and Engineering (Twin Cities campus) —Create a Digital Health subplan in the Biomedical Engineering B.Bm.E. degree

The Humphrey School of Public Affairs (Twin Cities campus)—Deliver the Post-Baccalaureate Certificate in Human Services Leadership partially online

Medical School (Twin Cities campus) —Change name of the Hematology fellowship to the Hematopathology fellowship

College of Education and Human Service Professions (Duluth campus)—Discontinue the Outdoor Education subplan in the Physical Education B.A.Sc. degree

College of Education and Human Service Professions (Duluth campus)—Change the name
of the Exercise Science B.A.Sc to Exercise and Rehabilitation Sciences B.A.Sc and Discontinue all subplans.

- College of Education and Human Service Professions (Duluth campus)—Deliver the undergraduate certificate in Teaching English as a Foreign Language primarily online
- Swenson College of Science and Engineering (Duluth campus)—Create new subplans in Computational Physics and Business Administration in the B.A. degree in Physics
- Crookston campus—Discontinue the Writing subplan and create Social Media subplan in the B.S. degree in Communications
- Crookston campus—Create an online subplan in the Humanities undergraduate minor

**Request for Approval of Discontinued Academic Programs**

- College of Continuing and Professional Studies (Twin Cities campus)—Discontinue the Manufacturing Operations Management undergraduate minor and certification
- College of Design (Twin Cities campus)—Discontinue the B.S. degree in Housing Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue the Classical and Near Eastern Archaeology undergraduate minor
- College of Science and Engineering (Twin Cities campus)—Discontinue the Infrastructure Systems Management and Engineering degree
- College of Liberal Arts (Duluth campus)—Discontinue the Liberal Studies graduate minor
- School of Fine Arts (Duluth campus)—Discontinue the Music graduate minor
- Crookston Campus—Discontinue the Bachelor of Applied Health degree
- Crookston Campus—Discontinue the B.S. degree and undergraduate minor in Entrepreneurship

A motion was made and seconded to approve the Consent Report.

The vote was as follows:

- Regent Beeson Yes
- Regent Davenport Yes
- Regent Her Yes
- Regent Hsu Yes
- Regent Kenyanya Yes
- Regent Hsu Yes
- Regent Kenyanya Yes
- Regent Mayeron Yes
- Regent McMillan Yes
- Regent Powell Yes
- Regent Rosha Yes
- Regent Simonson Yes
- Regent Anderson Yes
- Regent Powell Yes

The committee voted unanimously to approve the Consent Report.
INFORMATION ITEMS

Executive Vice President and Provost Rachel Croson referred the committee to the information items in the docket.

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

The meeting adjourned at 12:46 p.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, May 7, 2020 at 1:00 p.m. by videoconference.

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

Staff present: President Joan Gabel; Senior Vice President Brian Burnett; Vice Presidents Michael Berthelsen and Bernard Gulachek; Interim Vice President Kenneth Horstman; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice President Julie Tenneson.

Student Representatives present: Leah Battin and Rodrigo Tojo Garcia.

In accordance with Minnesota Open Meeting Law, all votes during this meeting were taken by roll call.

The docket materials for this meeting are available here.

COVID-19: PRELIMINARY OPERATIONAL IMPACTS

Regent McMillan invited President Gabel, Senior Vice President Burnett, Vice President Berthelsen, Vice President Gulachek, and Interim Vice President Horstman to outline the preliminary operational impacts caused by the COVID-19 pandemic, 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.

PRESIDENT'S RECOMMENDED FY 2021 ANNUAL OPERATING BUDGET

Regent McMillan invited President Gabel, Senior Vice President Burnett, Interim Vice President Horstman, and Associate Vice President Tenneson to present for review the President’s recommended FY 2021 Annual Operating Budget, as detailed in the docket.

The docket materials for this item begin on page 23. The closed captioned video of this item is available here.

McMillan recessed the meeting at 3:52 p.m.
PRESIDENT'S RECOMMENDED FY 2021 ANNUAL CAPITAL IMPROVEMENT BUDGET

Regent McMillan reconvened the meeting at 3:58 p.m. and invited President Gabel, Senior Vice President Burnett, and Vice President Berthelsen to present for review the President’s recommended FY 2021 Annual Capital Improvement Budget, as detailed in the docket.

The docket materials for this item begin on page 147. 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 the following real estate transactions, as detailed in the docket.

A. Purchase of 1015 Essex Street SE, Minneapolis, Minnesota (Twin Cities campus)
B. Sale of approximately 435 Acres, Rosemount, Minnesota (UMore Park)

The docket materials for this item begin on page 189. 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 214. 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 BetterCloud, Inc. for $2,357,348 for G-Suite Deprovisioning for the Office of Information Technology (OIT) for the period of approximately June 1, 2020 through May 31, 2025. This requirement is currently budgeted and will be funded utilizing O&M funds. BetterCloud, Inc., a new supplier, was selected as the result of a competitive Request for Proposal (RFP) process conducted by Purchasing Services. Five suppliers responded to the RFP.

- To Dell EMC for an estimated $2,200,000 for data storage for the Office of Information Technology (OIT) for the period of approximately June 2020 through June 2025. This purchase is part of our ongoing end-of-service-life equipment replacement and the maintenance will be a recurring expense in OIT's operational budget utilizing O&M funds. Documentation for the basis of supplier selection is included in the docket.

- To Oracle for an estimated $1,576,000 for hardware database replacement and Oracle cloud infrastructure for the Office of Information Technology (OIT) for the period of approximately July 2020 through June 2023. This requirement is currently budgeted and...
will be funded utilizing O&M funds. Documentation for the basis of supplier selection is included in the docket.

- To Sasaki Associates, Inc., for an estimated $1,000,000 to conduct master planning services on the Twin Cities campus, as requested by Planning, Space and Real Estate (PSRE), a unit of University Services, for a period of sixteen (16) months. The fee to support this service has been budgeted for the current and next fiscal year. Given this work only happens once every 10-15 years, using non-recurring funds is appropriate. The source of funds is expected to be balances from within University Services. Sasaki Associates, Inc., a new supplier, was selected as the result of a competitive Request for Proposal (RFP) process conducted by Purchasing Services. Eight suppliers responded to the RFP.

- To Unizin, Ltd. for $1,080,000 for a three-year renewal of membership in this higher education consortium for the Office of Information Technology (OIT) for the period of July 1, 2020 through June 30, 2023. The annual payment of membership fees is currently budgeted and will be funded utilizing OIT’s central O&M funds. Documentation for the basis of supplier selection is included in the docket.

- To U.S. Bank for an estimated rebate of $15,471,960 for purchases on the University Procurement, Travel, and Integrated Payables (Virtual Card) for the Controller’s Office for the period of June 1, 2020 through May 31, 2026 with possible contract extensions through May 31, 2030 for an estimated $10,314,640. Total contract rebate, if all options are exercised, would be $25,786,600. Purchases made on the Procurement and Travel Card or paid through Integrated Payables (Virtual Card) are paid with departmental funds. The banking rebate for Purchasing Card and Integrated Payables are included as a reduction in support unit cost pool charges for the Controller’s Office. A Request for Proposal (RFP) was issued in October 2019 with the intent of the RFP was to broadly consider the University’s use of banking services and to identify future banking partners. 13 suppliers responded to the RFP. To facilitate the evaluation of proposals, the services were divided into nine Service Groups, with one sub-section for specialized banking services.

- To U.S. Bank, Wells Fargo, and Greenphire for an estimated $2,380,044 for banking services for the University of Minnesota for the period of approximately June 1, 2020 through May 31, 2026 with possible contract extensions through May 31, 2030 for an estimated $1,586,696. Total contract value, if all options are exercised, would be $3,966,740. Banking fees for General Banking and Lockbox Processing are included in support unit cost pool charges for the Office of Investment and Banking. Banking Fees for Merchant Card Processing are paid by units that accept credit cards for point of sale transactions, events and billing of external sales activities. The banking fees for Prepaid Debit Cards is offset by Procurement Card Rebate. A Request for Proposal (RFP) was issued in October 2019 with the intent of the RFP was to broadly consider the University of Minnesota’s use of banking services and to identify future banking partners. 13 suppliers responded to the RFP. To facilitate the evaluation of proposals, the services were divided into nine Service Groups, with one sub-section for specialized banking services.

Amendments to Retirement Plans

Course Fees Refund for Spring 2020
Schematic Designs

- Child Development Center Lab School Expansion (Twin Cities campus)
- Institute of Child Development Replacement (Twin Cities campus)

Principles for Allocating Federal CARES Act Funds for Student Assistance

Regent Hsu requested that the principles for allocating federal CARES Act funds for student assistance be separated from the Consent Report.

A motion was made and seconded to recommend approval of the Consent Report, excluding the principles for allocating federal CARES Act funds for student assistance.

The vote was as follows:

- Regent Anderson  Yes
- Regent Beeson    Yes
- Regent Davenport  Yes
- Regent Her       Yes
- Regent Hsu       Yes
- Regent Kenyanya  Yes
- Regent Mayeron   Yes
- Regent Powell    Yes
- Regent Rosha     Yes
- Regent Simonson  Yes
- Regent Sviggum   Yes
- Regent McMillan  Yes

The committee voted unanimously to recommend approval of the Consent Report, excluding the principles for allocating federal CARES Act funds for student assistance.

After discussion, Regent McMillan stated that his sense of the committee was to report the principles for allocating federal CARES Act funds for student assistance to the Board without recommendation.

INFORMATION ITEMS

Regent McMillan referred the committee to the information items in the docket:

- Annual Investment Performance: Peer Comparisons
- Annual Report on Workforce and Total Compensation
- Investment Advisory Committee Update
- Quarterly Asset Management Report
- Semi-annual Management Report - Unaudited
- Update on Changes to the Faculty Retirement Plan

The docket materials for this item begin on page 254. The closed captioned video of this item is available here.
The meeting adjourned at 5:13 p.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A meeting of the Board of Regents of the University of Minnesota was held on Friday, May 8, 2020 at 9:00 a.m. by videoconference.

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

Staff present: President Joan Gabel; Senior Vice President Brian Burnett; Vice President Jakub Tolar; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice President Julie Tenneson.

In accordance with Minnesota Open Meeting Law, all votes during this meeting were taken by roll call.

The docket materials for this meeting are available here.

APPROVAL OF MINUTES

A motion was made and seconded to approve the following minutes as presented in the docket materials:

Finance & Operations Committee – March 13, 2020
Board of Regents – March 13, 2020
Board of Regents Special Meeting – April 3, 2020
Board of Regents Special Meeting – April 7, 2020
Board of Regents Special Meeting – April 21, 2020

The vote was as follows:

Regent Anderson Yes
Regent Beeson Yes
Regent Davenport Yes
Regent Her Yes
Regent Hsu Yes
Regent Kenyanya Yes
Regent Mayeron Yes
Regent McMillan Yes
Regent Rosha Yes
Regent Simonson Yes
Regent Sviggum Yes
Regent Powell Yes
The Board voted unanimously to approve the minutes as presented in the docket materials.

The docket materials for this item begin on page 3. 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 22. 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 23. The closed captioned video of this item is available here.

RECEIVE AND FILE REPORTS

Regent Powell noted no reports to receive and file this month.

The docket materials for this item begin on page 31. The closed captioned video of this item is available here.

CONSENT REPORT

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

- Gifts
- Report of the Naming Committee
- Appointments to East Gateway Project Committee

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

Regent Rosha requested that the appointments to East Gateway Project Committee be separated from the Consent Report.

A motion was made and seconded to approve the Consent Report, excluding the appointments to East Gateway Project Committee.

The vote was as follows:
The Board voted unanimously to approve the Consent Report, excluding the appointments to East Gateway Project Committee.

A motion was made and seconded to approve the appointments to East Gateway Project Committee.

The vote was as follows:

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

Eleven votes were cast in favor of the motion and one vote was cast against the motion. The motion to approve the appointments to East Gateway Project Committee passed.

**COVID-19 PANDEMIC: UNIVERSITY’S SERVICE TO MINNESOTA DURING PANDEMIC RESPONSE**

Regent Powell invited President Gabel to provide an update on the COVID-19 pandemic, and the University’s Service to Minnesota during the pandemic response, as detailed in the docket.

The docket materials for this item begin on page 45. The closed captioned video of this item is available here.

**SYSTEMWIDE STRATEGIC PLAN, PART I**

Regent Powell invited President Gabel to present for review the Systemwide Strategic Plan, as detailed in the docket.
Powell recessed the meeting at 11:37 a.m.

COVID-19 PANDEMIC: PRELIMINARY IMPACTS ON ACADEMIC HEALTH ENTERPRISE AND THE MEDICAL SCHOOL

Regent Powell reconvened the meeting at 11:42 a.m. and invited President Gabel, Vice President Tolar, and Pete Mitsch, Chief Financial Officer, Medical School and UMPhysicians, to present for action a resolution related to Deferment of University of Minnesota Physicians Clinical Revenue Transfers, and to provide an update on the preliminary impacts on the Academic Health Enterprise and the Medical School, as detailed in the docket.

The docket materials for this item begin on page 90. The closed captioned video of this item is available here.

A motion was made and seconded to approve the resolution related to Deferment of University of Minnesota Physicians Clinical Revenue Transfers, as follows:

WHEREAS, due to the COVID-19 pandemic, University of Minnesota Physicians (UMP) has experienced significant reductions in revenue from fewer clinic visits, elective medical procedures, and ancillary services; and

WHEREAS, UMP has taken a number of steps to reduce costs and preserve liquidity; and

WHEREAS, UMP serves as the University of Minnesota Medical School’s (Medical School) faculty practice organization, and transfers approximately $78 million annually in clinical revenue to the Medical School.

NOW, THEREFORE, BE IT RESOLVED, that notwithstanding existing commitments and expectations regarding transfer of clinical revenue, the Board of Regents authorizes the President or delegate to utilize Medical School clinical reserves to defer up to $5 million in UMP clinical revenue for up to 24 months from the date the transfer(s) would have been made.

The vote was as follows:

- Regent Anderson: Yes
- Regent Beeson: Yes
- Regent Davenport: Yes
- Regent Her: Yes
- Regent Hsu: Yes
- Regent Kenyanya: Yes
- Regent Mayeron: Yes
- Regent McMillan: Yes
- Regent Rosha: Yes
- Regent Simonson: Yes
- Regent Sviggum: Yes
- Regent Powell: Yes
The Board voted unanimously to approve the resolution related to Deferment of University of Minnesota Physicians Clinical Revenue Transfers.

COVID-19 PANDEMIC: PRELIMINARY IMPACTS ON ATHLETICS

Regent Powell invited President Gabel; Mark Coyle, Athletic Director, Twin Cities campus; and Rhonda McFarland, Deputy Athletic Director, Twin Cities campus, to provide an update on the COVID-19 pandemic and its preliminary impacts on Athletics.

The docket materials for this item begin on page 102. 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 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 promotion and tenure, and annual continuous appointments. The committee docket materials for this item can be found on page 27.

A motion was made, and the vote was as follows:

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<tr>
<th>Regent</th>
<th>Vote</th>
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<td>Regent Anderson</td>
<td>Yes</td>
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<td>Regent Beeson</td>
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<td>Regent Davenport</td>
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<td>Regent Her</td>
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<td>Regent Hsu</td>
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<td>Regent Kenyanya</td>
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<td>Regent Mayeron</td>
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<td>Regent McMillan</td>
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<td>Regent Rosha</td>
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<td>Regent Simonson</td>
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<td>Regent Sviggum</td>
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<td>Regent Powell</td>
<td>Yes</td>
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The Board voted unanimously to approve the promotion and tenure, and annual continuous appointments.
2) Approval of the Consent Report for the Mission Fulfillment Committee as presented to the committee and described in the May 7, 2020 committee minutes. The committee docket materials for this item can be found on page 48.

A motion was made and the vote was as follows:

Regent Anderson  Yes
Regent Beeson     Yes
Regent Davenport  Yes
Regent Her        Yes
Regent Hsu        Yes
Regent Kenyanya   Yes
Regent Mayeron    Yes
Regent McMillan   Yes
Regent Rosha      Yes
Regent Simonson   Yes
Regent Sviggum    Yes
Regent Powell     Yes

The Board voted unanimously to approve the Consent Report.

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

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

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

1) Approval of the revised Consent Report for the Finance & Operations Committee as presented to the committee and described in the May 7, 2020 committee minutes. The committee docket materials for this item can be found on page 214. The item on principles for allocating federal CARES Act funds for student assistance was separated from the revised Consent Report.

A motion was made, and the vote was as follows:

Regent Anderson  Yes
Regent Beeson     Yes
Regent Davenport  Yes
Regent Her        Yes
Regent Hsu        Yes
Regent Kenyanya   Yes
Regent Mayeron    Yes
Regent McMillan   Yes
Regent Rosha      Yes
Regent Simonson   Yes
Regent Sviggum    Yes
Regent Powell     Yes
The Board voted unanimously to approve the revised Consent Report.

Regent Anderson left the meeting.

McMillan reported that the committee reviewed but did not come to a recommendation regarding the Principles for Allocating Federal CARES Act Funds for Student Assistance. The committee docket materials for this item can be found on page 214.

Regent Powell called for a motion to approve the Principles for Allocating Federal CARES Act Funds for Student Assistance.

A motion was made and seconded, and the vote was as follows:

<table>
<thead>
<tr>
<th>Regent</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regent Anderson</td>
<td>Absent</td>
</tr>
<tr>
<td>Regent Beeson</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Davenport</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Her</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Hsu</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Kenyanya</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Mayeron</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent McMillan</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Rosha</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Simonson</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Sviggum</td>
<td>Yes</td>
</tr>
<tr>
<td>Regent Powell</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The Board voted unanimously to approve the Principles for Allocating Federal CARES Act Funds for Student Assistance.

**NEW BUSINESS**

Regent Hsu moved a resolution related to support of emergency college athlete public health COVID-19 relief, as follows:

WHEREAS, the Board of Regents (Board) is a member of the NCAA; and

WHEREAS, athletic association rules may result in the punishment of vulnerable college athletes who receive food, shelter, or assistance with medical or educational expenses; and

WHEREAS, increased unemployment due to COVID-19 jeopardizes the financial stability of college athletes who rely on support from home and part-time employment to pay for necessities, medical coverage, and educational costs; and

WHEREAS, financial shortfalls among colleges caused by COVID-19 could result in the reduction of college athletes’ medical coverage, athletic scholarships, and support for necessities; and

WHEREAS, the NCAA granted a blanket waiver allowing colleges to decrease financial aid amounts to college athletes; and
WHEREAS, eliminating barriers to basic necessities for Minnesota students is a vital interest of the University of Minnesota.

NOW, THEREFORE, BE IT RESOLVED that the Board do hereby adopt the following Resolution:

The University of Minnesota Board of Regents calls on the NCAA to immediately adopt a blanket waiver to suspend any and all policies and practices that prohibit or discourage financial support from any source to cover food, shelter, and medical and other insurance coverage, incidental living expenses, and educational-related costs for current college athletes and individuals who have signed a letter of intent to play intercollegiate athletics for a postsecondary secondary institution until the COVID-19 crises ends.

The motion was seconded.

Regent Anderson rejoined the meeting.

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

The administration is directed to provide the Board with a report at the next meeting on efforts available to the University to seek opportunities to provide support to student athletes during this difficult time in a way that reflects the challenges we are currently facing, but does not threaten their eligibility for NCAA competition.

Regent Powell suggested that the administration, working with the Office of the General Counsel, compile information on this topic and provide it to the Board. There being agreement, Rosha withdrew his amendment and Hsu withdrew the resolution.

The closed captioned video of this item is available here.

The meeting adjourned at 2:01 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.
Board of Regents

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. Report of the Academic Professionals & Administrators Consultative Committee

B. Report of the Civil Service Consultative Committee

C. Quarterly Report of Grant and Contract Activity
Brief Narrative: Academic Professional and Administrative staff (P&A) have been formally involved in University of Minnesota’s robust shared governance structure for nearly 20 years and, informally, for almost 40 years - since the inception of the P&A job class in the early 1980s.

Today, the P&A Senate is an elected body representing nearly 7,000 employees serving the University and our state on all five campuses and through University of Minnesota Extension programs. P&As work in all job families, and our core functions include direct involvement in each area of the University’s mission of excellence and distinction in research and discovery, teaching and learning, and outreach and public service.

P&A employees are researchers, instructors, advisors, program and fiscal managers, direct medical and mental health care providers, and extension educators reaching out to citizens in all 87 Minnesota counties. Through our work in shared governance, we strive to advocate for P&A views on University planning, resource allocation, policies and practices, campus climate, and many other areas of governance and administration.

Year-end Review: The P&A Senate and the P&A Consultative Committee (PACC) began the year with the annual P&A Senate retreat in August. In addition to senator orientation and subcommittee selection, the retreat included a presentation by the Director of the University Senate Office, Vickie Courtney, who spoke about the importance of relationship building in shared governance.

P&A Senate meetings included the following topics:

- October 2019: (link to minutes)
  - An article was crafted by the P&A Consultative Committee (PACC) and submitted to MinnPost, where it was published, in response to a MinnPost opinion piece which was highly critical of P&A staff at the University.
  - Michele Gross, program director, Office of Institutional Compliance, shared how the University of Minnesota policy program works and how P&A Senate members can use it to reach out to constituents and to provide direct feedback to policy owners.
  - Ken Horstman, senior director, Total Compensation, Office of Human Resources (OHR), began by giving a brief history of the three-year process that led up to the impending change to a single provider for the University’s Faculty Retirement and Voluntary plans.
  - Erin Heath, chair-elect, P&A Senate, shared her presentation titled: “P&A Senate: Where We Have Been, Where We Are, and Where We Are Going,” to begin the process of revising the P&A Senate Mission Statement to better reflect the current focus and intentions of the P&A Senate.
● November 2019: (link to minutes)
  ○ P&A Senate meeting was held during a visit to the Morris Campus, which included time for P&A Senate leadership to connect with constituents and administration there
  ○ Overview of University of Minnesota Extension - Lisa Dierks, regional extension office, Rochester, University of Minnesota Extension
  ○ Manure Management - Chryseis Modderman, extension educator, University of Minnesota Extension
  ○ Presentation from Regent Tom Anderson, and Q&A time
  ○ P&A Mission Statement Update, Erin Heath
  ○ Presentation by Julie Showers, associate vice president, Office of Equity and Diversity

● February 2020: (link to minutes)
  ○ Resources for responding to Online Harassment, Jake Ricker, public relations director, University Relations
  ○ Joint Compensation Commission Update
  ○ Vote on Revised P&A Mission and Vision Statements
  ○ Vote on Suggested Revisions to P&A Consultative Committee Charge
  ○ Discussion on concerns about Health Sciences Buildings Security Measures

● April 2020: (minutes not yet available)
  ○ President’s Initiative to Prevent Sexual Misconduct (PIPSM) Update, Ann Hagen, P&A senator, School of Dentistry and PIPSM Advisory Committee member
  ○ 27 Pay Period Question and Answer Session, Ken Horstman, interim vice president, Office of Human Resources, & Amy Kucera, senior leader, Office of Human Resources

● May 2020 (minutes not yet available):
  ○ Updates on COVID-19 impacts and ongoing P&A Senate leadership consultations and discussions
  ○ Outstanding Unit Award - Extension Center for Agriculture, Food and Natural Resources
  ○ Elections - P&A Consultative Committee and University Senate positions
  ○ Academic year-end review from Noelle Noonan, chair

Links to PACC Minutes
19-9-12
19-10-10
19-11-14
19-12-12
20-01-23
20-02-13
20-03-19
20-04-09 (to be written)
20-04-24 (special meeting)
20-05-07 (to be written)
June 2020 meeting (date TBD)
The P&A Senate Consultative Committee (PACC) addressed a number of topics throughout the year in regular meetings with administration, including the following:

- Faculty Retirement Plan (FRP), Optional Retirement Plan (ORP) Transition
- Systemwide Strategic Plan, Office of the President
- Academic Health Sciences Security Measures (Building Access and Campus Security Questions for Consideration document)
- The University’s response to the Covid-19 pandemic and impact on P&A employees
- 27 Pay Periods in FY 21
- Attended interview for final candidates for vice president Human Resources
- Consultation on job description creation for vice president of Student Affairs

Policy consultation or work with administration done on the following administrative policies:

- Paid Medical Leave and Disability Benefits for Faculty and Academic Professional and Administrative Employees
- Family and Medical - FMLA Leave
- Major Events Policies and Procedures (new policy)
- Parental Leave for Employees
- Conflict Resolution Faculty, P&A, Civil Service, and Student Employees
- Establishing Administrative Policies

Many other topics discussed during P&A Senate meetings this year originated in work accomplished through its subcommittees. Highlights from those groups are included here.

**Benefits and Compensation (B&C) Subcommittee**
The subcommittee, chaired by Emily Becher and Scott Creer, identified areas of potential improvement in benefits and compensation for P&A employees. Major areas of effort:

- The Joint Compensation Commission (JCC) - combined with Civil Service governance
- Market Refinement Study concerns
- Regents Scholarship
- Vacation banking and vacation accrual rates

**Communications Subcommittee**
This subcommittee is responsible for communicating the work of PACC and the P&A Senate to all P&A employees at the University. Chaired by Tracey Hammell, their work included:

- Monthly newsletters to all P&A systemwide (7000+ individuals)
- Initial development of a “ready to go” promotional piece to help present a unified P&A staff branding message for senate members to share with constituents
- Crafted messages for senators to send to constituents after each full Senate meeting, highlighting points of interest and possible follow up

**Outreach Subcommittee**
Under the leadership of Ben Anderson and Maureen Long, Outreach focused on:

- Providing P&A Staff representation at all New Employee Welcome events on the Twin Cities campus
• Filling seats which are currently open in the P&A Senate.
• Exploring how to support P&A staff representation at new employee events on all five system campuses
• Consideration of a mentorship program for P&A Senate

Professional Development & Recognition (PD&R) Subcommittee
This year, under the leadership of Fran Fabrizio and Lindsey Konerza, the PD&R Subcommittee:
• Revamped and streamlined their brown bag series of events
• Held three Seminar Series events, one in conjunction with the Civil Service Senate
• Continued its annual tradition of soliciting nominations for, and awarding, the P&A Senate Outstanding Unit Award

It has been an honor to lead the P&A Senate this year. We are extremely grateful for the opportunity, and look forward to continued efforts and collaboration in the year ahead.

Respectfully submitted,

Noelle Noonan
Chair, 2019-20 P&A Consultative Committee and P&A Senate

Erin Heath
Chair-elect, 2019-20 P&A Consultative Committee and P&A Senate

2019-20 P&A Senate Leadership
Chair
Noelle Noonan, Law School

Chair-Elect
Erin Heath, University Finance

Benefits and Compensation Committee Co-Chairs
Emily Becher, University of Minnesota Extension
Scott Creer, University Services

Communications Committee Chair
Tracey Hammell, College of Education and Human Development

Outreach Committee Co-Chairs
Ben Anderson, University of Minnesota Extension
Maureen Long, Medical School

Professional Development and Recognition Committee Co-Chairs
Fran Fabrizio, Office of the Vice President for Research
Lindsey Konerza, Academic Affairs and Provost
Civil Service Senate Annual Report
2019-2020

It has been an exciting and rewarding year with the work of the Civil Service (CS) Senate and its subcommittees which represent nearly 5000 Civil Service employees at the University of Minnesota. This year the CS Senate’s focus was on three main themes: process, advocacy and outreach. These themes intersect, intertwine and continuously loop in the Senate’s and subcommittees work and the shared governance at the University. Our retreat in the fall of 2019 began with an overview of the shared governance structure and how the CS Senate fits into the University governance structure. Successful work in governance requires navigating through committees, understanding the process and building a roadmap for the upcoming projects.

Shared governance is valued at the University of Minnesota and Civil Service employees are very engaged in the process. As issues and concerns arise from CS employees and administration, plans were developed to best serve the constituents and the mission of the University.

**Unscheduled child care:** The Civil Service Employment Rules (CS Rules) changes were approved by the Board of Regents (BOR) in December 2019. With inclement weather and other unforeseen reasons, employees needed to stay home with their young children because child care and/or school were closed or not available. Employees contacted CS committees that the use of sick leave and/or vacation was not consistently provided throughout the UMN systems. CS Employment Rules proposed language was developed with the assistance of the Office of Human Resources (OHR) for CS employees to use sick leave for unscheduled child care. The public notice and public hearings were held on the proposed language, the language was vetted through the respective CS committees, presented to the BOR in December 2019 and approved by the BOR.

**Bereavement Leave:** Almost four years ago a civil service employee approached me regarding that the University did not provide bereavement leave that she desperately needed as she had exhausted her sick leave and vacation taking care of her ill parent who had recently died. She was not alone in this journey and the civil service compensation and benefits subcommittee began its work and collaborated with OHR to develop a plan for bereavement leave for civil service employees. In alignment with faculty and P&A policy, language was developed in collaboration with OHR and senior leaders. The proposed language was vetted through the respective processes and the change in the CS Rules for bereavement leave was approved by the BOR in February 2020.

**Ongoing work with OHR:** Employees value the benefits that the University provides and seeks to have the benefits and policies equitably and reasonably understood and delivered. Processes and policies require improvement and enhancement as our work, lives and society changes. A civil service working group has developed proposed policy changes and enhancements to the vacation donation policy. Collaboration with senior leaders has been fruitful and meetings are ongoing with OHR to review and improve the vacation donation policy and program. The Senate is continuing to work with OHR to address the issues of employees with non-University supervisors, determinations of years of service for employees who have transferred employee groups and how the service years are administered through
various policies, and development of a survey from the Joint Compensation Commission that is a shared effort with P&A Senate and the Senate Office.

**Outreach and Engagement:** Chair elect Terry Beseman and I visited the system campuses of Morris and Crookston in late October. We held town hall meetings for the constituents and gathered information on the good work of the University and also to hear the concerns of the employees. To further engage the system campuses, we held the inaugural fully online meeting of the CS Senate in December 2019. At the time it was a novel mechanism to have a fully virtual meeting, and now it is a common place method for our meetings and most of our communication. The Health Sciences (formerly AHC) senators recently held a webinar for civil service employees in their unit to inform employees of governance and to promote engagement in the nomination and senate election process. The response was overwhelming and over 189 employees attended the webinar. Employees were provided further information and guidance on topics such as the CS Employment Rules, potential budget and wage implications from COVID-19 issues and structure of the University’s shared governance. This year there is a record breaking number of nominations for the open CS Senate seats. Elections are being held the later part of May. The Civil Service monthly newsletter continues to inform and connect constituents and boasts a consistent open rate of 60% or higher. CS constituents continue to seek information and connection.

The Civil Service Consultative Committee (CSCC) has reached out to enhance and enrich the relationship with the Board of Regents. It was an honor to attend the inauguration of President Gabel and to participate in the inauguration events. To continue to build the collaboration and better understanding of the University, Regent Kenyanya and Regent Powell are scheduled to attend upcoming CSCC meetings.

The Civil Service Senate and its committees and subcommittees are thankful for the robust working relationships with the President’s Office, OHR, University Senate and senior leaders. It has been a year of great changes in some of our processes. Through advocacy and outreach the CS Senate remains engaged, collaborative and strong in University governance.

Respectfully submitted,
Jean Otto,
Chair Civil Service Senate and Civil Service Consultative Committee 2019-2020

Terry Beseman
Chair-Elect Civil Service Senate and Civil Service Consultative Committee 2019-2020
2019-2020 Civil Service Consultative Committee (CSCC) Leadership

Chair: Jean Otto, Integrative Biology and Physiology, Medical School
Chair-Elect: Terry Beseman, Minitex, University Libraries

Compensation and Benefits subcommittee Co-chairs
Ray Muno, Mechanical Engineering
Missy Juliette, College of Liberal Arts

Employment Rules subcommittee Chair
Cosmin Tarau, Student Account Assistance

Communications and Outreach subcommittee Co-chairs
Meaghan Murray, Physics and Astronomy
Elise Diesslin, Graphic and Multimedia Communications, UM Rochester
Meeting of the Board of Regents

Quarterly Report of Grant/Contract Activity

Fiscal Year 2020

Third Quarter Data: January - March, 2020
Executive Summary

The University received $678M in research funding in FY2020 thus far, which is an increase of $2M (0.3%) over the first three quarters of last fiscal year. Funding from federal agencies had a net increase, funding from private sponsors continued to decline, 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 ($5.9M). The College of Pharmacy had the second largest increase ($5.4M). Funding for the Medical School made up some ground, bringing the Q1-Q3 year-over-year drop to $9.9M (from $19M in Q1). College of Science and Engineering funding fell by almost $13M in Q3, bringing the year-over-year drop to $17.3M.

Fiscal Year Highlights

- FY2020 Q3 sponsored research funding was less by $2.9M compared to last year's Q3, but Q1, Q2, and Q3 funding combined were up $2.3M compared to last year.

- The increase in funding from the State has offset the drop in private funding this fiscal year.

- Due to a smaller average award amount than last year, private funding is down by $20.2M.

- The drop in private funding has affected the School of Public Health ($5.4M drop) and the College of Science and Engineering ($8.7M drop) the most.

- Currently, awards are on pace compared to previous years. The extended proposal deadlines due to COVID-19, however, may shift awards for the rest of the fiscal year.

- The College of Food, Agricultural, and Natural Resource Sciences received a master research agreement award from PepsiCo for $5.4M.

- Melanie L. Graham in the Medical School received a $6.2M award from Diabetes-Free, Inc. for the "Tolerogenic Efficacy and Safety of Apoptotic Donor Leukocytes and Transient Immunosuppression with ASKP1240, Rapamycin, Etanercept, and Tocilizumab in a Preclinical Islet Allotransplant Model in Cynomolgus Monkeys."
### Award Dollars by Source

**Fiscal Year-to-Date**

<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></td>
<td>Number</td>
<td>Amount</td>
<td>Number</td>
</tr>
<tr>
<td>Federal</td>
<td>NIH</td>
<td>570</td>
<td>213.9</td>
<td>588</td>
</tr>
<tr>
<td>Federal</td>
<td>NSF</td>
<td>186</td>
<td>70.6</td>
<td>183</td>
</tr>
<tr>
<td>Federal</td>
<td>Other Federal</td>
<td>403</td>
<td>128.6</td>
<td>343</td>
</tr>
<tr>
<td>Private</td>
<td>Business &amp; Industry</td>
<td>1238</td>
<td>64.3</td>
<td>1338</td>
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<tr>
<td>Private</td>
<td>Other Private</td>
<td>1283</td>
<td>130.7</td>
<td>1205</td>
</tr>
<tr>
<td>State &amp; Local</td>
<td>State &amp; Local</td>
<td>319</td>
<td>67.8</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3999</td>
<td>675.8</td>
<td>3994</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

Recipient | FY19 YTD | FY20 YTD | $ Change (Amount)
--- | --- | --- | ---
Medical School | 1480 | 214.0 | 1529 | 204.1 | -9.9
Health Sciences | 971 | 149.2 | 1034 | 152.3 | 3.1
Science and Engineering | 578 | 133.3 | 473 | 116.1 | -17.3
Other Twin Cities and Other Campuses | 425 | 66.0 | 427 | 85.7 | 19.7
Food, Agriculture, Natural Resources | 282 | 57.2 | 287 | 60.5 | 3.2
Education/Human Development | 152 | 35.6 | 141 | 33.1 | -2.6
Biological Sciences | 111 | 20.4 | 103 | 26.3 | 5.9
Total | 3999 | 675.8 | 3994 | 678.1 | 2.3

NOTE: Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.
5-Year Trend of Q1-Q3 Award Dollars by Source

5-Year Trend of Total Award Dollars by Quarter

Amounts are in millions.
AGENDA ITEM: Consent Report

☐ Review  ☒ 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 April 30, 2020.

B. Report of the All-University Honors Committee

The President recommends approval of the All-University Honors Committee recommendations forwarded to the Board of Regents in a letter dated June 5, 2020.

C. Amendment to President Emeritus Employment Agreement

The document is included in the docket.

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*

June 2020 Regents Meeting

<table>
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<th>April</th>
<th>Year-to-Date</th>
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<tr>
<td></td>
<td>2020</td>
<td>2019</td>
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<td>U of M Gift Receiving</td>
<td>$16,838</td>
<td>$554,373</td>
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<td>Arboretum Foundation</td>
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<tr>
<td>Univ of MN Foundation</td>
<td>31,200,256</td>
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<tr>
<td><strong>Total Gift Activity</strong></td>
<td>$31,701,725</td>
<td>$22,709,881</td>
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</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 April 2020**

<table>
<thead>
<tr>
<th>Donor</th>
<th>Gift/Pledge</th>
<th>Purpose of Gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynne &amp; Andrew Redleaf Foundation</td>
<td>Gift/Pledge</td>
<td>Academic Clinical Affairs; College of Education and Human Development</td>
</tr>
<tr>
<td>Richard M Schulze Family Fdn</td>
<td>Gift</td>
<td>Academic Clinical Affairs; College of Biological Sciences</td>
</tr>
<tr>
<td>Delta Dental of Minnesota Foundation</td>
<td>Pledge</td>
<td>School of Dentistry</td>
</tr>
<tr>
<td>Eric Aanenson and Tracy Aanenson, Ph.D.</td>
<td>Pledge</td>
<td>Medical School</td>
</tr>
<tr>
<td>Margaret A Cargill Foundation Fund-St Paul &amp; Minnesota Fdn</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Otto Bremer Trust</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Anonymous Donor</td>
<td>Gift</td>
<td>Medical School</td>
</tr>
<tr>
<td>Blandin Foundation</td>
<td>Pledge</td>
<td>University of Minnesota Extension</td>
</tr>
<tr>
<td>Engdahl Family Foundation</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Margaret Spear Estate</td>
<td>Gift</td>
<td>Unrestricted</td>
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<tr>
<td>Pohlad Family Fund-A Signature Fund of The Mpls Fdn</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
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<tr>
<td>Acorn Charitable Trust</td>
<td>Gift</td>
<td>College of Veterinary Medicine</td>
</tr>
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<td>Bessemer National Gift Fund-Baszucki Gift Fund</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
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<tr>
<td>Childrens Cancer Research Fund</td>
<td>Pledge</td>
<td>Medical School</td>
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<tr>
<td>Hubbard Broadcasting Fdn</td>
<td>Gift</td>
<td>Academic Clinical Affairs</td>
</tr>
<tr>
<td>Joan Thiede Smith Estate</td>
<td>Gift</td>
<td>Carlson School of Management; College of Continuing and Professional Studies</td>
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<td>McKnight Fdn</td>
<td>Gift</td>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
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<tr>
<td>Medica</td>
<td>Gift</td>
<td>Office for Equity and Diversity</td>
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<tr>
<td>Minnesota Turf and Grounds Fdn</td>
<td>Gift</td>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
</tr>
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<td>Robert Anholt and Ann Waltner</td>
<td>Gift</td>
<td>College of Liberal Arts</td>
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<td>Rogue Fdn-Signature Fund of the Minneapolis Fdn</td>
<td>Gift</td>
<td>Intercollegiate Athletics; Academic Clinical Affairs</td>
</tr>
<tr>
<td>Spencer Family Fdn-Signature Fund of the Mpls Fdn</td>
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George and Mary Lou Klacan Gift Minnesota Landscape Arboretum
Gerald Altman Gift Medical School
Harry & Belle Yaffe Family Fund-Mpls Fdn Gift College of Education and Human Development
Hildy Bowbeer Charitable Gift Fund-Fidelity Charitable Gift University of Minnesota Rochester
Hormel Foundation Gift Medical School
Jack and Carol Benson Gift Medical School
Jacqueline Mithun Gift College of Education and Human Development
James Hunt and Deborah Lauer Pledge Medical School
Jeannine Rivet & Warren Herreid Giving Fund- J.P. Morgan Gift Minnesota Landscape Arboretum
Jill and Louis Close Gift Intercollegiate Athletics
Johanna Frerichs, M.P.H. Gift Minnesota Landscape Arboretum
Jonathan and Abigail Gewirtz Gift College of Education and Human Development
Joseph Brady Gift College of Food, Agricultural and Natural Resource Sciences
Joyce Kloncz Gift College of Education and Human Development
KLS Martin LP Gift Medical School
L E Phillips Family Fdn Fund Inc Gift College of Food, Agricultural and Natural Resource Sciences
Logan Loves Foundation Gift Academic Clinical Affairs
MN American Legion and Auxiliary Brain Science Foundation Gift Medical School
Mark & Jill Feriancek Legacy Fund-Saint Paul/MN Fdn Gift Academic Clinical Affairs
Mark Liley Gift Medical School
Mary L Abbott Clyde Gift Weisman Art Museum
Medtronic Inc Gift Carlson School of Management; Undesignated
Park Foundation Inc Gift Institute on the Environment
Patrick and Leah Larson Pledge Carlson School of Management
Pediatric Home Respiratory Services Inc Gift Academic Clinical Affairs; Medical School
R C Lilly Fund-Saint Paul & Minnesota Fdn Gift Weisman Art Museum
Richard & Katharine Olson Charitable Fnd-Fidelity Charitable Gift Minnesota Landscape Arboretum
Richard Hebert and Audrey Bergeron Gift University of Minnesota Crookston
Ron & Mary Kay Nelson Charitable Fund-Vanguard Charitable Gift Academic Clinical Affairs
Ronald Siegel Gift College of Pharmacy
Scott Fisher Gift Minnesota Landscape Arboretum
Sinclair Winton Gift Minnesota Landscape Arboretum
Steven and Beverly Aanenson Gift Academic Clinical Affairs
TCF National Bank Minnesota Gift Academic Clinical Affairs
Thomas Monson, M.D. and Roberta Monson, M.D. Gift Medical School
Total American Services Inc Gift College of Science and Engineering
West Central Inc Gift College of Food, Agricultural and Natural Resource Sciences
YourCause LLC Gift Academic Clinical Affairs; Carlson School of Management

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Allen and Carmen Arvig Gift Intercollegiate Athletics
Anonymous Donor Gift College of Veterinary Medicine
Arsher Charitable Trust Gift Academic Clinical Affairs
Bradley Videen, D.D.S. and Joan Videen Gift Medical School
Brenda Macdougall Gift College of Food, Agricultural and Natural Resource Sciences
Cahide Sen Gift Medical School
Carolyn Struve and James Struve, M.D. Gift Academic Clinical Affairs
Catherine Andrus Fund-Minneapolis Foundation Gift Academic Clinical Affairs
Catherine Taylor Gift Law School
Collins-Krause Family Fund-Fidelity Charitable Gift Minnesota Landscape Arboretum
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Dear President Emeritus Kaler,

This letter confirms our agreement to amend the terms of your August 15, 2018, Employment Agreement. The amendments are as follows:

- At the end of the Emeritus Period addressed in the Agreement, you will not serve a Transitional Leave Period as contemplated by the Agreement. Instead, you will immediately begin the Faculty Period, effective July 1, 2020. During the Faculty Period, you will be entitled to take a one-semester sabbatical leave at a future time to be determined by mutual agreement between you, your Department Chair, and the Dean. If you so choose, you may take the sabbatical at the end of your full-time University service. If you take the sabbatical at the end of your full-time University service, any requirement that you return to the faculty at the end of the sabbatical is waived. Otherwise, the sabbatical leave will be governed by the regular rules applicable to sabbatical leaves for faculty in your College and Department.

- The rest of the terms of the Agreement remain unchanged.

Please confirm your acceptance of these terms by signing and returning the Acknowledgment at the bottom of this letter. If you have any questions, please contact me.

Very truly yours,

ACKNOWLEDGMENT

The above letter accurately sets forth the agreement reached to amend my August 15, 2018, Employment Agreement. I accept the amended terms.

Dated:_________________________  Eric Kaler
AGENDA ITEM: Report of the Faculty Consultative Committee

☑ Review ☐ Review + Action ☐ Action ☑ Discussion

This is a report required by Board policy.

PRESENTERS: Amy Pittenger, Associate Professor, College of Pharmacy and Chair, Faculty Consultative Committee

PURPOSE & KEY POINTS

The purpose of this item is to update the Board of Regents on the goals and accomplishments of the Faculty Consultative Committee.

BACKGROUND INFORMATION

The Chair of the Faculty Consultative Committee provides updates twice a year. The last update was at the December 2019 meeting.
Chair Powell, Vice Chair Sviggum, Members of the Board and President Gabel:

On behalf of Vice Chair Phil Buhlmann and my other colleagues on the Faculty and Senate Consultative Committees, I am pleased to present to the Board or Regents our committee’s spring semester report. My objective is to provide updates on selected ongoing efforts of the Faculty Consultative Committee (FCC) and Senate Consultative Committee (SCC). This report does not describe all of the efforts of the FCC and SCC.

**FCC 2019-2020 Priorities:** The FCC started the year with three goals and I will begin by providing progress updates. The first goal concerned contract faculty and Professional and Administrative (P&A) teaching specialist governance representation and academic freedom. This past fall, the FCC continued a task force formed and charged the previous year by then FCC chair Professor Joe Konstan to examine the composition of the FCC. This year the task force focused on this unfinished portion of the charge by collecting information regarding the variability of circumstances of contract faculty and P&A teaching specialists across the system. Informed by the information they have gathered, they propose to launch a survey to inform next steps with regard to potential changes to governance structures.

At our May 2019 senate meeting, a Resolution on Education Around Best Practices for Disability Accommodations and Supporting Students with Disabilities was passed. This resolution recommended that the University implement required education on accommodated instruction, testing, and best practices for supporting students with disabilities for University faculty, instructors, and student services staff systemwide. We devoted a third of our August retreat to informing the development of future training materials. The Office of the Executive Vice President and Provost has formed a committee, chaired by Professor Ben Munson, to begin the work of developing the faculty training.

We also began the year with an exploration of systemwide sanction guidelines for faculty misconduct. The FCC, with Vice Chair Buhlmann taking a lead role, provided input to Office of Equal Opportunity and Affirmative Action (EOAA) Director Tina Marisam regarding new documents related to faculty misconduct that are now posted on the EOAA website.

**COVID-19:** In addition to the regularly scheduled consultation meetings with President Gabel, FCC Vice Chair Professor Phil Buhlmann and I have been invited to serve on the President's Emergency Management team, along with President Gabel's senior leaders. This group has met frequently to address the constantly changing situation and to make the best decisions possible given the information available in the moment.

Vice Chair Phil Buhlmann and I have also been invited to join the Academic and Student Affairs workgroup relating to COVID 19 and asked to serve (in addition to other faculty representation) on two additional work groups - Academic and Research and Finance and Operations - formed by President Gabel to advise her with planning strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic. Vice Chair Professor Phil Buhlmann and FCC member Professor Colleen Flaherty Manchester are serving on the Finance and Operations
workgroup and FCC member Professor Lynn Lukkas and I are serving on the Academic and Research work group.

I called a special meeting of the FCC on April 17, 2020, to discuss the financial and budgetary challenges facing the University of Minnesota during the COVID-19 pandemic. The FCC believed it was imperative that the faculty respond proactively by considering ways the faculty can contribute to the University’s response and recovery and to start this conversation before any decisions were made. During our senate meeting on April 23, 2020, faculty acknowledged the financial stringency and voiced support for tiered approach to any proposed salary reductions. At the time of this report, additional University and Faculty Senate meetings are scheduled. The University and Faculty Senates meet on Monday, June 1, 2020 to discuss recommendations from the Finance & Operations Planning Work Group related to financial stringency due to COVID-19, and on June 9, 2020 where faculty senators will vote on the proposed financial measures related to COVID-19, pursuant to Section 4.5 of Board of Regents Policy: Faculty Tenure.

**General Updates:** I am happy to report that Professor Phil Buhlmann was elected FCC chair and Professor Ned Patterson FCC Vice Chair for the 2020-2021 academic year. I also want to mention that the FCC has devoted efforts to a number of other important topics including welcoming Executive Vice President and Provost Rachel Croson to the University of Minnesota at her first meeting with the FCC on April 23, 2020, providing additional input on the Namings policy and systemwide strategic plan, and to note that incoming FCC Vice Chair Ned Patterson will participate on a workgroup that will consider how to best implement the new Title IX regulations that impact faculty sexual misconduct matters.

As I close this report, I want to acknowledge all of the excellent support from the University Senate staff. It is truly wonderful to collaborate with the very talented group of individuals in the Senate office and the University of Minnesota is lucky to have this expertise within its governance structure. I also want to recognize all of the students, staff and faculty involved in the governance who volunteer their time and efforts to make the University of Minnesota shared governance model the robust model it is. I thank President Gabel for the way she has led us during this challenging time, but especially for the efforts to involve the faculty voice in deliberations. President Gabel has demonstrated through this crisis how much she values shared governance. I also thank you, the members of the Board, for your partnership during my time as FCC Chair. You have always been available and open to discussion and input on many difficult topics – thank you for your continued commitment to shared governance as a value and a process.

It has been a privilege to serve as both vice chair and chair of the Faculty and Senate Consultative Committees and to serve the University of Minnesota - an institution that has given me so much. Despite the challenging time we are in, I am very optimistic about the FCC new leadership and the University of Minnesota's future.

Respectfully submitted by,
Amy Pittenger
Associate Professor in the College of Pharmacy
Chair, FCC 2019-2020
AGENDA ITEM: Recognition of Faculty Consultative Committee Outgoing Chair

☐ Review  ☐ Review + Action  ☐ Action  X Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell
President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to recognize Amy Pittenger, outgoing chair of the Faculty Consultative Committee (FCC). Pittenger serves as Department Head and Associate Professor in the Department of Pharmaceutical Care and Health Systems in the College of Pharmacy, on the Twin Cities campus.
AGENDA ITEM: Systemwide Strategic Plan

☐ Review  ☐ Review + Action  ☒ Action  ☐ Discussion

This is a report required by Board policy.

PRESENTERS: President Joan T.A. Gabel

PURPOSE & KEY POINTS

The purpose of this item is to take action on the Systemwide Strategic Plan, which was reviewed by the Board at its May 2020 meeting. The following changes have been made to the Plan since review in May:

- Under Student Success, Goal 2, “Strengthen career readiness and placement for all students” has been changed to “Strengthen career readiness and outcomes for all students.”
- Under MNtersections, Goal 1, “Deepen impact in core areas of strength” has been changed to “Deepen impact in core areas of strength, including solutions, cures, and technology.”
- Under Community and Belonging, Goal 3, “Drive mutually beneficial relationships with underserved local communities, as well as with strategic partners to enhance society and access to higher education” has been changed to “Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education, and safe campus environments.”
- Under Fiscal Stewardship, Goal 1, “Establish a systemwide tuition-free program for low-income families” has been changed to “Increase aid targeted to students with demonstrated need.”
- In some cases, changes were made to the action verbs (Establish, Enhance, etc.) to align for greater consistency.

BACKGROUND

A summary of the planning process is detailed below.

Phase One

Phase one of the Systemwide Strategic Planning Process began during fall 2016. Led by co-chairs Rebecca Ropers, Vice Provost for Faculty and Academic Affairs, and Stephen Lehmkuhle, then Chancellor, University of Minnesota Rochester, the Systemwide Strategic Plan Committee began consultations with the Board of Regents and several other stakeholder groups across all five campuses. Faculty, staff, and students were consulted on all campuses; this process was noteworthy for its high degree of consultation with approximately 500 stakeholders across the system.
During winter 2017, the Systemwide Strategic Plan Committee met for a day-long retreat and worked to process and synthesize the input collected during the inquiry phase. In addition, the co-chairs completed visits with additional stakeholder groups to dig into emerging themes, and conducted a survey of over 1,500 external stakeholders. The co-chairs presented a summary of the draft to the Board of Regents in March 2017. In April 2017, the co-chairs visited all campuses and met with additional stakeholder groups to gain feedback on the draft and collect implementation ideas. This work led to the Systemwide Strategic Framework, which was adopted by the Board in June 2017.

Phase Two

Phase two of the Systemwide Strategic Planning Process occurred during the 2017-2018 fiscal year. This phase determined system priorities in the following five focus areas in alignment with the University's mission and the Systemwide Strategic Framework:

- Teaching and Learning
- Research and Discovery
- Outreach and Public Service
- Medicine and Health
- Supporting the Mission

Between February and July 2018, the Board received briefings highlighting these five focus areas. At the September 2018 Board meeting, within the context of the presidential transition, one-year “Systemwide Strategic Priorities for 2018-2019” were discussed; they included some key elements of the five areas established during the 2017-2018 fiscal year.

- The Teaching and Learning System Priority: System Enrollment Management
- The Research and Discovery System Priority: Addresses Core & Emerging Needs Across MN
- The Outreach and Public Service System Priority: Optimize Marketing & Communications
- The Medicine and Health System Priority: Enhance Clinical Partnerships
- The Supporting the Mission Priority: Optimize Resource Use Across the System

Phase Three

Phase three began in summer 2019 from the foundation provided by phases one and two. Phase three included consultation with faculty, staff, and students, alumni, and partners in the legislature and around the state. Individuals and groups consulted during this phase included but are not limited to:

- Board of Regents
- Faculty Consultative Committee
- Twin Cities Deans
- Senior Leadership Team
- University of Minnesota Foundation Board and Executive Board
- University Senate, Faculty Senate and Student Senate
- Senate Committees on Educational Planning, Research, Faculty Affairs, Finance and Planning, Equity Access and Diversity, Social Concerns, and Student Affairs
- Black Faculty & Staff Association
- University of Minnesota Retiree’s Association
- Diversity Community of Practice
- Attendees of the Annual Extension Conference
- Attendees of the Minnesota Water Resources Conference
- Alumni leaders who attended Homecoming on the Twin Cities campus
- College of Education and Human Development’s Fall Assembly
• Dean’s Advisory Committee at the Hubert H. Humphrey School
• College of Liberal Arts Assembly
• College of Science and Engineering’s State of the College
• Tribal Partners during the 6th Annual Nibi Miinawaa Manoomin Symposium at White Earth Nation, and during the Native Nations Flag Event at the Humphrey School
• Hubert H. Humphrey School Professor John Bryson, a recognized national expert in strategic planning
• Senate Higher Education Chair and House Higher Education Chair and Ranking Members
• Business community members, including the membership of the Minnesota Business Partnership, the Twin Cities Dunkers, and the Capital Club
• Minnesota’s public and private higher education institution leaders

In addition, communications were sent to the following stakeholders seeking their input on the Systemwide Strategic Plan:

• All students, faculty and staff across the University of Minnesota system (September 17, October 9, February 14 and April 17)
• University of Minnesota alumni community
• Minnesota state government and elected officials, including 201 state legislators, the Governor and Lieutenant Governor, MN Congressional Delegation, and Mayors and City Council Members in Crookston, Duluth, Falcon Heights, Minneapolis, Morris, Rochester, and St. Paul.

To share information and to seek input on the Systemwide Strategic Plan, President Gabel held a town hall meeting on each of the four system campuses in fall 2019, as well as a virtual system campus town hall in April 2020.

This broad consultation yielded consistency around “systemness” and how the University leans in to its collective strengths and impact. Similar to a spine to which all else is connected, commitments are the intersection of values and action. Commitments that articulate values and vision, as well as provide direction to frame the University’s organizational identity, were developed. Senior leaders were charged with consulting systemwide with key constituents to develop goals in strategic alignment with the commitments, and then create actions to align with the goals. The resulting Systemwide Strategic Plan is included in the docket for review.

As a next step, President Gabel will initiate a process to review and refresh the maroon and gold measures, in consultation and collaboration with the Board of Regents. There will also be a process to allow for new goals and action items to be added to the Systemwide Strategic Plan over time. Ultimately, the final M Pact 2025 plan will be clear, specific, and measurable, with distinct goals and action items. It will provide a guidepost for the future of the University of Minnesota.

**PRESIDENT’S RECOMMENDATION**

The President recommends approval of the Systemwide Strategic Plan.
COMMITMENT 1: Student Success - Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.

1) Goal: Attract, educate and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.
   b. Action – Improve retention and graduation rates while closing gaps.
   c. Action – Expand scholarship opportunities.

2) Goal: Enhance student experience, wellness and success.
   b. Action – Strengthen career readiness and outcomes for all students.
   c. Action – Establish a holistic approach to student wellness.

3) Goal: Increase innovative and high-quality educational offerings across modes of delivery to reach students where they are.
   a. Action – Establish innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs.
   b. Action – Enhance academic calendar flexibility to increase student engagement and year-round access.
   c. Action – Enhance the quality and support for educational offerings.

COMMITMENT 2: Discovery, Innovation & Impact – Channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole.

1) Goal: Increase high-impact discovery and scholarship.
   a. Action – Prioritize research opportunities for all students.
   b. Action – Increase year over year funding growth for research and industry-sponsored awards.
   c. Action – Advance career outcomes for graduate students and post-docs.

2) Goal: Drive creativity, collaboration, and entrepreneurial spirit.
   a. Action – Enhance opportunities for new businesses and start-ups, corporate partnerships, and technology commercialization.
   b. Action – Increase multidisciplinary opportunities in research and curriculum.
   c. Action – Advance the arts and humanities through strategic collaborations.

3) Goal: Engage and impact Minnesota at world-class levels.
   a. Action – Elevate national and international profile and standing while addressing societal needs.
   c. Action – Increase MnDRIVE partnership funding.
COMMITMENT 3: MNtersections – *Inspired by Minnesota to improve people and places at world-class levels.*

1) Goal: Drive innovation for next-generation health.
   a. Action – Increase collaborations to serve as a model in health education, clinical training, and new models of care.
   b. Action – Deepen impact in core areas of strength, including solutions, cures, and technology.
   c. Action – Serve as a destination practice for leading delivery models.

2) Goal: Build a fully sustainable future.
   a. Action – Demonstrate state and worldwide leadership in sustainability and environmental teaching, research, and convening power.
   b. Action – Develop system leadership and governance coordination for sustainability initiatives.

3) Goal: Advance natural resources and agro-food systems to elevate human security and potential.
   a. Action – Develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, and natural resources.
   b. Action – Expand, develop and retain agricultural and food system talent in rural communities and agribusiness.
   c. Action – Enhance Extension’s impact and reach.

COMMITMENT 4: Community & Belonging – *Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.*

1) Goal: Recruit and retain diverse talent.
   a. Action – Recruit diverse students, faculty and staff.
   b. Action – Retain diverse students, faculty and staff.
   c. Action – Reduce disparities among underrepresented groups.

2) Goal: Cultivate a welcoming and inclusive campus climate.
   a. Action – Measure and address annual climate survey data.
   c. Action – Develop education and training to increase intercultural competency and interactional diversity.

3) Goal: Advance understanding and nurture enduring partnerships.
   a. Action – Advance deeper understanding of institutional history.
   c. Action – Drive mutually beneficial relationships with underserved local communities, as well as with strategic partners to enhance society, access to higher education, and safe campus environments.
COMMITMENT 5: Fiscal Stewardship – Stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.

1) Goal: Reduce financial barriers to student achievement.
   a. Action – Reduce student debt.
   b. Action – Increase on-campus employment opportunities for all students.
   c. Action – Increase aid targeted to students with demonstrated need.

2) Goal: Align revenue with forward-thinking mission fulfillment.
   a. Action – Develop leading-edge tuition and pricing model.
   c. Action – Identify and maximize non-state support, including new revenue opportunities aligned to institutional goals.

3) Goal: Build comprehensive long-range capital facilities and land-holding strategies to drive strategic growth.
   a. Action – Establish new long-term physical master plan for each campus that serves our community and is updated regularly.
   b. Action – Advance innovative financing to support long term strategic objectives.
   c. Action – Establish land retention, acquisition, and use strategy.

4) Goal: Re-envision risk management and safety.
   a. Action – Enhance risk management through innovative technology and processes.
   b. Action – Assess and improve campus safety protocols and organizational structure.
   c. Action – Engage in continuous improvement practices to promote efficiency in all aspects of operations.
Update on Systemwide Strategic Planning: Phase 3

President Joan T.A. Gabel
Board of Regents Meeting
June 12, 2020
Systemwide Strategic Plan

Phase 3:
Fall 2019-Spring 2020
Consultation with senior leaders, faculty, staff, and student governance bodies, and key stakeholders
<table>
<thead>
<tr>
<th>Our Commitments</th>
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<tbody>
<tr>
<td><strong>Student Success</strong></td>
</tr>
<tr>
<td>Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.</td>
</tr>
<tr>
<td><strong>Discovery, Innovation, &amp; Impact</strong></td>
</tr>
<tr>
<td>Channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole.</td>
</tr>
<tr>
<td><strong>MNtersections</strong></td>
</tr>
<tr>
<td>Inspired by Minnesota to improve people and places at world-class levels.</td>
</tr>
<tr>
<td><strong>Community &amp; Belonging</strong></td>
</tr>
<tr>
<td>Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.</td>
</tr>
<tr>
<td><strong>Fiscal Stewardship</strong></td>
</tr>
<tr>
<td>Stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.</td>
</tr>
</tbody>
</table>
**IS/WILL BE**

- Specific & measurable
- Clear w/distinct goals and action items
- A guidepost for what kind of institution we want to be
- Adaptable to changing circumstances

**ISN’T**

- Detailed playbook that provides an answer to every potential decision
Commitment 1: Student Success

GOALS

1) Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.

2) Enhance student experience, wellness, and success.

3) Increase innovative and high-quality educational offerings across modes of delivery to reach students where they are.
Commitment 1: Student Success

**GOAL 1**
Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.

**ACTION**
- Establish comprehensive systemwide strategic enrollment management strategy.
- Improve retention and graduation rates while closing gaps.
- Expand scholarship opportunities.
Commitment 1: Student Success

GOAL 2

Enhance student experience, wellness, and success.

ACTION

• Establish systemwide mental health initiative.

• Strengthen career readiness and outcomes for all students.

• Establish a holistic approach to student wellness.
Commitment 1: Student Success

GOAL 3

Increase innovative and high-quality educational offerings across modes of delivery to reach students where they are.

ACTION

• Establish innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs.

• Enhance academic calendar flexibility to increase student engagement and year-round access.

• Enhance the quality and support for educational offerings.
Commitment 2: Discovery, Innovation & Impact

**GOALS**

1. Increase high-impact discovery and scholarship.
2. Drive creativity, collaboration, and entrepreneurial spirit.
3. Engage and impact Minnesota at world-class levels.
GOAL 1

Increase high-impact discovery and scholarship.

ACTION

• Prioritize research opportunities for all students.

• Increase year over year funding growth for research and industry-sponsored awards.

• Advance career outcomes for graduate students and post-docs.
Commitment 2: Discovery, Innovation & Impact

GOAL 2
Cultivate creativity, collaboration, and entrepreneurial spirit.

ACTION
• Enhance opportunities for new businesses and start-ups, corporate partnerships, and technology commercialization.

• Increase multidisciplinary opportunities in research and curriculum.

• Advance the arts and humanities through strategic collaborations.
Commitment 2: Discovery, Innovation & Impact

GOAL 3

Engage and impact Minnesota at world-class levels.

ACTION

- Elevate national and international profile and standing while addressing societal needs.

- Enhance Carnegie Community Engagement designation across system, and measure and expand outreach and engagement.

- Increase MnDRIVE partnership funding.
Commitment 3: MNtersections

GOALS

1) Drive innovation for next-generation health.

2) Build a fully sustainable future.

3) Advance natural resources and agro-food systems to elevate human security and potential.
Commitment 3: MNtersections

GOAL 1

Drive innovation for next-generation health.

ACTION

• Increase collaborations to serve as a model in health education, clinical training, and new models of care.

• Deepen impact in core areas of strength, including solutions, cures, and technology.

• Serve as a destination practice for leading delivery models.
Commitment 3: MNtersections

GOAL 2
Build a fully sustainable future.

ACTION
- Demonstrate state and worldwide leadership in sustainability and environmental teaching, research, and convening power.
- Develop system leadership and governance coordination for sustainability initiatives.
- Establish next-generation systemwide Climate Action Plan for 2030.
Commitment 3: MNtersections

GOAL 3

Advance natural resources and agro-food systems to elevate human security and potential.

ACTION

• Develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, and natural resources.

• Expand, develop and retain agricultural and food system talent in rural communities and agribusiness.

• Enhance Extension’s impact and reach.
Commitment 4: Community & Belonging

GOALS

1) Recruit and retain diverse talent.

2) Cultivate a welcoming and inclusive campus climate.

3) Advance understanding and nurture enduring partnerships.
Recruit and retain diverse talent.

ACTION
• Recruit diverse students, faculty, and staff.
• Retain diverse students, faculty, and staff.
• Reduce disparities among underrepresented groups.
Commitment 4: Community & Belonging

GOAL 2

Cultivate a welcoming and inclusive campus climate.

ACTION

• Measure and address annual climate survey data.

• Increase job satisfaction.

• Develop education and training to increase intercultural competency and interactional diversity.
Commitment 4: Community & Belonging

GOAL 3
Advance understanding and nurture enduring partnerships.

ACTION
• Advance deeper understanding of institutional history.
• Strengthen collaborative relations with Tribal Nations.
• Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education, and safe campus environments.
Commitment 5: Fiscal Stewardship

GOALS

1) Reduce financial barriers to student achievement.

2) Align revenue with forward-thinking mission fulfillment.

3) Build comprehensive long-range capital facilities and land-holding strategies to drive strategic growth.

4) Re-envision risk management and safety.
Commitment 5: Fiscal Stewardship

GOAL 1

Reduce financial barriers to student achievement.

ACTION

• Reduce student debt.
• Enhance on-campus employment opportunities for all students.
• Increase aid targeted to students with demonstrated need.
Commitment 5: Fiscal Stewardship

GOAL 2
Align revenue with forward-thinking mission fulfillment.

ACTION
• Develop leading-edge tuition and pricing model.
• Define and establish an administrative cost benchmark.
• Identify and maximize non-state support, including new revenue opportunities aligned to institutional goals.
Commitment 5: Fiscal Stewardship

GOAL 3

Build comprehensive long-range capital facilities and land-holding strategies to drive strategic growth.

ACTION

• Establish new long-term physical master plan for each campus that serves our community and is updated regularly.

• Advance innovative financing to support long term strategic objectives.

• Establish land retention, acquisition, and use strategy.
Commitment 5: Fiscal Stewardship

GOAL 4
Re-envision risk management and safety.

ACTION
• Enhance risk management through innovative technology and processes.

• Assess and improve campus safety protocols and organizational structure.

• Engage in continuous improvement practices to promote efficiency in all aspects of operations.
AGENDA ITEM: Strategies for Enhancing Diversity & Inclusion: Students

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS:
Michael Goh, Vice President, Office for Equity and Diversity
Michael Rodriguez, Associate Dean & Professor, Department of Educational Psychology, College of Education & Human Development
Richard Lee, Associate Chair for Research, Department of Psychology, College of Liberal Arts

PURPOSE & KEY POINTS

The purpose of this item is to discuss strategies for enhancing student diversity and inclusion at the University of Minnesota.

Student diversity will be outlined in the context of the Systemwide Strategic Plan, and illustrated using two examples of faculty who journeyed from student to scholar. These faculty not only study student experiences in higher education, but also promote and support student diversity in their disciplines and colleges.

This discussion will address the following:

- Student diversity and inclusion and the Systemwide Strategic Plan.
- Recruitment and retention efforts.
- College-level strategic efforts to increase and retain student diversity at the College of Education & Human Development and the College of Liberal Arts on the Twin Cities campus.
- Emerging data related to COVID-19 pandemic impacts on students.

BACKGROUND INFORMATION

The Board previously discussed this topic at the following meetings:

- February 2020: Strategies for Enhancing Diversity and Inclusion: Faculty, Board of Regents
- February 2020: Diversity in Twin Cities Campus Undergraduate Enrollment, Mission Fulfillment
- December 2019: Campus Climate: Crookston, Duluth, Morris, and Rochester Campuses, Mission Fulfillment
- October 2019: Campus Climate: Twin Cities Campus, Mission Fulfillment
Strategies for Enhancing Diversity and Inclusion: Students

Board of Regents

The US Department of Education’s (USDOE 2016) report *Advancing Diversity and Inclusion in Higher Education* recognizes that higher education plays a critical role in creating a pathway for a better future for all students. In particular, the report reminds us that for underrepresented students across the nation higher education is a critical factor and amenity influencing positive futures while challenges remain. Some key points from the report are:

- Higher education is a key pathway for social mobility in the United States.
- During the past 50 years, the U.S. has seen racial and ethnic disparities in higher education enrollment and attainment, as well as gaps in earnings, employment, and other related outcomes for communities of color.
- Gaps in college opportunity have contributed to diminished social mobility (e.g., the ability to jump to higher income levels across generations) within the United States, and gaps in college opportunity are in turn influenced by disparities in students’ experiences before graduating from high school.
- The participation of underrepresented students of color decreases at multiple points across the higher education pipeline including at application, admission, enrollment, persistence, and completion.
- The interaction of race and ethnicity, family income, and parental education can influence educational and labor market outcomes.

The USDOE report further asserts that to provide equitable, valuable experiences to students of color and low-income students as well as other underrepresented populations, colleges and universities must focus on the following areas and practices that research suggests can help advance diversity and inclusion on college campuses:

- Institutional Commitment to Promoting Student Body Diversity and Inclusion on Campus
- Diversity Across All Levels of an Institution
- Outreach and Recruitment of Prospective Students
- Support Services for Students
- Inclusive Campus Climate

University’s Diversity, Equity, and Inclusion Vision and the Systemwide Strategic Plan

Equity and diversity is central to strategic planning efforts and the University provides strong institutional support to integrate equity and diversity throughout its academic programs and support units. This value is articulated and advanced through the [Systemwide Strategic Plan](#). Many of the commitments, goals, and actions in the Plan are related to equity, diversity, and inclusion in connected and overlapping ways. For example, our Commitments of Student Success (Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world); Discovery, Innovation and Impact (Channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole); and Community and Belonging (Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas) all address aspects of equity, diversity, and inclusion as it relates to the University community members, including our students. Commitment 4 of the Systemwide Strategic Plan, in particular, emphasizes the University’s commitment to fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas through targeted goals and action items.
Aligned with this new direction, our institutional commitment to equity, diversity and inclusion historically at the University of Minnesota has been an integrated vision that includes all aspects of diversity and for all members of the University community. We have envisioned an institution where equity and diversity are woven into the work and the lives of every student, faculty, and staff member. As core institutional values, our aspiration has been that equity and diversity will infuse and inform thinking, policies, and practices throughout the University—from mission statements to strategic plans to student admissions to hiring, promotion, and tenure.

We also recognized that all University community members share responsibility for equity and diversity—it’s everybody’s everyday work. More than just numeric representation and access, we value having a diversity of views and experiences that enrich campus life and the academic experience. Equity and diversity are fundamental to everything we do at the University of Minnesota.

Our definition of what we mean by diversity is broad and inclusive. We believe it is our responsibility as an institution—as part of our commitment to creating a welcoming and affirming climate—to serve and support the following individuals and groups at the University of Minnesota:

- American Indians and other indigenous populations
- People of color, including underrepresented groups and new immigrant populations
- People with both apparent and non-apparent disabilities
- People who identify as women
- People of various gender and sexual identities and expressions
- First-generation students from economically disadvantaged backgrounds

We also address issues of access and climate for individuals who might encounter barriers based on their religious expression, age, national origin, ethnicity, or veteran status. Furthermore, we recognize the importance of working with people who claim more than one of the above identities.

**Recruitment: System Campus Data & Twin Cities College Level Data**

Over the past 10 years, the University of Minnesota has increased the percentage of enrolled students who are students of color and Pell-eligible or first generation students. The data outlined below provides a breakdown of enrolled undergraduate students by race/ethnicity, Pell-eligible and first-generation status by campus and by Twin Cities colleges. The intersections of these underrepresented identities underscore the diversity within our student populations that impact their campus experience. On the Twin Cities campus, the first-year retention rate for students of color and white students continues to remain the same, with 90.5% and 90.8% respectively for the F18 cohort. As the data is disaggregated, students of color and white students who are not first generation or Pell eligible have the highest rates of first-year retention (95.2% and 94.3%) while layering first generation and/or Pell-eligible status leads to more nuanced findings reflecting the additional challenges these students experience as they navigate college life. As outlined in the Board of Regents’ Undergraduate Diversity Resolution, the retention gap between students of color and white students increases beyond the first year. Addressing the barriers these students experience and providing continued support as they progress towards their degree is our continued work.
For recruitment as well, the work continues. As *Building on Success: Multicultural Student Recruitment*, a June 2019 report by the University’s Office of Admissions, states: “Even though great progress has been made in recruiting students of color, further progress is needed. Recruitment of this critical community remains a top priority. The Office of Admissions continually works to expand and enhance the effectiveness of its recruitment efforts.”

Figures 1-5. Undergraduate Student Enrollment at the University of Minnesota by Students of Color (SOC), Pell Eligible (Pell), First Generation (FGen): All Campuses

<table>
<thead>
<tr>
<th>Race/Eth</th>
<th>Pell</th>
<th>First Gen</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC</td>
<td>NonPell</td>
<td>FG</td>
<td>4.8%</td>
<td>3.8%</td>
<td>3.8%</td>
<td>4.4%</td>
<td>5.3%</td>
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<tr>
<td></td>
<td></td>
<td>NonFG</td>
<td>4.0%</td>
<td>5.1%</td>
<td>4.2%</td>
<td>4.7%</td>
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<td>Total</td>
<td></td>
<td>8.8%</td>
<td>8.9%</td>
<td>8.1%</td>
<td>9.1%</td>
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<tr>
<td>PELL</td>
<td>FG</td>
<td>3.7%</td>
<td>2.8%</td>
<td>4.7%</td>
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<tr>
<td></td>
<td>NonFG</td>
<td>2.1%</td>
<td>3.5%</td>
<td>3.6%</td>
<td>3.2%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>5.9%</td>
<td>6.3%</td>
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<td>WhUnk</td>
<td>NonPell</td>
<td>FG</td>
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### Twin Cities Campus Undergraduate Headcount Enrollment Percentage

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Figure 6. Undergraduate Student Enrollment at the University of Minnesota by Students of Color (SOC), Pell Eligible (Pell), First Generation (FGen): UMTC Colleges

**Twin Cities Campus Fall Semester Undergraduate Headcount Enrollments by Race/Ethnicity, Pell, and First Generation Status Fall 2019**

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AHC/HHH includes Dentistry (04UG), Medicine (11UG), Humphrey (16UG), and AHC Shared (33UG)

Figure 7. Twin Cities Campus New Freshman Graduation Rates
Retention: Multicultural Student Success Efforts

In 2018, the University's Board of Regents passed the Resolution Relating to Diversity in Undergraduate Education, outlining specific measures aimed at improving the experiences and outcomes of multicultural students. Through the lens of strategic enrollment initiatives and the University's Enrollment Plan, the Multicultural Student Success Committee (MSSC) was formed to specifically support the measures to: 1) reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025; 2) improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates. The MSSC, charged by the Strategic Enrollment Management Committee, met from August 2018-June 2019 to make recommendations to improve the retention, graduation, and success of undergraduate students of color on the Twin Cities campus. The MSSC: (1) Reviewed existing data in order to identify barriers to student success for multicultural students. (2) Identified and coordinated the various programs, services and units working with predominantly multicultural student populations to assure alignment and coordination. (3) Identified gaps, trends, and/or ideas to enhance support of various student populations. (4) Worked with other committees on campus who are engaged in addressing similar issues. (5) Brought items/issues to Strategic Enrollment Management Committee and others as appropriate. (6) Recommended strategies for improvement to address the graduation gap and campus climate. The following final recommendations were proposed as an outcome of the MSSC's work towards improving student success for multicultural students.
**Recommendation 1:** Increase Financial Support for Low-Income Students

**Recommendation 2:** Examine Institutional Structures and Effectiveness

**Recommendation 3:** Improve the Classroom Climate

**Recommendation 4:** Increase direct support and programs for multicultural and underrepresented students.

Progress on these recommendations are currently underway. A steering committee has been formed to lead the alignment of student services, programs and support for multicultural students and to consider new strategies to improve campus and classroom climate, financial support for low-income students, and multicultural student retention.

Higher education scholar Shaun Harper (2012), while addressing Black male student success, emphasized the importance of a sense of community, actively engaged students, and opportunities for leadership development as critical for student achievement. These principles hold true for the success of all of our multicultural students as well and many of the student services and programs highlighted in this committee report, and the work moving forward, are guided by these principles.

**Twin Cities College Level Strategies for Enhancing Student Diversity and Inclusion: College of Education and Human Development (CEHD)**

The Educational Equity Resource Center engages with educators to share University research and programs, help translate research to practice, and enhance collaboration. Educational Equity in Action is a convening of education leaders, researchers, policymakers, and non-profit organizations committed to improving educational equity in Minnesota.

**TRIO Program**

TRIO is a set of federally funded college opportunity programs that support students from disadvantaged and underrepresented backgrounds in their pursuit of a college degree. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention.

**TRIO McNair Program**

The federally funded TRIO McNair Scholars program seeks to increase doctoral program application, matriculation, and degree attainment by underrepresented and first-generation college students. It supports underrepresented students in obtaining advanced degrees.

**First Generation Institute**

The First Generation Institute seeks to empower participants to recognize and affirm the intersectional identities of first-generation college students, examine the complex challenges and opportunities inherent to their experience, and explore practices that invite faculty and staff to take collective ownership of students who are first in their family to go to college. A critical question we seek to explore is not whether our students are ready for college but how our institutions are preparing to be student-ready for our increasingly diverse and intersectional student population.
College of Liberal Arts (CLA): Department of Psychology

The Diversity in Psychology Program is designed for individuals who are historically underrepresented in psychology graduate programs and who are interested in learning about graduate education in Psychology at the University of Minnesota. Although the event is sponsored by the Department of Psychology, it also accepts applications from individuals with interests in the Institute of Child Development and Department of Educational Psychology.
Strategies for Enhancing Diversity & Inclusion: Students

Michael Goh | Vice President & Professor
Office for Equity & Diversity

Michael Rodriguez | Associate Dean, Professor & Campbell Leadership Chair,
Department of Educational Psychology, College of Education & Human
Development

Richard Lee | Distinguished McKnight University Professor &
Associate Chair for Research, Department of Psychology,
College of Liberal Arts

June 12, 2020
Enhancing Diversity & Inclusion: Students

- Student diversity and inclusion and the University of Minnesota Systemwide Strategic Plan.
- Recruitment and Retention
- College level (CEHD and CLA) strategic efforts to increase and retain student diversity
- Emerging data related to COVID 19 impacts on students.
Educational Equity Resource Center

gap.umn.edu
First Generation College Students

- 19% first year students are First Gen
  - In 2002, 36% were First Gen
- Differences in knowledge and experience creates a power differential for First Gen students
- Family is not part of a college-graduate network
- First Gen students often define their success in terms of the success of their families and communities – interconnected
College of Education & Human Development (CEHD)

- TRIO Upward Bound
- TRIO Student Support Services
- TRIO McNair
- First Year Experience Program
  - First Year Inquiry Course
  - Common Book/CEHD Reads
- Multiple Pathways to Teaching
- Teaching Scholars of Color
Securing Student Success

- Relationship rich environments
- Cognitive development and academic success are interconnected with:
  - identity development
  - social development
  - emotional development
By 2040, the majority of the US population will be people of color. In 2020, the majority of youth under 18 years old are already people of color.

Today's students are the most diverse generation.

UMN is designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) by the US Department of Education.

- 10% Asian American undergraduate students.
- Asian Pacific American Resource Center.
College of Liberal Arts (CLA): Department of Psychology

- COVID-19 Faculty and Student Initiated Research
- Undergraduate involvement in learning the science of psychology
  - Largest undergraduate major in the University
  - Summer and Fall research opportunities and courses on the psychology of the COVID-19 pandemic
- Diversity in Psychology Program since 2015
  - More than 100 students from underrepresented backgrounds have attended
  - Around 10% of participants are admitted into PhD programs in Psychology, Child Development, and Educational Psychology
“The Diversity in Psychology Program was a great experience for me to learn more about the overall grad school application process, the psychology departments at UMN, what the Counseling Psych department has to offer, the lab in which I was interested, its research and its culture, and the different communities in the Twin Cities. Those couple of days made me fall in love with this PhD program and it quickly became my #1 choice! Grateful to be here!”
“The Diversity in Psychology Program was invaluable and crucial during the application process. As a Latina first-generation college student, it was important for me to be able to see other students with similar backgrounds be working towards the same goals and be able to learn from them and their experiences. The DPP helped me see that I was capable of being in a PhD program and that wherever I decided to go I would be able to accomplish my goals.”
COVID-19 Wellness Survey

- Being Chinese-American myself, I've definitely become more conscious about my ethnicity when leaving the house...I am also more hesitant to wear a mask... the image of the Asian person with a face mask is stereotypical and easy to hate.

- As a youngish Black man, I am nervous about wearing a mask. My brother and dad have already told me about the suspicious looks that they get when wearing their masks to the post office or store. To lessen the chance of a negative encounter, I have opted to not wear any face masks.

- I am Asian and have seen an increase in microaggressions towards Asians. If I am going out by myself without my white partner, I tend to have more anxiety in fear of getting attacked. I was carrying pepper spray with me in case I get attacked...I fear for my black friends getting stereotyped as trying to rob a place if they wear a face mask. It's been very hard to get myself to wear a face masks because I just fear I'm inviting more aggressions towards me.
COVID-19 Wellness Survey

- I am Asian American...I am fearful of people being violent or hateful towards me. I am trying to keep my distance from others.

- As an Asian woman I am scared of physical and verbal assault when I go grocery shopping due to the incidents in the area I've read about. It also makes it hard to find the energy to work.

- I am concerned about black and brown people wearing face masks or coverings and an increase in police brutality against them or discriminatory behavior from the general public.

- I am concerned that the male members of my family will face increased suspicion if they cover their faces, due to their race (we are black).
AGENDA ITEM: Summary of Governance Decisions Required by New Federal Title IX Guidance

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Tina Marisam, Director, Office of Equal Opportunity and Affirmative Action
Brian Slovut, Deputy General Counsel, Office of the General Counsel

PURPOSE & KEY POINTS

The purpose of this item is to outline several key decisions that the University must make in implementing the new Title IX regulations, and to seek guidance from the Board on these decision points.

BACKGROUND INFORMATION

On May 6, 2020, the U.S. Department of Education issued final Title IX regulations that will take effect on August 14, 2020. The regulations specify how institutions must address reports of sexual misconduct that are covered by Title IX. The final regulations follow the Department of Education’s release of proposed regulations in November 2018 and a public comment period in which over 124,000 comments were submitted.
Key Questions Related to Implementation of the New Title IX Regulations

Equal Opportunity and Affirmative Action

Tina Marisam, EOAA Director and Title IX Coordinator
Brian Slovut, Deputy General Counsel

June 12, 2020
“Preponderance of the evidence” or “clear and convincing evidence?”

Currently, the University uses the:
- “preponderance of the evidence” standard when deciding responsibility under the sexual misconduct policy.
- “clear and convincing evidence” standard when a faculty member challenges the imposition of termination or suspension for sexual misconduct (or any other misconduct) under the Tenure Code.

Options to comply with new regulations:
- Amend the Tenure Code to apply the preponderance of the evidence standard when discipline for Title IX-based sexual misconduct is challenged; or
- Apply the clear and convincing evidence standard to all Title IX-based sexual misconduct cases (students, staff, faculty).
What should be the scope of advisor participation in hearings?

Current practice in sexual misconduct hearings involving student respondents:
- Advisors (including attorneys) fully participate in live hearings.
- Advisors may make opening and closing statements, conduct cross-examination and direct examination, and challenge evidentiary determinations.

Current practice in sexual misconduct hearings involving employee respondents:
- The University does not conduct live hearings prior to imposition of discipline.
- Respondents are permitted to challenge the imposition of discipline in live hearings under procedures that differ by employee class (faculty, P&A/Civil Service, bargaining unit).

Options to comply with the regulations in student and employee matters:
- Allow advisors (including attorneys) to participate fully in live hearings, as is currently permitted in student cases.
- Limit advisor participation to conducting cross-examination, as is permitted by the new regulations.
To what extent should the University apply a centralized grievance procedure in sexual misconduct matters?

Currently, the University has:

- Different grievance processes for students and employees
- Different processes for challenging discipline for each employee class, none of which satisfy the new regulations
- Different grievance procedures and personnel on each campus

Options to comply with the regulations:

- Maintain the current de-centralized system to the extent possible, and individually modify the following procedures to comply with the regulations: Faculty Tenure Code, Civil Service Rules, rules governing P&A grievance procedures, collective bargaining agreements, and campus-specific Student Conduct Code procedures.

- Centralize some or all portions of the sexual misconduct grievance processes into one compliant grievance procedure that applies across campuses and University members. Carve-out sexual misconduct cases from the procedures listed above.
To what extent should the University apply a centralized grievance procedure in sexual misconduct matters?

Centralized roles could include some or all of the following:

- investigators
- a single administrator to coordinate hearings (including selection, training and scheduling of advisors and decision-makers), appeals, and informal resolution processes
- informal resolution process facilitators
- hearing officers and decision-makers
- advisors for the parties
- appellate decision-makers
1. Should the University apply the “preponderance of the evidence” or the “clear and convincing evidence” standard of evidence to determine responsibility in sexual misconduct cases?

2. What should be the scope of advisor participation in hearings?

3. To what extent should the University apply a centralized grievance procedure in sexual misconduct matters?
Equal Opportunity and Affirmative Action

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eooa@umn.edu
274 McNamara Alumni
200 Oak Street SE
Minneapolis, MN  55455
(612) 624-9547
AGENDA ITEM:  Board of Regents Policy: Code of Conduct for Members of the Board of Regents – Annual Review

☐ Review  ☐ Review + Action  ☐ Action  ☑ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Douglas Peterson, General Counsel
Brian Steeves, Executive Director & Corporate Secretary

PURPOSE & KEY POINTS

This item fulfills the required annual review of the procedures and requirements stated by Board of Regents Policy: Code of Conduct for Members of the Board of Regents. This is the first time an annual review will take place under the newly adopted policy. The discussion will provide an overview of the policy, including:

- The newly adopted fiduciary duties section.
- Financial disclosure requirements.
- Guidelines relating to gifts and expenses.
- A summary of the conflict of interest process.

A copy of the policy is included in the docket materials.

BACKGROUND INFORMATION

Section XII of Code of Conduct for Members of the Board of Regents requires that the Board to publicly review the requirements and procedures of the policy annually.

As adopted by the Board in February 2020, the new Code of Conduct for Members of the Board of Regents integrated language from three existing Board policies: Code of Ethics for Members of the Board of Regents, Responsibilities of the Board and Individual Regents, and Gifts Received and Given by Regents and University Officials (provisions directly related to Regents only); and added new language based on feedback received from the Governance & Policy Committee.

In addition to the policy, two amendments were also made to the Bylaws of the Board of Regents:

- Requiring a supermajority vote of the Board to impose sanctions on a Regent.
- A technical correction that updated the title of the policy when referenced in Article VIII, Section A.
BOARD OF REGENTS POLICY:
Code of Conduct for Members 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.

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REVISION HISTORY

Adopted: February 14, 2020
Amended: February 14, 2020

Board of Regents Policy: Code of Conduct for Members of the Board of Regents
Category: Board Operations
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