



Board of Regents

March 2021

March 12, 2021

15 min Following Adjournment of Board of Regents Public Comment Period

Videoconference

BOR - MAR 2021

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Introduction of Vice President for Student Affairs

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 introduce Calvin Phillips, the new Vice President for Student Affairs.

Phillips joined the University of Minnesota on March 1, 2021, and serves as Vice President for Student Affairs and Dean of Students. He comes to the University from Eastern Michigan University, where he served as associate vice president of student affairs since 2014. Previously, Phillips was vice president for student affairs at Northern State University, and held positions at the University of Texas-Pan American, Winston-Salem State University, University of Northern Iowa, Shippensburg University, and Slippery Rock University.

Phillips brings a strong commitment to student wellbeing, success, equity, diversity, and inclusion. His experience and accomplishments have made him known for his authentic communication, fostering a shared vision across a broad range of stakeholders, and effectiveness in building relationships with students, faculty, and staff.

Phillips holds a Doctor of Education in administration and leadership studies from Indiana University of Pennsylvania. He earned his Master of Arts in student personnel from Slippery Rock University, and a Bachelor degree from Oklahoma State University in secondary education social studies.

BACKGROUND INFORMATION

The Vice President for Student Affairs and Dean of Students provides leadership to advance student success, promote an inclusive environment, and enrich the campus community. The position also has responsibility for partnership and collaboration with the vice chancellors for student affairs and student life on the Crookston, Duluth, Morris and Rochester campuses.

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Litigation Review Committee
February 11, 2021**

A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 11, 2021 at 8:00 a.m. by videoconference.

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

Staff present: General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Others present: Sarah Dirksen, William Haldeman, Rick Kubler, Timothy Pramas, and Brian Slovt.

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](#).

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of Litigation Review Committee be held on Thursday, February 11, 2021 at 8:00 a.m. via videoconference, for the purpose of discussing attorney-client privileged matters including the following:

- I. *Regents of the University of Minnesota v. United States of America; and E.I. Du Pont De Nemours and Co.*
- II. *Steven Staubus, et al. v. Regents of the University of Minnesota*
- III. *Patrick Hyatte et al. v. University of Minnesota*

The vote was as follows:

Regent Anderson	Yes
Regent Her	Yes
Regent Mayeron	Yes
Regent McMillan	Yes
Regent Simonson	Yes
Regent Beeson	Yes

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 8:05 a.m.

The meeting adjourned at 8:52 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Audit & Compliance Committee
February 11, 2021**

A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, February 11, 2021 at 8:00 a.m. by videoconference.

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

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

Student Representatives present: Rielle Perttu Swanson and Emily Wittkop.

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

EXTERNAL AUDITOR'S REVIEW OF COMPLETED AUDIT WORK

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

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

EXTERNAL AUDIT PLAN

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

The docket materials for this item begin on page 137. The closed captioned video of this item is [available here](#).

UPDATE ON UNIVERSITY ETHICS PROGRAM

Regent Rosha invited Boyd Kumher, Chief Compliance Officer, to provide an update on the University Ethics Program, as detailed in the docket.

The docket materials for this item begin on page 148. The closed captioned video of this item is [available here](#).

INTERNAL AUDIT UPDATE

Regent Rosha invited Chief Auditor Klatt to provide an internal audit update, as detailed in the docket.

The docket materials for this item begin on page 158. The closed captioned video of this item is [available here](#).

The meeting adjourned at 9:17 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS

Finance & Operations Committee
February 11, 2021

A meeting of the Finance & Operations Committee of the Board of Regents was held on Thursday, February 11, 2021 at 9:30 a.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; Chancellor Lori Carrell; Senior Vice President Myron Frans; Vice President Michael Berthelsen; Interim Vice President Kenneth Horstman; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Associate Vice Presidents Julie Tonneson and Michael Volna.

Student Representatives present: Pal Koak 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](#).

**SYSTEMWIDE STRATEGIC PLAN IMPLEMENTATION:
PRINCIPLES TO GUIDE CAMPUS MASTER PLANS**

Regent McMillan invited President Gabel, Vice President Berthelsen, and Monique MacKenzie, Director of Campus and Capital Planning, to present for action proposed principles to guide campus master plans, as detailed in the docket.

The docket materials for this item begin on page 4. The closed captioned video of this item is [available here](#).

A motion was made and seconded to recommend approval of the resolution related to the Systemwide Campus Master Planning Principles.

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 resolution related to the Systemwide Campus Master Planning Principles.

**DEVELOPMENT OF THE TWIN CITIES CAMPUS MASTER PLAN:
VISIONING THE CAMPUS' EVOLUTION**

Regent McMillan invited Vice President Berthelsen, Monique MacKenzie, Director of Campus and Capital Planning, and Greg Havens, Principal, Sasaki, to lead the next discussion in the development of the revised Twin Cities campus master plan, as detailed in the docket.

The docket materials for this item begin on page 12. The closed captioned video of this item is [available here](#).

**OVERVIEW OF UMC, UMD, UMM, AND UMR
COMPARATIVE TUITION RATES AND STRATEGY**

Regent McMillan invited President Gabel, Associate Vice President Tonneson, and Assistant Vice President Lincoln Kallsen to provide an overview of comparative tuition rates and strategy for the Crookston, Duluth, Morris, and Rochester campuses, as detailed in the docket.

The docket materials for this item begin on page 40. The closed captioned video of this item is [available here](#).

**ANNUAL REPORT ON WORKFORCE AND TOTAL
COMPENSATION AND DISCUSSION**

Regent McMillan invited Interim Vice President Horstman to present the Annual Report on Workforce and Total Compensation, as detailed in the docket.

The docket materials for this item begin on page 62. The closed captioned video of this item is [available here](#).

FY 2022 ANNUAL OPERATING BUDGET FRAMEWORK

Regent McMillan invited Senior Vice President Frans and Associate Vice President Tonneson to outline the FY 2022 Annual Operating Budget framework, as detailed in the docket.

The docket materials for this item begin on page 171. The closed captioned video of this item is [available here](#).

CONSENT REPORT

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

The docket materials for this item begin on page 196. The closed captioned video of this item is [available here](#).

Regent McMillan announced that the committee would consider as a separate item the Google purchase and authorization to execute contracts, consistent with the materials in the docket.

General Contingency:

- There are no items requiring approval this period since the items listed exceeding the approval threshold of \$250,000 were officially approved with the FY 2021 Operating Budget - Attachment 2 (which listed individual items to be funded and the sources, including the General Contingency).

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

- To ExamOne for an additional estimated \$2,452,000 for home blood collection for the Institute for Social Research and Data Innovation, Twin Cities campus, for the period of March 1, 2021 through September 30, 2023. The funds for this purchase are coming from the sponsored project's budget. ExamOne, a new supplier, was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. On Budget Framework e supplier responded to the RFP; see further discussion of selection process on enclosed documentation.
- To Paciolan, LLC for an additional estimated \$2,030,000 for ticketing services for the Intercollegiate Athletic Department, Twin Cities campus, for the period of July 2021 to June 2026. The fees will be paid from the Athletics operating budget which is made up of auxiliary funds. The ticket revenue will cover these fees. Paciolan, LLC, a new supplier, was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Three suppliers responded to the RFP.
- To Siemens Medical Solutions for \$2,900,000 for a 3T Prisma Plus MRI scanner for Masonic Institute for the Developing Brain/Center for Magnetic Resonance Research (CMRR), Twin Cities campus. The MRI scanner will be part of CMRR's Internal/External Sales organization. The cost will be covered via internal sales to University units, external sales, or from departmental funds. Siemens was selected through a competitive bidding process. Siemens Medical Solutions, a new supplier, was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Three suppliers responded to the RFP.
- To ThermoFisher Scientific for an estimated \$1,133,100 for a Model Talos F200C G2 Analytical Scanning and Transmission Electron Microscope with a 2-year service contract for the departments of Mechanical Engineering and Chemical Engineering and Materials Science, and the College of Science and Engineering, Twin Cities campus. This analytical scanning and transmission electron microscope and 2-year service contract will be purchased with sponsored project funds from the Department of Defense (Army Research Office) budget. See enclosed documentation for basis of supplier selection.

- To Raytheon BBN Technologies for an estimated \$1,370,180 for the construction of a suitable video dataset that requires the use of multiple methodologies (classroom, on-site, on-site leave behind) for the Department of Mechanical Engineering, Twin Cities campus, for the period March 1, 2021 through December 20, 2025. This purchase is for a sponsored project, and the funds for this purchase are coming from the sponsored project's budget. See enclosed documentation for basis of supplier selection.
- To Google LLC for \$2,356,000 for the design, development, and implementation of a cutting-edge digital platform to enhance student learning and provide analytics for educational research beginning May 1, 2021 with a completion of August 31, 2024 for the Rochester campus. The cost of the contract with Google will be paid using some combination of University level balances, external support, a portion of state funds designated for enhancing health education, and Central Reserves. See enclosed documentation for basis for supplier selection.

Employment Agreements

- Calvin Phillips as Vice President for Student Affairs and Dean of Students

A motion was made and seconded to recommend approval of the Google purchase and authorization to execute contracts consistent with the materials in the docket.

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 Google purchase and authorization to execute contracts consistent with the materials in the docket.

A motion was made and seconded to recommend approval of the remaining items of the revised Consent Report.

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 revised Consent Report.

INFORMATION ITEMS

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

- Capital Finance and Debt Management Report
- Annual Insurance and Risk Management Report
- Central Reserves Fund Report
- Learfield IMG College Contract Execution Update
- State Capital Appropriation Expenditure Report
- Quarterly Purchasing Report
- Contamination Remediation of University Land in Rosemount, Minnesota

The docket materials for this item begin on page 218. The closed captioned video of this item is [available here](#).

The meeting adjourned at 12:57 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Mission Fulfillment Committee
February 11, 2021**

A meeting of the Mission Fulfillment Committee of the Board of Regents was held on Thursday, February 11, 2021 at 2:00 p.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; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Student Representatives present: Abdulla Ali and Jael Kerandi.

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](#).

DIVERSITY IN SYSTEMWIDE ADMISSIONS & RECRUITMENT

Regent Anderson invited Melissa Bert, Interim Vice Chancellor for Enrollment Management, Morris campus; Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus; and Jeffrey Ratliff-Crain, Vice-Chancellor for Academic Affairs & Innovation, Rochester campus to discuss diversity in systemwide admissions and recruitment, 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](#).

STUDENT SUCCESS AND CLOSING THE ACHIEVEMENT GAP

Regent Anderson invited Fernando Delgado, Executive Vice Chancellor for Academic Affairs, Duluth campus; John Hoffman, Vice Chancellor for Academic and Student Affairs, Crookston campus; and Robert McMaster, Vice Provost and Dean of Undergraduate Education, Twin Cities campus to discuss student success and closing the achievement gap, as detailed in the docket.

The docket materials for this item begin on page 35. The closed captioned video of this item is [available here](#).

DIVERSITY AND INCLUSION IN GRADUATE EDUCATION

Regent Anderson invited Scott Lanyon, Vice Provost & Dean of Graduate Education, and Yoji Shimizu, Associate Dean of Graduate Education and Director of the Graduate School Diversity Office, to discuss diversity and inclusion in graduate education, as detailed in the docket.

The docket materials for this item begin on page 63. The closed captioned video of this item is [available here](#).

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

Request for Approval of New Academic Programs

- College of Education and Human Development (Twin Cities campus)—Create undergraduate minor in Educational Psychology Research
- College of Continuing and Professional Studies (Twin Cities campus)—Create undergraduate credit Certificate in Environmental Health and Safety
- College of Education and Human Service Professions on the Duluth campus—Create undergraduate minor in Health and Wellness Coaching
- Swenson College of Science and Engineering on the Duluth campus—Create undergraduate minor in Quality Science

Request for Approval of Changed Academic Programs

- College of Continuing and Professional Studies (Twin Cities campus)—Deliver the undergraduate minor in Construction Management partially online
- College of Continuing and Professional Studies (Twin Cities campus)—Create an Environmental Health and Safety subplan in the undergraduate minor in Construction Management
- College of Education and Human Development (Twin Cities campus)—Deliver the undergraduate and post baccalaureate Certificate in Autism Spectrum Disorder completely online
- Morris campus—Change the name of the B.A. degree and undergraduate minor in Medieval Studies to Medieval and Ancient Studies
- Morris campus—Discontinue the French K-12 subplan in the B.A. degree in Secondary Education
- Crookston campus—Discontinue the Bio-Fuels and Renewable Energy Technology, and Power and Machinery subplans in the B.S. degree in Agriculture and Systems Management.
- Crookston campus—Discontinue the Aviation subplan in the B.S degree in Natural Resources

Request for Approval of Discontinued Academic Programs

- Crookston campus—Discontinue the B.S. degree in Aviation

Request for Approval of Faculty Appointments with Tenure

- Andrew Adams, professor with tenure, Department of Surgery, Medical School
- Sapna Sarupria, associate professor with tenure, Department of Chemistry, College of Science and Engineering
- Kjetil Storesletten, professor with tenure, Department of Economics, College of Liberal Arts

Request for Approval of *Postsecondary Planning: A Joint Report to the Minnesota Legislature*

Request for Approval of Museum Collection Policies

- Bell Museum Collections Policy
- Goldstein Museum of Design Collections Management Policy
- Minnesota Landscape Arboretum Art and Sculpture Collections Management Policy
- Minnesota Landscape Arboretum Plant Collections Management Policy
- Tweed Museum of Art Collections Management Policy
- Weisman Art Museum Collection Policy

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 Kenya	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 Consent Report.

INFORMATION ITEMS

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

The docket materials for this item begin on page 180. The closed captioned video of this item is [available here](#).

The meeting adjourned at 4:22 p.m.

A handwritten signature in black ink that reads "Brian R. Steeves". The signature is written in a cursive style with a large, stylized initial "B".

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Governance & Policy Committee
February 12, 2021**

A meeting of the Governance & Policy Committee of the Board of Regents was held on Friday, February 12, 2021 at 8:00 a.m. by videoconference.

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

Staff present: President Joan Gabel; Vice President Matt Kramer; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

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](#).

**RESOLUTION RELATED TO AMENDMENTS TO
URGENT APPROVAL AUTHORITY**

Regent Mayeron invited Regent Rosha to present for action the revised resolution related to amendments to urgent approval authority, as detailed in the docket.

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

A motion was made and seconded to recommend approval of the resolution related to amendments to the urgent approval authority.

The vote was as follows:

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

The committee voted unanimously to recommend approval of the resolution related to amendments to the urgent approval authority.

BOARD OF REGENTS POLICY: *ALCOHOLIC BEVERAGES ON CAMPUS*

Regent Mayeron invited Vice President Kramer and Senior Associate General Counsel Dan Piper to present for action the proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus*, as detailed in the docket.

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

Mayeron invited Student Representative Rodrigo Tojo Garcia to comment on the proposed amendments.

A motion was made and seconded to recommend adoption of the proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus*.

The vote was as follows:

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

The committee voted 7 to 5 to recommend adoption of the proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus*.

DISCUSSION OF BOARD ASSESSMENT OPTIONS AND OBJECTIVES

Regent Mayeron invited Executive Director Steeves to lead a discussion of board assessment options and objectives, as detailed in the docket.

The docket materials for this item begin on page 16. The closed captioned video of this item is [available here](#).

The meeting adjourned at 9:12 a.m.

A handwritten signature in black ink that reads "Brian R. Steeves". The signature is written in a cursive style with a large initial 'B' and 'S'.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Board of Regents
February 12, 2021**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 12, 2021 at 9:30 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; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice President Michael Berthelsen; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

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:

Litigation Review Committee – December 10, 2020
Audit & Compliance Committee – December 10, 2020
Finance & Operations Committee – December 10, 2020
Mission Fulfillment Committee – December 10, 2020
Governance & Policy Committee – December 11, 2020
Board of Regents – December 11, 2020
Board of Regents Special Meeting – January 8, 2021

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.

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

REPORT OF THE CHAIR

Regent Powell delivered the report of the Chair.

The docket materials for this item begin on page 30. The closed captioned video of this item is [available here](#).

RECEIVE AND FILE REPORTS

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

- Summary of Expenditures

The docket materials for this item begin on page 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 All-University Honors Committee
- Report of the Naming Committee

The docket materials for this item begin on page 35. The closed captioned video of this item is [available here](#).

A motion was made and seconded to approve the Consent Report. The vote was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Davenport	Yes
Regent Her	Yes
Regent Hsu	Yes
Regent Kenya	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.

MPACT 2025 MEASURES

Regent Powell invited President Gabel to present for action the MPact 2025 Measures, as detailed in the docket.

The docket materials for this item begin on page 58. The closed captioned video of this item is [available here](#).

A motion was made and seconded to approve the MPact 2025 Measures. The vote was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Davenport	Yes
Regent Her	Yes
Regent Hsu	Yes
Regent Kenya	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 MPact 2025 Measures.

2020 UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

Regent Powell invited President Gabel and Executive Vice President and Provost Croson to present for action the 2020 University Performance and Accountability Report, as detailed in the docket.

The docket materials for this item begin on page 96. The closed captioned video of this item is [available here](#).

A motion was made and seconded to approve the resolution related to the 2020 University Performance and Accountability Report, as follows:

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and

WHEREAS, it is the responsibility of the Board, in cooperation with the president, to identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

WHEREAS, it was resolved that the University Performance and Accountability Report (Report) shall publicly demonstrate the University's accountability for progress in reaching its stated goals and objectives; link planning, performance evaluation, and resource allocation at the system and campus/college level; illustrate and analyze longitudinal trends in key areas; provide a means to make comparisons with peer institutions; identify areas for continued work; and include progress made in achieving the goals as articulated in MPact 2025; and

WHEREAS, on the recommendation of the executive vice president and provost, the president of the University requests the Board accept the 2020 Report.

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2020 Report as submitted by the administration.

The vote was as follows:

Regent Anderson	Yes
Regent Beeson	Yes
Regent Davenport	Yes
Regent Her	Yes
Regent Hsu	Yes
Regent Kenya	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 the 2020 University Performance and Accountability Report.

COMPREHENSIVE PUBLIC SAFETY REVIEW FINDINGS AND RECOMMENDATIONS

Regent Powell invited President Gabel and Cedric Alexander of CL Alexander Consulting LLC, to present findings and recommendations of a comprehensive public safety review of the Twin Cities campus, as detailed in the docket.

The docket materials for this item begin on page 124. 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 LITIGATION REVIEW COMMITTEE

Regent Beeson, chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on February 11, 2021. At this meeting, a resolution was considered and adopted that authorized the closing of the meeting. In the closed meeting, discussion was held on matters subject to the attorney-client privilege.

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

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

Regent McMillan, chair of the committee, reported that the committee voted to recommend the following three items. All unanimous recommendations of the committee were considered as one motion.

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

- 1) Approval of the resolution related to the Systemwide Campus Master Planning Principles. The committee docket materials for this item can be found on page 4.

The resolution is as follows:

WHEREAS, in 1993, the Board of Regents (Board) adopted the following four campus master planning principles to direct the development of campus master plans on each of the University of Minnesota (University) campuses:

The principle of creating and maintaining a distinctive and aspiring vision for the physical development of each campus;

The principle of enriching the experience of all who come to the campus;

The principle of maximizing the value of existing physical assets while responding to emerging/changing physical needs;

The principle of an inclusive, accountable, and timely process for creating and implementing the master plan vision; and

WHEREAS, the 1993 Board resolution included a detailed articulation of how these principles should be used in campus master planning; and

WHEREAS, since that time, the University campuses have used such planning principles to guide the development and updates of campus master plans; and

WHEREAS, the 2020 University of Minnesota Systemwide Strategic Plan identifies the need to update each of the campus master plans, under Commitment 5, Goal 3 action item - “Establish new long-term physical master plans for each campus that serves our community and is updated regularly”; and

WHEREAS, campus master plans are intended to serve as frameworks for the long-term evolution of all University campuses. These plans focus on the interaction between open spaces, existing buildings, and supportive networks and services that enhance the unique qualities of place. Campus master plans are created as a flexible framework to support decision-makers when faced with issues that affect the future evolution of each campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents directs that the process to update each of the University campus master plans be guided by the following updated systemwide campus master planning principles. Each campus will uniquely interpret how these principles are reflected in their planning process and their campus master plans.

Establish a sustainable vision of how the physical setting of each campus will embody its distinctive history, mission, and future.

Create an inclusive and welcoming experience for the increasingly diverse range of people who come to campus.

Optimize existing physical assets to facilitate flexible and innovative solutions toward an enduring future.

Consider the cost of attendance, investment, and operations when planning for each campus’ future.

Integrate each campus’ master plan with the Systemwide Strategic Plan.

Ensure an inclusive, accountable, and forward-looking process for developing and implementing the master plan.

- 2) Approval of the Google LLC purchase and authorization to execute contracts, which was separated from the revised Consent Report. The committee docket materials for this item can be found on page 196.
- 3) Approval of the revised Consent Report for the Finance & Operations Committee as presented to the committee and described in the February 11, 2021 committee minutes. The committee docket materials for this item can be found on page 196.

A motion was made to approve the three items in the committee report, 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 committee report.

REPORT OF THE MISSION FULFILLMENT COMMITTEE

Regent Anderson, 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 Consent Report for the Mission Fulfillment Committee as presented to the committee and described in the February 11, 2021 committee minutes. The committee docket materials for this item can be found on page 80.

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 GOVERNANCE & POLICY COMMITTEE

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

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

- 1) Approval of the resolution related to Amendments to Urgent Approval Authority. The committee docket materials for this item can be found on page 3.

The resolution is as follows:

BE IT RESOLVED that that the Board of Regents adopts the following amendments to Board of Regents Policy: *Board Operations and Agenda Guidelines*, Section V, Subd. 7, Urgent Approvals:

Subd. 7. Urgent Approvals.

~~Upon recommendation of the president, the Board chair, Board vice chair, and the respective committee chair may act on behalf of the Board when delay for Board approval could have a significant impact on the University's mission or poses a considerable health, safety, or financial risk. Urgent approvals shall be used judiciously and any such approvals will be reported to the Board or respective committee upon approval and included as an information item at the next scheduled meeting, consistent with Subd. 3 of this section.~~

When waiting for the next scheduled meeting to obtain Board approval on a particular matter could have a significant impact on the University's mission or poses a considerable health, safety, or financial risk, the president may request an urgent approval. To request an urgent approval, the president shall submit orally or in writing to the Board chair a statement describing the matter and the basis for immediate action.

After reviewing the circumstances and timeline of the urgent approval request, the Board chair shall determine if there is time to attempt to contact all Regents in order to hold a special or emergency meeting. If the Board chair determines that there is not time to contact all Regents or if a quorum of the Board is not available, the Board chair may act on behalf of the Board. In the absence of the Board chair, the Board vice chair shall perform the duties of the chair consistent with this subdivision and in alignment with the Bylaws. Immediately following the granting of an urgent approval on behalf of the Board, the OBR shall distribute to all Regents notice of the approval and all materials provided to support the request.

At the next meeting of the Board following the approval, the urgent approval granted on behalf of the Board shall be presented to the Board as a separate information item, consistent with Subd. 3 of this section, or for action, as appropriate.

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 resolution related to Amendments to Urgent Approval Authority.

- 2) Approval of proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus*. The committee docket materials for this item can be found on page 5.

A motion was made to approve the proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus*, as follows:

SECTION I. SCOPE.

This policy governs the use, possession, distribution, consumption, promotion, marketing, licensing, and sale of alcoholic beverages at or by the University of Minnesota (University).

SECTION II. DEFINITIONS.

Subd. 1. Alcoholic Beverages.
 Alcoholic beverages shall have the meaning provided by state law.

Subd. 2. Employee.
 Employee shall mean an individual employed by the University, including a student employee, when acting within the course and scope of employment.

Subd. 3. Student.
 Student shall mean an individual taking at least one University course or class, credit or noncredit, or participating in any academic program administered by the University.

Subd. 4. University Housing.
 University housing shall mean all places of residence owned or leased by the University in which students reside.

Subd. 5. University Property.
 University property shall mean all real property, buildings, and facilities under the primary control of the University through ownership, lease, or other means.

Subd. 6. Visitor.
 Visitor shall mean any person who is on University property, except an employee or student.

SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the application of standards and expectations for the use, possession, distribution, consumption, promotion, marketing, and sale of alcoholic beverages at the University.

Subd. 1. Compliance.

The University shall comply with all applicable local, state, and federal laws related to the use, possession, distribution, consumption, and sale of alcoholic beverages on campus. The University expects compliance from employees, students, and campus visitors.

Subd. 2. Education and Counseling.

The University is committed to offering and promoting counseling, education, and prevention programs and activities related to: (a) personal responsibility and moderation in alcohol consumption; (b) the association between excessive alcohol consumption and high risk behaviors; (c) the benefits of abstinence; and (d) the prevention, diagnosis, and treatment of alcohol misuse and abuse.

Subd. 3. Health and Safety.

The University is committed to promoting a healthy and safe living and learning environment for its employees, students, and visitors.

SECTION IV. REGULATION OF ALCOHOLIC BEVERAGES.

Subd. 1. Unauthorized Use.

The unlawful or unauthorized use, possession, distribution, consumption, promotion, marketing, or sale of alcoholic beverages is prohibited on University property or as part of any University activity.

Subd. 2. Authorized Use.

The responsible and lawful use, possession, distribution, or consumption of alcoholic beverages for social and celebratory purposes on University property is permitted only when authorized by the president or delegate in accordance with this policy and administrative policy and procedures.

Subd. 3. University Housing.

Administrative policies approved by the president or delegate shall govern the use, possession, and consumption of alcoholic beverages in University housing. The policies shall clearly specify appropriate areas, times, and circumstances and fully recognize and protect the rights and needs of all residents.

Subd. 4. Sale.

The sale of alcoholic beverages on University property is prohibited, except when authorized by license or state law and approved by the Board of Regents (Board).

Subd. 5. Production for Sale.

The production of alcoholic beverages on University property for sale or by the University for sale is prohibited, except when authorized by license or state law and approved by the Board.

Subd. 6. Promotions and Marketing.

The University may accept promotion, marketing, advertising, or sponsorship of alcoholic beverages at its venues and in its publications. University trademarks, trade names, service marks, logos, slogans, and other official identifiers or symbols may be used in conjunction with licensing, advertising, promotion, marketing, distribution, or sale of alcoholic beverages. The use of University mascots is prohibited.

Promotion, marketing, or advertising of alcoholic beverages displayed in or on University property primarily used for academic or research purposes or in University housing shall be approved by the president and reported to the Board before implementation.

A portion of the annual revenue generated from the promotion, marketing, advertising, or sponsorship of alcoholic beverages shall be allocated to University education and counseling programs established under Section III, Subd. 2 of this policy. The president shall include the allocation as a component of the annual operating budget.

SECTION V. ENFORCEMENT.

Violation of this policy may result in the following University sanctions, in addition to any other sanctions imposed by law:

Subd. 1. Employees.

Violation of this policy by an employee constitutes misconduct subject to University discipline that may include termination.

Subd. 2. Students.

Violation of this policy by a student is a violation of, and shall be adjudicated in accordance with, Board of Regents Policy: Student Conduct Code.

Subd. 3. Visitors.

Violation of this policy by a visitor shall result in a request to leave the University property, function, or event, and may result in a directive prohibiting access to University property.

SECTION VI. IMPLEMENTATION.

The president or delegate shall administer this policy and maintain the appropriate policies, procedures, and guidelines to implement this policy.

Adopted: February 8, 1974, Amended: September 8, 2006; February 7, 2013; February 12, 2021, Supersedes: policy dated April 8, 1969.

The vote was as follows:

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

Seven votes were cast in favor of the motion, and five votes were cast against the motion. The proposed amendments to Board of Regents Policy: *Alcoholic Beverages on Campus* were approved.

NEW BUSINESS

President Gabel responded to an inquiry from Regent Hsu regarding spring commencement. The closed captioned video of this item is [available here](#).

In response to a question from Regent Kenya, President Gabel provided information on the new position of senior advisor for Tribal Affairs. The closed captioned video of this item is [available here](#).

The meeting adjourned at 12:12 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

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.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

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 DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Receive & File Reports

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Regent Kendall J. Powell

PURPOSE & KEY POINTS

The following items are included for receipt and filing:

- A. Quarterly Report of Grant and Contract Activity



Meeting of the Board of Regents



Quarterly Report of Grant/Contract Activity

Fiscal Year 2021

Second Quarter Data: October - December, 2020

Executive Summary

The University received \$754.0M in research funding in the first two quarters of FY2021, an increase of \$231.9M (44%) over the first two quarters of last fiscal year, and a larger amount than all sponsored funding received in FY2017. This increase was primarily due to \$206M in funding from high dollar awards. Much of the \$168.4M increase in B&I funding came from a \$140.9M award received in Q1 from Leidos Corporation (with NIH prime) to the School of Public Health's Jim Neaton for COVID-19 clinical trials.

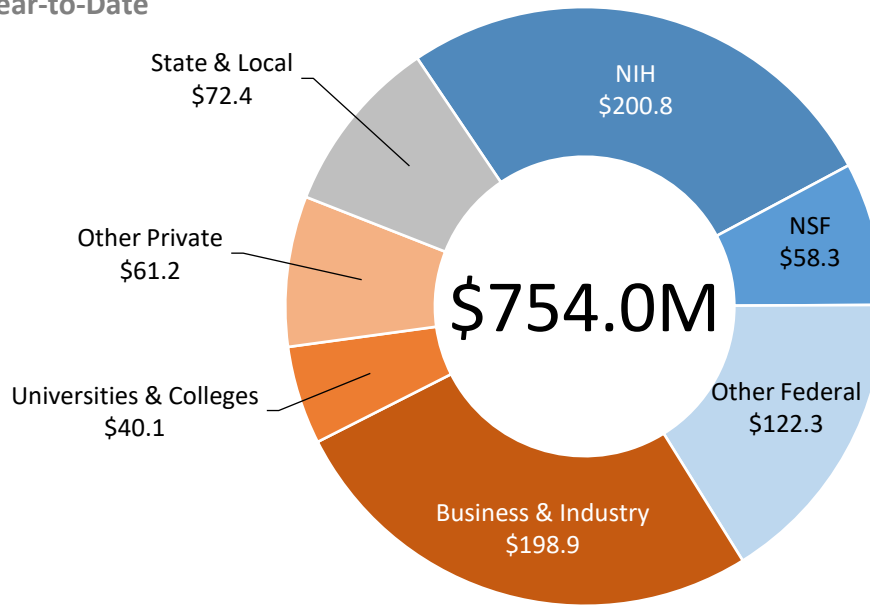
Both the Medical School and other Health Sciences research saw significant increases in sponsored funding over the first two quarters while the College of Science and Engineering saw funding totals similar to last year at the same point. The \$13M decrease in the "Other Twin Cities and Other Campuses" group was primarily due to \$15M less from high dollar awards than last year.

Second Quarter Highlights

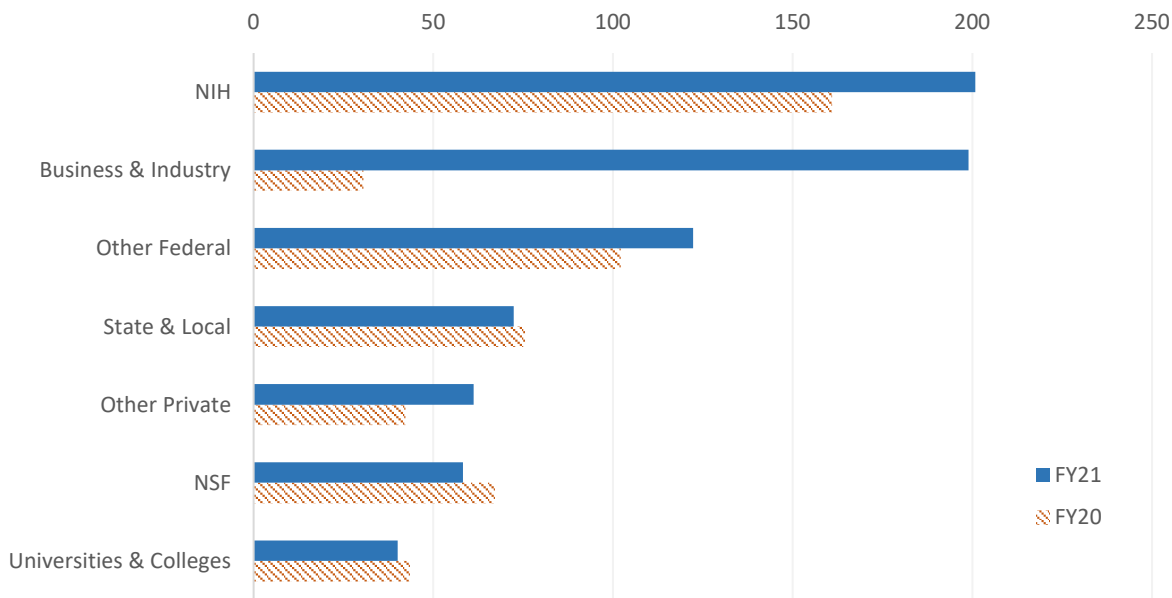
- FY2021 sponsored research funding was \$231.9M greater than that of FY2020.
- In the \$754M of sponsored research funding that has been received this fiscal year, about \$262M came in during the second quarter. Almost half of this funding came from federal sponsors.
- Approximately \$496M of the \$754M total sponsored award funding has been for Health Sciences and the Medical School.
- About \$208M in sponsored funding came into the University for COVID-19 research (including the Q1 \$140.9M award).
- The Michael J. Fox Foundation for Parkinson's Research funded a \$6.2M award to Michael K. Lee for "Senescence in Parkinson's disease and related disorders."
- The State of Minnesota funded over \$23M in awards FYTD related to COVID-19 research.

Award Dollars by Source

Fiscal Year-to-Date



Year-Over-Year Comparison

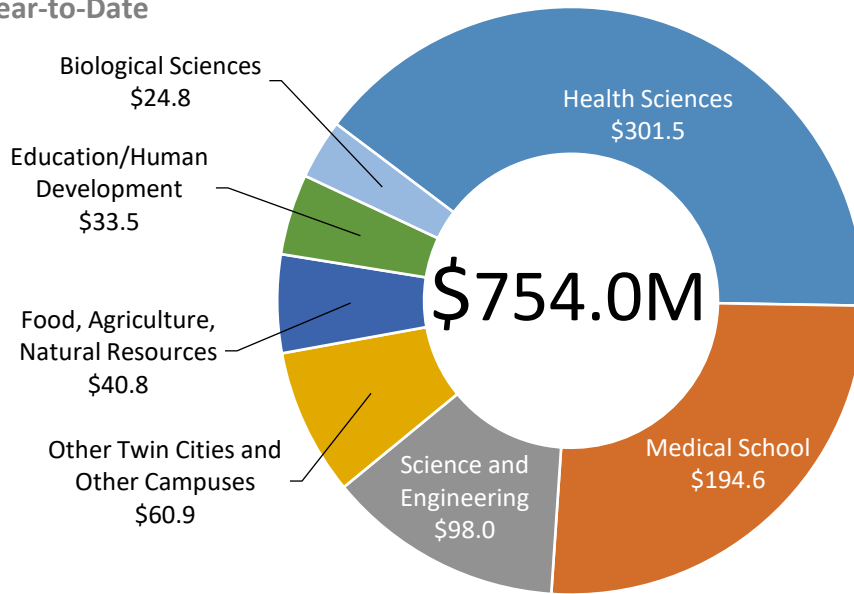


Sponsor Group	Sponsor	FY20 YTD		FY21 YTD		\$ Change (Amount)
		Number	Amount	Number	Amount	
Federal	NIH	416	161.0	461	200.8	39.8
Federal	NSF	155	67.1	144	58.3	-8.8
Federal	Other Federal	274	102.2	325	122.3	20.1
Private	Business & Industry	885	30.5	913	198.9	168.4
Private	Universities & Colleges	396	43.5	387	40.1	-3.5
Private	Other Private	462	42.2	478	61.2	19.0
State & Local	State & Local	262	75.5	186	72.4	-3.2
Total		2850	522.2	2894	754.0	231.9

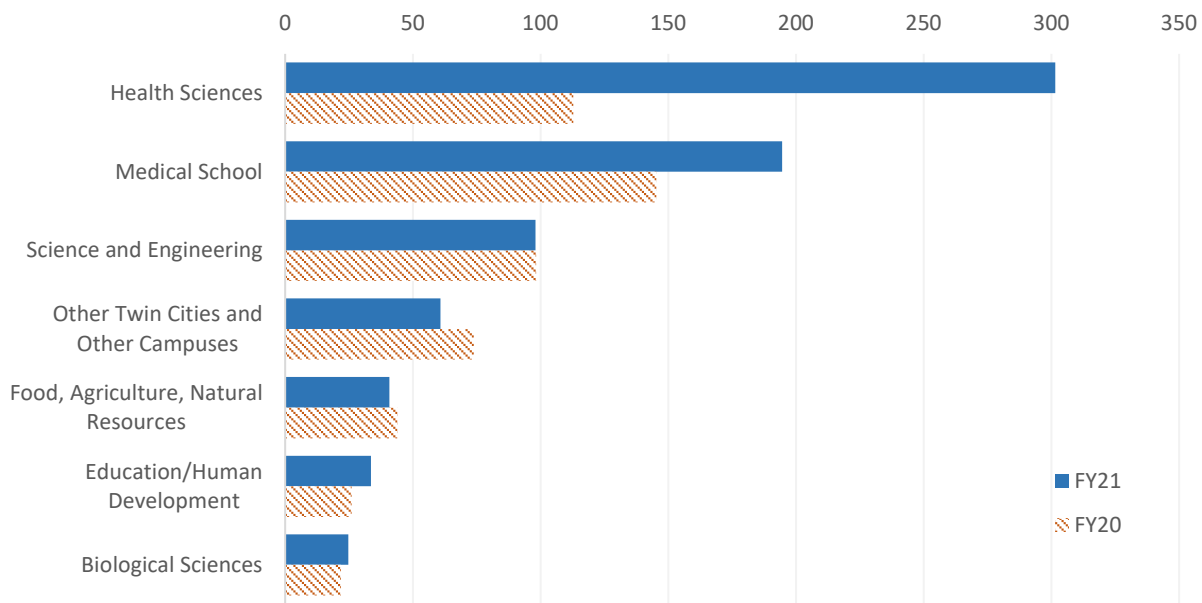
NOTE: Amounts are represented in millions of dollars, therefore details may not sum to totals due to rounding.

Award Dollars by Recipient

Fiscal Year-to-Date



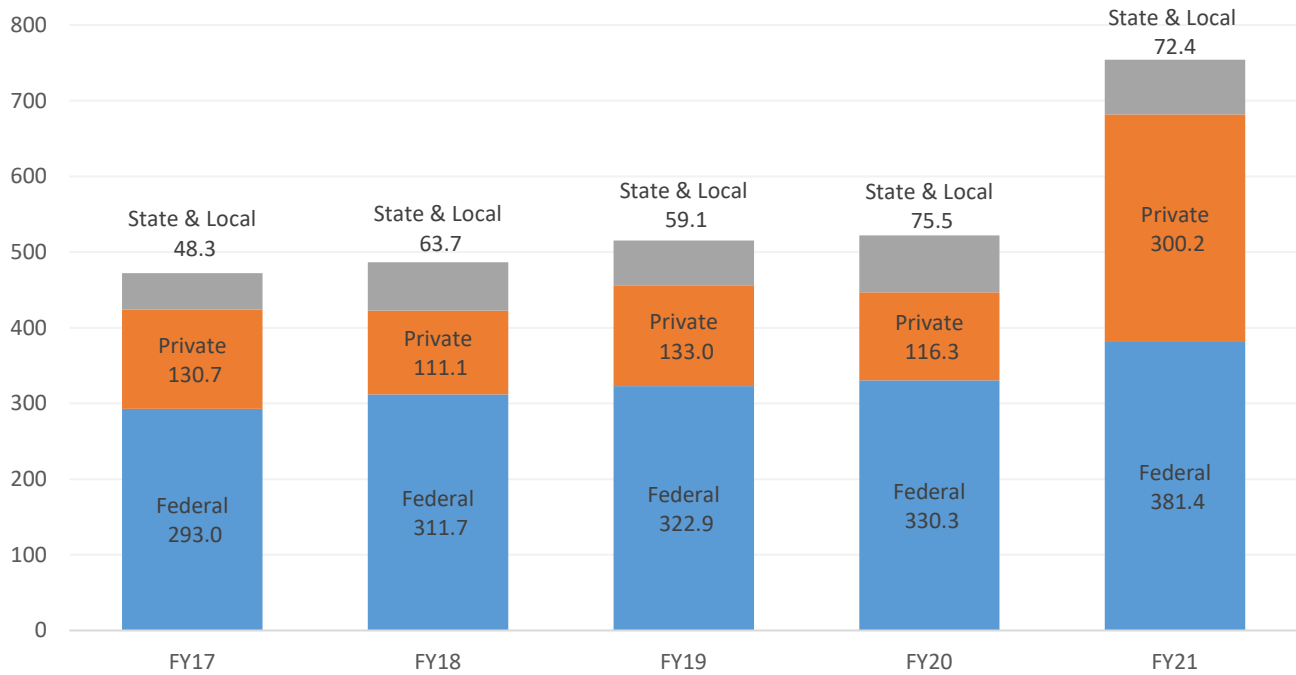
Year-Over-Year Comparison



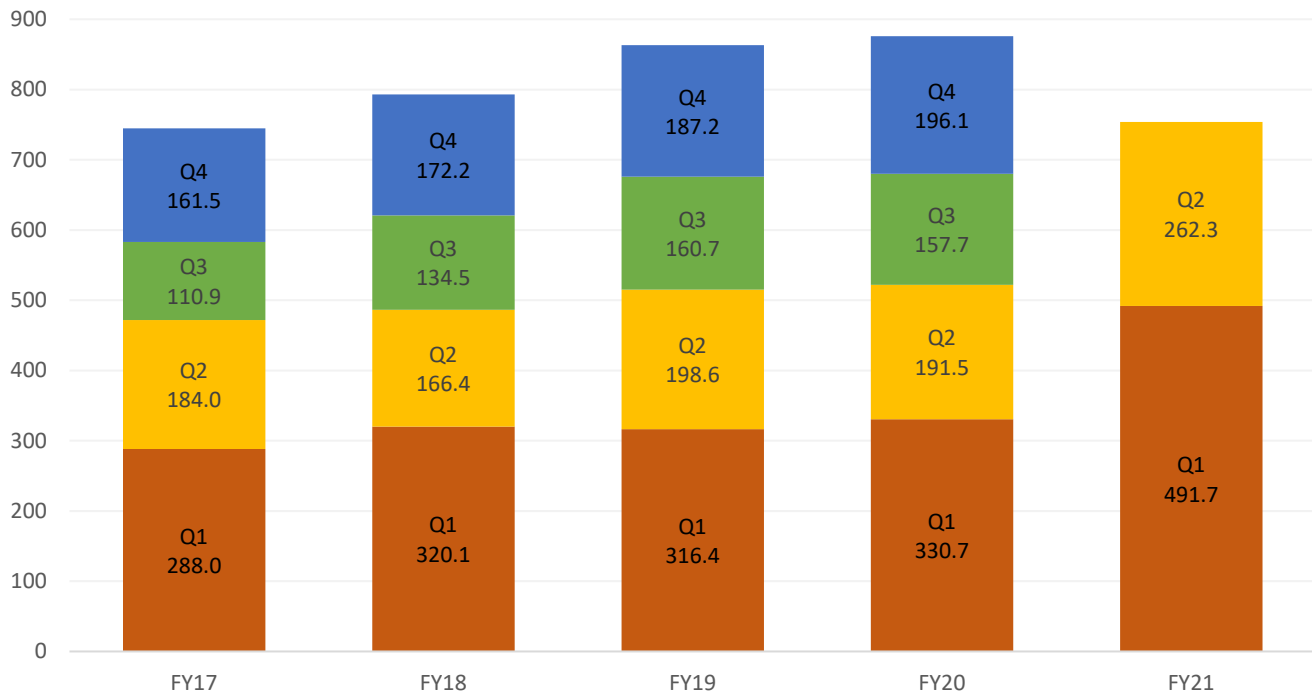
Recipient	FY20 YTD		FY21 YTD		\$ Change (Amount)
	Number	Amount	Number	Amount	
Health Sciences	750	112.9	790	301.5	188.7
Medical School	1016	145.4	1050	194.6	49.2
Science and Engineering	354	98.3	341	98.0	-0.3
Other Twin Cities and Other Campuses	321	73.8	334	60.9	-13.0
Food, Agriculture, Natural Resources	221	43.9	197	40.8	-3.2
Education/Human Development	107	26.0	105	33.5	7.5
Biological Sciences	81	21.9	77	24.8	2.9
Total	2850	522.2	2894	754.0	231.9

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

5-Year Trend of Q2 Award Dollars by Source



5-Year Trend of Total Award Dollars by Quarter





BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

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 January 31, 2021.

B. Amendments to BioMADE Confidential Information Agreement

At its January 8, 2021 special meeting, the Board unanimously approved a set of agreements related to the public-private research collaboration involving the University of Minnesota; BioMADE Institute (BioMADE); and several private companies and U.S. academic institutions under the auspices of the U.S. Government, primarily the Department of Defense (DoD).

One of those agreements, a three-way Confidential Information Agreement (CIA), had been approved by BioMADE at the time of the January 8 Board meeting, but was still under review by the DoD. In its review of the CIA, the DoD made changes to clarify the following:

1. That DoD may reassess pre-approved categories after discussion with BioMADE and the University; and
2. That future agreements and awards from DoD could be publicly released so long as the exhibits or statements of work did not contain controlled unclassified information, sensitive programmatic information of BioMADE or DoD, or proprietary information of participating entities in the collaboration.

The docket contains a redlined version of the CIA that details these changes, as well as a final version of the CIA with the changes incorporated.

C. Audit & Compliance Committee Consent Report

- *Approval for Engagements Over \$100,000:*

- To KPMG LLP for advisory services to assist the Office of Human Resources to design and gain alignment on the future-state Human Resources Operating Model. This proposed engagement will be coordinated with the Office of Senior Vice President for Finance and Operations' Modernization RFP issued in December. The related engagement letter was reviewed by the Controller's Office prior to its finalization, consistent with Board policy. KPMG does not currently provide audit services to the University. This engagement will not impair the independence of KPMG LLP and would not prevent them from providing audit services to the University in the future. The engagement begins in March 2021 and fees for this engagement are not to exceed \$225,000 plus out-of-pocket expenses.
- To KPMG LLP, after the fact, for advisory services to assist the Office of Human Resources leadership team in the assessment of human resources practice through an Activity Investment Metric (AIM) survey. The survey was the first step for the development of the future state for effective human resources practice. The engagement was delayed because of the pandemic. The related engagement letter was reviewed by the Office of the General Counsel prior to its finalization. KPMG does not currently provide audit services to the University. The engagement would not impair the independence of KPMG LLP in KPMG. The fees for this engagement totaled \$160,000.

D. Finance & Operations Committee Consent Report

- *Central Reserves General Contingency Allocations*
The purpose of this item is to review and act on allocations from General Contingency greater than \$250,000. There are no items requiring approval this period.
- *Purchase of Goods and Services \$1,000,000 and Over:*
 - To Siemens Medical Solutions for an estimated \$3,000,000 for a 3.0 Tesla magnetic resonance imaging system (MRI) for the Veterinary Medical Center, College of Veterinary Medicine. The purchase of the Siemens Prisma 3T MRI system is being partially supported by the Office of the Vice President for Research (OVPR) through an awarded Research Infrastructure Investment Program grant. Additional funding for this purchase is being provided by the Veterinary Medical Center, Department of Veterinary Clinical Sciences, and College of Veterinary Medicine Dean's Office. See enclosed documentation for basis of supplier selection.
 - To Whelan Event Services for an estimated \$875,000 for crowd management, guest services, and 24/7 security services for Twin Cities athletic facilities and events (including TCF Bank Stadium, Williams Arena, Mariucci Arena, etc.) for the Department of Intercollegiate Athletics, Twin Cities, for the period of July 1, 2021 through June 30, 2022, with optional contract extensions through June 30, 2026 for an additional estimated \$3,725,000. Total contract value, if all options are exercised, would be an estimated \$4,600,000. All services will be paid for with department budgeted funds. Whelan Event Services, an existing supplier, was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Four suppliers responded to the RFP.
 - To The Coca-Cola Company, Great Lakes Coca-Cola Distribution, Coca-Cola Bottling Company High Country, and Viking Coca-Cola Bottling for \$6,000,000 for an extension of an exclusive beverage and sponsorship agreement for all campuses of the University, through the Twin Cities Department of Auxiliary Services, for the period of July 1, 2021 through June 30, 2024. Coca-Cola beverages are used by a variety of organizations and subcontractors of the University (Aramark and Sodexo)

for resale or consumption on all five campuses. Suppliers were selected as a result of a competitive process conducted by Purchasing Services in 2007. This is the second of two optional contract extensions negotiated as part of the original 2008 contract.

BACKGROUND INFORMATION

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

- Engagements with external audit firms with a value greater than \$100,000 require approval by the Audit & Compliance Committee, in conformance with Board of Regents Policy: *Board Operations and Agenda Guidelines*, Section IV, Subd. 4, (g).
- General Contingency: *Reservation and Delegation of Authority*, Article I, Section VII, Subd. 1.
- Purchase of Goods and Services \$1,000,000 and Over: *Reservation and Delegation of Authority*, Article I, Section VII, Subd. 6.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

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

March 2021 Regents Meeting

	January		Year-to-Date	
	2021	2020	07/01/20 01/31/21	07/01/19 01/31/20
U of M Gift Receiving	\$ 37,542	\$ 450,990	\$ 1,366,282	\$ 2,130,864
Arboretum Foundation	334,129	156,717	5,109,232	7,583,112
Univ of MN Foundation	20,704,609	42,266,009	175,406,159	202,190,205
Total Gift Activity	\$ 21,076,281	\$ 42,873,715	\$181,881,673	\$211,904,180

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

Pledges are recorded when they are received. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.

Gifts to benefit the University of Minnesota
Gifts received January 2021

Donor	Gift/Pledge	Purpose of Gift
<u>\$1 Million and Over</u>		
Dr Howard W Higholt Estate	Gift	University of Minnesota Duluth
Hormel Foundation	Gift	Office of the Vice President for Research
<u>\$500,000 - \$1,000,000</u>		
Clara Louisa Meyer	Gift	Minnesota Landscape Arboretum
William E Faragher Estate	Gift	College of Liberal Arts
<u>\$250,000 - \$500,000</u>		
Randy Shaver Cancer Research & Community Fund	Gift	Academic Clinical Affairs
<u>\$100,000 - \$250,000</u>		
Broucker Services Inc	Gift	Medical School
Cameron Duncan	Gift	College of Education and Human Development
David and Kathleen MacLennan	Gift	Intercollegiate Athletics
Don & Lorraine Freeberg Foundation	Pledge	Carlson School of Management
Duane Hilmas, D.V.M. and Barbara Hilmas	Gift	College of Veterinary Medicine
Eddy Fdn Charitable Trust U/W	Gift	University of Minnesota Duluth
James Ford Bell Foundation	Pledge	College of Food, Agricultural and Natural Resource Sciences
James Urnes Sr. and Lois Urnes	Gift	College of Science and Engineering
Joann C Syvertson	Gift	College of Science and Engineering
Love Your Melon Inc	Gift	Medical School
Millicent Atkins Estate	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert B Henton Residuary Trust	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert Delaney Jr. and Jill Delaney	Gift	Intercollegiate Athletics
Ronald and Janet Christenson	Gift	College of Science and Engineering
<u>\$50,000 - \$100,000</u>		
Anonymous Donor	Pledge	Medical School
Anonymous Donor	Gift	College of Education and Human Development
Anonymous Donor	Gift	Office of Undergraduate Education
BASF Corporation	Gift	College of Science and Engineering; College of Veterinary Medicine
BioZyme Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Brungardt Grantor Charitable Lead Annuity Trust	Gift	College of Science and Engineering
Charles E & Andriene M Johnson Foundation	Gift	Academic Clinical Affairs
Charles Ehlen, M.D.	Gift	Medical School
Dale H Nakashima Estate	Gift	College of Veterinary Medicine
Donald E Jacobson Estate	Gift	Office of Undergraduate Education
Dr Edgar L Turcotte	Gift	University of Minnesota Duluth
Florence C Wertz Estate	Gift	College of Science and Engineering
George Sery and Rosemary Campbell	Gift	College of Science and Engineering
John W Mooty Foundation Trust	Gift	Academic Clinical Affairs; Carlson School of Management
Joseph Levitch	Pledge	Medical School
Karl Potach Fdn	Gift	Office of the Vice President for Research
Merck Animal Health	Gift	College of Veterinary Medicine
Midwest Radiology	Gift	Academic Clinical Affairs
Morrow Fdn	Gift	College of Science and Engineering
Muriel Whiteside Charitable Trust	Gift	Medical School

\$50,000 - \$100,000

Paddock Family Foundation	Gift	College of Pharmacy
Ralph D Ebbott Estate	Gift	Academic Clinical Affairs
Ramsey-Washington Metro Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Richard Norling, M.H.A. and Jeanne Norling	Gift	School of Nursing
Robert Mersky Revocable Trust	Gift	Weisman Art Museum
S. Bartley and Harriet Osborn	Gift	Intercollegiate Athletics
Thomson Reuters	Gift	Humphrey School of Public Affairs
William Hodder	Gift	Medical School
Wolf Creek Charitable Fdn	Gift	College of Veterinary Medicine

\$25,000 - \$50,000

ALS Association Minnesota North Dakota South Dakota Chapter	Gift	Medical School
Beth Erickson	Gift	Medical School
Boston Scientific Fdn Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Bray Family Trust	Gift	Medical School
Bridget and Thomas Lee	Gift	College of Science and Engineering
Bristol-Myers Squibb Fdn Inc	Gift	University of Minnesota Morris
Bruce Paddock	Gift	College of Pharmacy
Camfil USA Inc	Gift	College of Veterinary Medicine
Conru Foundation	Gift	College of Liberal Arts
Denise Wedel, M.D.	Gift	Medical School
Elanco US Inc	Gift	College of Veterinary Medicine
Epic	Gift	Academic Clinical Affairs
Ford Bell, D.V.M. and Amy Bell	Pledge	College of Food, Agricultural and Natural Resource Sciences
Gary Finley Estate	Gift	University of Minnesota Duluth
George and Connie Proios	Gift	College of Science and Engineering
Germaines Seed Technology Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Harry Lefto	Gift	University of Minnesota Duluth
James Boulger, Ph.D. and Dee Boulger	Gift	Medical School
Jim & Norma Leslie Family Foundation	Pledge	Office of Undergraduate Education
John McWilliams Estate	Gift	Medical School
John and Therese Fitch	Gift	University of Minnesota Morris
Knockout ALD	Gift	Medical School
LHB Inc	Gift	University of Minnesota Duluth
Lam Research Corp	Gift	College of Science and Engineering
Lillehei Family Charitable Fdn	Gift	Medical School
Lily Christ	Gift	College of Education and Human Development
Lori Meehan	Gift	College of Veterinary Medicine
Lowell Schwab and Rae Carter	Gift	Undesignated
Macy E Carlson Estate	Gift	Medical School
Margaret Walker	Gift	College of Liberal Arts
Marilyn Speedie and Stuart Speedie, Ph.D.	Gift	College of Pharmacy
Michael and Alison Ross	Gift	Intercollegiate Athletics
Middle Mississippi River Watershed Management Organization	Gift	College of Food, Agricultural and Natural Resource Sciences
Oberkotter Foundation	Gift	Academic Clinical Affairs
Paul Thomas, Ed.D.	Gift	College of Food, Agricultural and Natural Resource Sciences
Phyllis Moen, Ph.D.	Gift	Office of the Vice President for Research; College of Liberal Arts
Protein Alliance Inc	Gift	University of Minnesota Crookston
Rehkamp Larson Architects Inc	Gift	College of Design
Richard and Roberta Henderson	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert Brewer III and Evelyn Brewer	Gift	Academic Health Sciences
Robert and Alice Strobel Fdn	Gift	Academic Clinical Affairs
Roy Thomas Medical Fdn	Gift	Medical School

\$25,000 - \$50,000

Russell and Carol McNaughton	Gift	College of Science and Engineering
Target Corporation	Gift	Humphrey School of Public Affairs
Tensor Foundation	Gift	College of Education and Human Development
UNFI	Gift	Academic Clinical Affairs
Wayland E Noland Foundation	Gift	College of Science and Engineering

\$10,000 - \$25,000

ADAMA US	Gift	College of Food, Agricultural and Natural Resource Sciences
Accenture LLP	Gift	Carlson School of Management
Agrium US Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
American Crystal Sugar Co	Gift	College of Food, Agricultural and Natural Resource Sciences
Andersen Corporation	Gift	College of Design
Angela and Darryl Busch	Gift	Carlson School of Management
Anonymous Donor	Gift	College of Food, Agricultural and Natural Resource Sciences
Anonymous Donor	Gift	Academic Clinical Affairs
Anonymous Donor	Gift	College of Food, Agricultural and Natural Resource Sciences
Barbara Jordahl	Gift	Academic Clinical Affairs
Ben's Buddies	Gift	Medical School
Benjamin Robertson, M.D. and Becky Robertson	Gift	Medical School
Best Buy Purchasing LLC	Gift	Carlson School of Management
C Paul & Irene G Venables Foundation	Gift	Academic Clinical Affairs
Cleveland-Cliffs Inc	Gift	University of Minnesota Duluth
Compeer Financial	Gift	Carlson School of Management
Crookston Baseball Association	Gift	University of Minnesota Crookston
Cy and Paula DeCosse	Gift	College of Liberal Arts
Daren and Sarah Cotter	Gift	Carlson School of Management
Debra and Gregory Peterson	Gift	Carlson School of Management
Douglas Drake, M.D. and Kathleen Drake	Gift	Undesignated
Douglas and Jane Gorence	Gift	College of Liberal Arts
Elizabeth Draxten and Stacy Rubsam	Gift	Carlson School of Management; Law School
Emmit Alexander Jr. and Sheri Alexander	Gift	College of Science and Engineering
Eric Foker	Gift	Intercollegiate Athletics
Eric Kaler, Ph.D. and Karen Kaler	Gift	College of Science and Engineering
Esther T Anderson Estate	Gift	Office of Undergraduate Education
FMC Corporation	Gift	College of Food, Agricultural and Natural Resource Sciences
Fairview Southdale Medical Office	Gift	Academic Clinical Affairs
Farnham Charitable Fund	Gift	Intercollegiate Athletics
Fox Television Stations LLC	Gift	Intercollegiate Athletics
Gail Anderson, Ph.D.	Gift	College of Education and Human Development
GreaterGood.com Foundation	Gift	Office of Undergraduate Education
H H Weinert Fdn	Gift	University of Minnesota Duluth
Hall Family Fdn	Gift	Academic Clinical Affairs
Hawley Family Foundation Inc	Gift	College of Veterinary Medicine
Heartland Financial USA Inc	Gift	Carlson School of Management
Heidi and Brian Capozzi	Gift	Carlson School of Management
JE Dunn Construction Co	Gift	Academic Clinical Affairs
Jadt Food Group LLC	Gift	Office of the Provost
James and Sandra Rutzick	Gift	College of Science and Engineering
Jantze Haley and Dennis Haley, D.D.S.	Gift	Medical School
Jeff and Deborah Eckland	Gift	College of Liberal Arts
Jennifer and Kevin Weist	Gift	Medical School
John and Jean Hedberg	Gift	Academic Clinical Affairs

\$10,000 - \$25,000

John and Nan Beard	Gift	College of Food, Agricultural and Natural Resource Sciences; Libraries
Joseph and Kari Cotter	Gift	Intercollegiate Athletics
Joyful Women Fund	Gift	College of Veterinary Medicine
Julene Cargill Estate	Gift	Medical School
Julie and Christopher Causey	Gift	Academic Clinical Affairs
KPMG Foundation	Gift	Carlson School of Management
Knox Foundation	Gift	College of Liberal Arts
Lathrop GPM LLP	Gift	Carlson School of Management
Lawrence Family Foundation	Gift	Carlson School of Management; College of Veterinary Medicine
Leslie and Stephen Neslage	Pledge	Academic Clinical Affairs
Margaret Carlson Citron, Ph.D. and Paul Citron	Gift	College of Education and Human Development
McCulloch Char Lead Trust 1	Gift	School of Public Health
Michael and Amity Doolittle	Gift	College of Liberal Arts
Minnesota Twins	Gift	Medical School
Mona Zarling	Gift	Medical School
Mosaic Company	Gift	College of Food, Agricultural and Natural Resource Sciences
Mylan and Kathleen Radulovich	Gift	University of Minnesota Duluth
Patricia Lyon	Gift	Intercollegiate Athletics; Medical School
Patrick and Wendy Born	Gift	Global Programs and Strategy Alliance
Pedersen Funeral Home	Gift	University of Minnesota Morris
Peter Freund	Gift	College of Science and Engineering
Philip Cohen and Mary Youle	Gift	College of Science and Engineering
Prescription Landscape	Gift	College of Food, Agricultural and Natural Resource Sciences
RSM US Foundation	Gift	Carlson School of Management; University of Minnesota Duluth
Richard M Schulze Family Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences; Northrop
Rita James and Mark James, M.D.	Gift	Medical School
Roger Dreher	Gift	Medical School
Rondi Erickson	Gift	College of Liberal Arts
Ryan and Kelly Lampe	Gift	Academic Clinical Affairs
Sally Jorgensen, Ph.D. and Charles Jorgensen	Gift	College of Biological Sciences
Simpson Family Fdn	Gift	Academic Clinical Affairs
Sipcam Agro	Gift	College of Food, Agricultural and Natural Resource Sciences
South Washington Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Stand Up 2 Ataxia	Gift	Medical School
Steve and Julie Vanderboom	Gift	College of Science and Engineering
Steven Crouch, Ph.D. and Karen Crouch	Gift	College of Science and Engineering
Steven and Cindy Merfeld	Gift	Office of the Vice President for Research
Terence Gioe, M.D.	Gift	Medical School
Timothy and Jane Lundberg	Gift	Carlson School of Management
Trane Technologies Charitable Foundation	Gift	College of Science and Engineering
Valent USA LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Van and Elizabeth Hawn	Gift	Medical School
Vernon Cardwell	Gift	College of Food, Agricultural and Natural Resource Sciences
Vincent Repesh	Gift	Medical School
William Donovan	Gift	Medical School
Zhao Zhang	Gift	Law School

\$5,000 - \$10,000

Alfred Fisher III and Barbara Fisher	Gift	Medical School
Allina Health System	Gift	Academic Health Sciences
Anita Hall-Frost and Larry Frost	Gift	College of Food, Agricultural and Natural Resource Sciences
Arthur and Joan Higinbotham	Gift	Weisman Art Museum
Astrup Family Foundation	Gift	Office of the Vice President for Research
Blue Marble Brands/UNFI	Gift	Academic Clinical Affairs
Bradley and Arlene Forrest	Gift	Medical School
Catherine and Tim Maes	Gift	Academic Clinical Affairs
Center for Computer-Assisted Legal Instruction	Gift	Law School
Charles and Kathleen Lundberg	Gift	Law School
Christopher Brown and Kelly King-Ellison	Gift	Intercollegiate Athletics
Chuen Tang, M.D.	Gift	Medical School
City of Saint Paul	Gift	Carlson School of Management
Corr-eX LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Cure Sanfilippo Foundation	Gift	Medical School
David Christensen	Gift	Law School
Debra Wilfong and Christine Lienert	Gift	College of Science and Engineering
Demeter Services Veterinaires Inc	Gift	College of Veterinary Medicine
Denis and Kristine Salmon	Gift	Law School
Dennis Leary and Linda Wilson	Gift	College of Liberal Arts
Dennis and Catherine Martenson	Gift	College of Science and Engineering
Doris Brager-Rogers and Robert Rogers	Gift	Intercollegiate Athletics
Dorothy Boen	Gift	School of Public Health
Douglas Kelley	Gift	Law School
Elizabeth A Lloyd Trust	Gift	University of Minnesota Duluth
Elizabeth Russell	Gift	College of Food, Agricultural and Natural Resource Sciences
Elizabeth de Lange	Gift	College of Pharmacy
Elva P Otness Trust	Gift	Academic Clinical Affairs
Emily and Allen Anderson	Gift	School of Nursing
Erin and Donald Phillips	Gift	Carlson School of Management; College of Veterinary Medicine; Intercollegiate Athletics
Francine Halberg and Terry Kessler	Gift	School of Public Health
Funeral Directors Life Insurance Company	Gift	University of Minnesota Morris
Gail Wellner	Gift	Academic Clinical Affairs
Gary Teletzke, Ph.D. and Mary Teletzke	Gift	College of Science and Engineering
George Hicks and Mary Dee Hicks, Ph.D.	Gift	Law School; University of Minnesota Extension
Glenn McCabe and Laurel Wright, M.D.	Gift	Medical School
Gull Chain of Lakes Association	Gift	College of Food, Agricultural and Natural Resource Sciences
Heidi and Michael Wilson	Gift	Law School
Holly Schwarck	Gift	Office of the Vice President for Research
Home Federal Savings Bank	Gift	Office of the Vice President for Research
Hugh J Andersen Fdn	Gift	College of Veterinary Medicine
Hugh Rouse and Leonard Olds	Gift	Libraries
Ian Maher	Gift	Medical School
Integrity Global Solutions	Gift	Academic Clinical Affairs
James Hale	Gift	Law School
James Rickert and Ronald Pentz	Gift	Medical School
James and Jennifer Furlong	Gift	Intercollegiate Athletics
James and Mary Perkins	Gift	School of Public Health
James and Patricia Pray	Gift	College of Biological Sciences
Jeffrey Tostenrud and Jill Madson-Tostenrud	Gift	College of Science and Engineering; Intercollegiate Athletics; Unrestricted
Jeffrey and Diane Hovis	Pledge	University of Minnesota Duluth

\$5,000 - \$10,000

Jon and Jean Carlson	Gift	College of Science and Engineering; Academic Clinical Affairs; Medical School
Jonathan and Berit Oviatt	Gift	Law School
Jonathan and Stephanie Braman	Gift	Medical School
Joyce Kloncz	Gift	College of Education and Human Development
Judith Friedman	Gift	College of Science and Engineering
Julianne Wood-Rethwill and Craig Rethwill	Gift	College of Food, Agricultural and Natural Resource Sciences
KNOCK Inc	Gift	Carlson School of Management
Kaleb Jungclaus	Gift	University of Minnesota Duluth
Kathleen and David Carlsen	Gift	Intercollegiate Athletics
Kathleen and Wayne Volland	Gift	College of Veterinary Medicine
Kendall and Rod Meyer	Gift	School of Public Health
Kevin McGuigan	Pledge	University of Minnesota Duluth
Kimberly Krabill, M.D.	Gift	Medical School
Leanna and James Rogers	Gift	College of Veterinary Medicine
Leonard Munstermann and Hwei-Gene Wang	Gift	University of Minnesota Morris
Lisa Maher	Gift	College of Science and Engineering
Lisa Rotenberg	Gift	Law School
Lytton Kendall	Gift	University of Minnesota Duluth
MNGI Digestive Health	Gift	Academic Clinical Affairs
Marcea Kjervik	Gift	Medical School
Mark Paller, M.D. and Marjorie Paller	Gift	Medical School
Mark Thomas, M.D.	Gift	Medical School
Mary Werft and Ronald Werft, M.H.A.	Gift	School of Public Health
Maryann Sweeney and John Dyer	Gift	Medical School
Mayo Foundation for Medical Education and Research	Gift	Carlson School of Management
Medtronic Foundation	Gift	Minnesota Landscape Arboretum; Various Colleges; Various Colleges
Melissa Arikian and Scott Milburn	Gift	College of Food, Agricultural and Natural Resource Sciences; College of Veterinary Medicine
Mersky Family Fdn	Gift	Weisman Art Museum
Metropolitan Economic Development Association	Gift	Carlson School of Management
Michael Swanoski, Pharm.D. and Diane Swanoski	Gift	College of Pharmacy
Michael and Jane Nilan	Gift	Law School
Minnesota Farmers Union	Gift	University of Minnesota Extension
Minnesota Power Foundation	Gift	University of Minnesota Duluth
Mitchell and Dawn Johnson	Gift	Medical School
Mr Leonard F Miller	Gift	Carlson School of Management
Nancy & Warren MacKenzie Fdn-U S Charitable Gift Trust	Gift	College of Liberal Arts
National MPS Society Inc	Gift	Medical School
Nicholas and Sarah Simpson	Gift	Academic Clinical Affairs
North Central Cheese Industries Association	Gift	College of Food, Agricultural and Natural Resource Sciences
PIC USA Inc	Gift	College of Veterinary Medicine
Patricia Simmons and Lester Wold	Gift	Weisman Art Museum
Patrick Foley	Gift	College of Science and Engineering
Rainbow Tree Company	Gift	College of Food, Agricultural and Natural Resource Sciences
Randy Hodel	Gift	University of Minnesota Duluth
Richard and Patricia DeLano	Gift	University of Minnesota Duluth
Robert Desnick, M.D., Ph.D. and Julie Desnick	Gift	Medical School
Roger Moody and Leslie Scott	Gift	Medical School
Roger and Lynn Headrick	Gift	Academic Clinical Affairs
Ronald Wheeler	Gift	Law School
Sally Narey	Gift	Humphrey School of Public Affairs
Saloni and Kevin Desharnais	Gift	Medical School

\$5,000 - \$10,000

Samuel and Sylvia Kaplan	Gift	Law School
Scott Hennessy	Gift	Medical School
Scott and Kathleen Ward	Gift	Academic Clinical Affairs
Sit Investment Associates Fdn	Gift	School of Public Health
Stephen Chew, Ph.D.	Gift	College of Liberal Arts
Susan Remes	Gift	College of Pharmacy; Academic Clinical Affairs
Swine Vet Center PA	Gift	College of Veterinary Medicine
Syngenta Crop Protection LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
T C M K Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Tamara and Mark Kjolhaug	Gift	College of Food, Agricultural and Natural Resource Sciences
The Glaser Family Foundation	Gift	Intercollegiate Athletics
Thomas Burnett Sr. and Beverly Burnett	Gift	Office of Student Affairs
Todd and Susan Eckland	Gift	College of Liberal Arts
Tyler De Jarnett and Natalee Chromy	Gift	Academic Clinical Affairs
UNREAL LLC	Gift	Academic Clinical Affairs
Wet Paint Artists Materials	Gift	College of Liberal Arts
William Cumming and Leigh St Germain	Gift	Law School
X Out ALD Inc	Gift	Medical School
Yvonne P Oaks Estate	Gift	Medical School
Zinpro Corp	Gift	College of Veterinary Medicine

Confidential Information Agreement

Between

USAF/AFMC (“DoD”)
AFRL WRIGHT RESEARCH INSTITUTE
2130 EIGHTH STREET BUILDING 45
WRIGHT-PATTERSON AFB OH 45433-7541

And

~~BIO INDUSTRIAL~~BIOINDUSTRIAL MANUFACTURING AND DESIGN ECOSYSTEM
 (“BioMADE”)
5885 HOLLIS STREET, FLOOR 4
EMERYVILLE, CA 94608

And

REGENTS OF THE UNIVERSITY OF MINNESOTA (“the University of Minnesota”)
600 MCNAMARA ALUMNI CENTER
200 OAK STREET SE
MINNEAPOLIS, MN 55455

WHEREAS: the DoD and BioMADE have entered into a cooperative agreement to establish a manufacturing innovation institute (“MII”) focused on bioindustrial manufacturing “Cooperative Agreement”); and

WHEREAS: BioMADE desires to locate and establish the MII headquarters on the University campus and needs to enter into agreements with the University to facilitate the establishment of the MII; and

WHEREAS: the activities of the MII have national and economic security implications and as a result the Cooperative Agreement imposes confidentiality obligations on BioMADE which generally prohibit the release of information about the MII; and

WHEREAS: the DoD has authority under the Cooperative Agreement to restrict BioMADE’s ability to enter into subawards and subcontracts unless the confidentiality obligations of the Cooperative Agreement are applied to subawards and subcontracts;

NOW THEREFORE:

The DoD agrees that BioMADE may make subawards and subcontracts to the University on the condition that the data shared with the University under such agreements shall be handled in accordance with the confidentiality obligations in the Cooperative Agreement. A list of preapproved activities under Section 7.05(a)(2) of the Cooperative Agreement that may be released is included in Attachment A to this agreement.

The list in Attachment A is not exclusive, and does not prohibit the parties from seeking preapproval of other items on a case-by-case basis per sec. 7.05(a)(2) of the Cooperative Agreement. It is also not intended to extend the scope or coverage of sec. ~~7.05~~7.05. Inclusion in Attachment A does not prohibit the Government from withdrawing “pre-approved activity” status for any item after discussion with BioMADE and the University of Minnesota.

BioMADE agrees to incorporate the confidentiality obligations of the Cooperative Agreement in any awards to the University as a condition of DoD’s approval of contracting with the University.

The University of Minnesota agrees to comply with the confidentiality obligations of the Cooperative Agreement, as required by DoD, as a condition of its receipt of subawards and subcontracts from BioMADE.

The terms of the Cooperative Agreement govern this Confidential Information Agreement. In the event of any dispute between the Parties related to the substance of this agreement, federal law shall govern.

All parties are required to sign this Confidential Information Agreement. This Confidential Information Agreement shall be operative as of the date of the last signature.

For the United States of America, Department of Defense

Mary Ann Sharits
Agreements/Grants Officer

For BioIndustrial Manufacturing and Design Ecosystem

Douglas Friedman
CEO, BioMADE

For the Regents of the University of Minnesota

Attachment A

Preapproved Activity List Additions

1. Basic information captured in the University of Minnesota's financial system or other enterprise business systems, , including by way of example: vendor or subrecipient names and contact information, transaction amounts, periods of performance, summary of service descriptions, purchase or invoice data, addresses, CFDA names and numbers, audit records, and business system reports)

2. ~~information~~ Information required to be used to comply with federal agency, sponsor reporting systems and forms, or university reporting (e.g., Federal Subcontractor Reporting System, Current and Pending/Other Support/other proposal-related forms, Department of Education Section 117 reporting, safety or compliance reporting, Clery Act reporting, EEOA reporting, etc.), except to the extent that the form requests information that is controlled unclassified information, or BioMADE or other company or ~~DOD~~ DoD proprietary information which is clearly identified as such.

3. Routine business correspondence (within the University of Minnesota and between the University of Minnesota and BioMADE (including BioMADE members and subrecipients/vendors) except to the extent that it includes: (1) controlled unclassified information, (2) BioMADE or other company or DOD proprietary information which is clearly identified as such, or (3) non-public information regarding programmatic activities of BioMADE.

4. The University of Minnesota's agreements with BioMADE, including as of the Effective Date: this Confidential Information Agreement, the Secondment Agreement, the Management Services Agreement, the Facility Lease Agreement, and those portions of the articles of the Cooperative Agreement which are incorporated or referenced in any of the foregoing. ~~Any future research awards made by BioMADE to the University of Minnesota as a BioMADE member will be governed by the terms of that specific agreement.~~

5. Any future research awards made by BioMADE to the University of Minnesota except to the extent that they include: (1) controlled unclassified information, (2) BioMADE or other company or DOD proprietary information which is clearly identified as such, or (3) non-public information regarding programmatic activities of BioMADE.

Confidential Information Agreement

Between

USAF/AFMC (“DoD”)
AFRL WRIGHT RESEARCH INSTITUTE
2130 EIGHTH STREET BUILDING 45
WRIGHT-PATTERSON AFB OH 45433-7541

And

BIOINDUSTRIAL MANUFACTURING AND DESIGN ECOSYSTEM (“BioMADE”)
5885 HOLLIS STREET, FLOOR 4
EMERYVILLE, CA 94608

And

REGENTS OF THE UNIVERSITY OF MINNESOTA (“the University of Minnesota”)
600 MCNAMARA ALUMNI CENTER
200 OAK STREET SE
MINNEAPOLIS, MN 55455

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WHEREAS: BioMADE desires to locate and establish the MII headquarters on the University campus and needs to enter into agreements with the University to facilitate the establishment of the MII; and

WHEREAS: the activities of the MII have national and economic security implications and as a result the Cooperative Agreement imposes confidentiality obligations on BioMADE which generally prohibit the release of information about the MII; and

WHEREAS: the DoD has authority under the Cooperative Agreement to restrict BioMADE’s ability to enter into subawards and subcontracts unless the confidentiality obligations of the Cooperative Agreement are applied to subawards and subcontracts;

NOW THEREFORE:

The DoD agrees that BioMADE may make subawards and subcontracts to the University on the condition that the data shared with the University under such agreements shall be handled in accordance with the confidentiality obligations in the Cooperative Agreement. A list of preapproved activities under Section 7.05(a)(2) of the Cooperative Agreement that may be released is included in Attachment A to this agreement.

The list in Attachment A is not exclusive, and does not prohibit the parties from seeking preapproval of other items on a case-by-case basis per sec. 7.05(a)(2) of the Cooperative Agreement. It is also not intended to extend the scope or coverage of sec. 7.05. Inclusion in Attachment A does not prohibit the Government from withdrawing “pre-approved activity” status for any item after discussion with BioMADE and the University of Minnesota.

BioMADE agrees to incorporate the confidentiality obligations of the Cooperative Agreement in any awards to the University as a condition of DoD’s approval of contracting with the University.

The University of Minnesota agrees to comply with the confidentiality obligations of the Cooperative Agreement, as required by DoD, as a condition of its receipt of subawards and subcontracts from BioMADE.

The terms of the Cooperative Agreement govern this Confidential Information Agreement. In the event of any dispute between the Parties related to the substance of this agreement, federal law shall govern.

All parties are required to sign this Confidential Information Agreement. This Confidential Information Agreement shall be operative as of the date of the last signature.

For the United States of America, Department of Defense

SHARITS.MARY.A.1405317717
Digitally signed by SHARITS.MARY.A.1405317717
Date: 2021.02.24 12:05:50 -05'00'

Mary Ann Sharits
Agreements/Grants Officer

For BioIndustrial Manufacturing and Design Ecosystem



24 Feb 2021

Douglas Friedman
CEO, BioMADE

For the Regents of the University of Minnesota

Attachment A

Preapproved Activity List Additions

1. Basic information captured in the University of Minnesota's financial system or other enterprise business systems, , including by way of example: vendor or subrecipient names and contact information, transaction amounts, periods of performance, summary of service descriptions, purchase or invoice data, addresses, CFDA names and numbers, audit records, and business system reports)
2. Information required to be used to comply with federal agency, sponsor reporting systems and forms, or university reporting (e.g., Federal Subcontractor Reporting System, Current and Pending/Other Support/other proposal-related forms, Department of Education Section 117 reporting, safety or compliance reporting, Clery Act reporting, EEOA reporting, etc.), except to the extent that the form requests information that is controlled unclassified information, or BioMADE or other company or DoD proprietary information which is clearly identified as such.
3. Routine business correspondence (within the University of Minnesota and between the University of Minnesota and BioMADE (including BioMADE members and subrecipients/vendors) except to the extent that it includes: (1) controlled unclassified information, (2) BioMADE or other company or DOD proprietary information which is clearly identified as such, or (3) non-public information regarding programmatic activities of BioMADE.
4. The University of Minnesota's agreements with BioMADE, including as of the Effective Date: this Confidential Information Agreement, the Secondment Agreement, the Management Services Agreement, the Facility Lease Agreement, and those portions of the articles of the Cooperative Agreement which are incorporated or referenced in any of the foregoing.
5. Any future research awards made by BioMADE to the University of Minnesota except to the extent that they include: (1) controlled unclassified information, (2) BioMADE or other company or DOD proprietary information which is clearly identified as such, or (3) non-public information regarding programmatic activities of BioMADE

General Contingency

Fiscal Year 2021

(7/1/2020-6/30/2021)

	Recipient	Amount	Balance	Purpose
1	FY21 General Contingency Allocation		\$1,000,000	
2	Carryforward from FY20 to FY21	\$2,055,475	\$3,055,475	
3	Capital Project Management	(\$74,578)	\$2,980,897	Closeout Eastcliff generator, chimney and patio repairs (committed FY18).
4	University Services	(\$500,000)	\$2,480,897	Support for the Twin Cities Campus Master Plan per the FY21 approved budget. \$500,000 FY21; \$500,000 FY22.
5	UM Morris	(\$580,000)	\$1,900,897	Partial year end support for UM Morris core operations and services per the FY21 approved budget.
6	Public Safety (TC)	(\$80,000)	\$1,820,897	Stanton Adjustment support for TC Police Department per the FY21 approved budget.
7	Global Programs and Strategy Alliance	(\$120,000)	\$1,700,897	Support for Immigration Response Team per the FY21 approved budget.
8	College of Veterinary Medicine	(\$20,000)	\$1,680,897	Support for wellness program per the FY21 approved budget.
9	UM Morris	(\$80,000)	\$1,600,897	Support for system mental health per the FY21 approved budget.
10	UM Crookston	(\$125,000)	\$1,475,897	Support for "I am UMC" marketing program per the FY21 approved budget.
11	Office of the President	(\$150,000)	\$1,325,897	Support for 2020 virtual commencement activities.
12	New items this reporting period:			
13	none		\$1,325,897	
14	Current Balance		\$1,325,897	
15	<u>Board Approved Commitments*:</u>			
16	University Services - FY22	(500,000)	825,897.05	Support for the Twin Cities Campus Master Plan. Commitment of \$1,000,000. \$500,000 tranferred FY21 (above); \$500,000 will be transferred in FY22.
17	Projected Balance		\$825,897	

* Items \$250,000 or more subject to Board approval.

Purchase of Goods and Services \$1,000,000 and over

To Siemens Medical Solutions for an estimated \$3,000,000 for a 3.0 Tesla magnetic resonance imaging system (MRI) for the Veterinary Medical Center, College of Veterinary Medicine.

The current 3.0 Tesla (3T) magnetic resonance imaging (MRI) system at the Veterinary Medical Center (VMC), College of Veterinary Medicine (CVM), is outdated and must be replaced. The selection criteria for a new system were that it: (i) advance the clinical imaging capabilities at the VMC; (ii) provide state-of-the-art performance for cutting-edge research to advance both animal and human health; and (iii) facilitate collaboration between the CVM and the greater health sciences at the University of Minnesota.

The Siemens Prisma is the highest-performing 3T MRI system on the market, which will greatly advance clinical imaging capabilities at the VMC and enable state-of-the-art methodologies to be applied to the veterinary practice. A Siemens Prisma will also provide opportunities for research, collaboration, and support that are not available with any other 3T MRI system due to its compatibility with the Siemens Prisma MRI systems and expertise at University of Minnesota's Center for Magnetic Resonance Research (CMRR) and the existing Master Research Agreement between the University of Minnesota and Siemens.

The purchase of the Siemens Prisma 3T MRI system is being partially supported by the Office of the Vice President for Research (OVPR) through an awarded Research Infrastructure Investment Program grant. Additional funding for this purchase is being provided by the Veterinary Medical Center, Department of Veterinary Clinical Sciences, and College of Veterinary Medicine Dean's Office.

Submitted by: Chris Dillon
Director of Operations
College of Veterinary Medicine
455 VMC North, St. Paul Campus
Phone 612-390-9107
Fax 612-625-1210

Approval for this item requested by:

*Jakub Tolar, MD, PhD
Vice President for Clinical Affairs
(Signature on file in Purchasing Services)*

February 15, 2021

Rationale for Exception to Competitive Bidding

This purchase has not been competitively bid because VMC and CVM required a system that could advance the clinical imaging capabilities at the VMC, provide state-of-the-art performance for cutting-edge research to advance both animal and human health, facilitate collaboration between CVM and the greater health sciences at the University of Minnesota, and leverage the knowledge and support which is resident at the University's Center for Magnetic Resonance Research. The Siemens Prisma 3T MRI system best met these criteria and is only available directly from Siemens.

Procedures undertaken to ensure the reasonableness of price included a comparison to other units purchased by the University. Siemens is providing a new unit for the same price as it would cost to refurbish the current unit and has also provided a trade-in allowance for the current unit.

The Director of Purchasing and the University Controller concluded that the process used resulted in a fair and reasonable price to the University.

Purchase of Goods and Services \$1,000,000 and over

To Whelan Event Services for an estimated \$875,000 for crowd management, guest services, and 24/7 security services for Twin Cities athletic facilities and events (including TCF Bank Stadium, Williams Arena, Mariucci Arena, etc.) for the Department of Intercollegiate Athletics, Twin Cities, for the period of July 1, 2021 through June 30, 2022 with optional contract extensions through June 30, 2026 for an additional estimated \$3,725,000. Total contract value, if all options are exercised, would be an estimated \$4,600,000.

The University of Minnesota Twin Cities Intercollegiate Athletics (ICA) operates a multitude of athletic venues that require crowd management, guest services, and 24/7 security services. These services ensure adequate safety and security at all venues and events.

Through a competitive bid process, Whelan Event Services was chosen as the successful respondent supplier. Their services are slated to begin July 1, 2021 and conclude on June 30, 2022 with the provision for four 1-year options to renew included in the contract terms.

All services will be paid for with department budgeted funds.

Submitted by: Tim McCleary
Associate Athletic Director/CFO
270 Bierman Athletic Field Building
612-625-2524

Approval for this item requested by:

Mark Coyle
Director of Athletics
(Signature on file in Purchasing Services)

February 17, 2021

Purchase of Good and Services \$1,000,000 and over

To The Coca-Cola Company, Great Lakes Coca-Cola Distribution, Coca-Cola Bottling Company High Country, and Viking Coca-Cola Bottling for \$6,000,000 for an exclusive beverage and sponsorship agreement extension for all campuses at the University, through the Twin Cities Department of Auxiliary Services for the period of July 1, 2021 through June 30, 2024.

In 2008, the University of Minnesota entered into a ten-year agreement with two, three-year extensions with Coca-Cola to be the exclusive beverage provider for all five campuses. The Board of Regents approved the first extension in 2017. The beverage agreement provides programmatic and sponsorship advantages of one supplier serving all five campuses, with one coordinating office, under one agreement. This extension provides an overall value of over \$6,000,000 back to the University through a combination of commissions, scholarships, sponsorships, bonuses, and other programs. This new agreement extension results in the University of Minnesota having one of the top collegiate Coca-Cola beverage contracts in the nation.

All the terms and conditions of the original agreement remain in place with slight modifications reflecting the changes to Coca Cola's company and distribution structure. The requested extension maintains the first extension's contract value on an annual basis, maintains original contract performance measures, requires an annual business review, and requires periodic performance and marketing reviews to ensure the performance requirements of the contract are being met.

Coca-Cola beverages are used by a variety of organizations and subcontractors of the University (Aramark and Sodexo) on all five campuses for resale or consumption.

Submitted by: Laurie McLaughlin
Interim Associate Vice President
Auxiliary Services
Rm 210 Printing Services Building
P: 612-624-0542

Approval for this item requested by:

Michael Berthelsen
Vice President University Services
(Signature of file in Purchasing Services)

February 19, 2021



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Pandemic Response: Status and Next Steps

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

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

PURPOSE & KEY POINTS

The purpose of this item is to update the Board on the status of the COVID-19 pandemic and next steps, and will include:

- An overview of the epidemiology of COVID-19 globally, nationally and statewide;
- The current status of vaccinations, testing community-based mitigation efforts; and
- The University’s response to date and predictions for the 2021 fall semester.

The University has a robust public health emergency planning and response system. Public health preparation efforts on the Twin Cities campus are coordinated by the Health Emergency Response Office (HERO), and Campus Public Health Officer Jakub Tolar. The Crookston, Duluth, Morris, and Rochester campuses have been coordinating their responses locally with guidance from HERO. In addition, the Center for Infectious Disease Research and Policy (CIDRAP) is recognized as a global leader in addressing public health preparedness and emerging infectious disease response. CIDRAP tracks and analyzes the worldwide outbreak of novel coronavirus (COVID-19) and maintains a COVID-19 Resource Center that provides information for public health experts, business preparedness leaders, government officials, and the public.

Since March 2020, the University transitioned from pandemic preparation to action. Decisions have been made with a focus on the following priorities:

- Protect the health and safety of the University community;
- Flatten the curve of the spread of the pandemic in the state and beyond;
- Serve the state of Minnesota;
- Implement a systemwide approach, customized by campus as appropriate;
- Communicate frequently and transparently with students, faculty, and staff; and
- Benchmark with other institutions of higher education.

Senior leaders from across the system meet regularly as the Emergency Management Policy Committee to build upon existing plans and procedures and anticipate the needs of students,

faculty, and staff related to the pandemic. Many system offices, as well as teams on each campus, have been involved in the planning, coordination, and implementation of pandemic plans. To provide more detailed information about the University's planning and response efforts, the University created a dedicated [website](#) that provides a comprehensive list of COVID-19 pandemic operational updates and communications to students, faculty and staff.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Report of the Student Representatives to the Board of Regents

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Jael Kerandi, Chair, Student Representatives to the Board of Regents
Abdulla Ali, Vice Chair, Student Representatives to the Board of Regents

PURPOSE & KEY POINTS

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

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

- Raising awareness and combating discriminatory practices, policies, and institutional racism
- Public health at the University of Minnesota
- The avenues of student advocacy

BACKGROUND INFORMATION

Current student representatives:

- Jael Kerandi (Chair) - Twin Cities
- Abdulla Ali (Vice Chair) – Duluth
- Seah Buttar - Twin Cities
- Pal Koak - Rochester
- Kip Rotich - Crookston
- Rodrigo Tojo Garcia - Twin Cities
- Rielle Perttu Swanson - Twin Cities
- Emily Wittkop - Morris

Report of the Student Representatives to the Board of Regents 2020-2021

Jael Kerandi, Twin Cities, (Chair) Abdulla Ali , Duluth (Vice-Chair)
Seah Buttar, Twin Cities; Pal Koak, Rochester; Kip Rotich, Crookston; Rodrigo
Tojo Garcia, Twin Cities; Rielle Perttu Swanson, Twin Cities; Emily Wittkop, Morris

March 12, 2021

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INTRODUCTION

Representing undergraduate, graduate, and professional students across five campuses, the eight Student Representatives to the Board of Regents are tasked with the responsibility of presenting the student body's voice to the Board of Regents. Section V of Board of Regents Policy: *Student Representatives to the Board of Regents* provides the Student Representatives with the opportunity to present a year-end report to the board to share students' perspectives.

This year's report shares with the Board student concerns regarding the following three topics and includes a report from student body presidents from across the system¹:

1. Raising Awareness and Combating Discriminatory practices, policies, and institutional racism;
2. Public Health at the University of Minnesota;
3. The Avenues of Student Advocacy;

Students of the University of Minnesota are experiencing a challenging racial dynamic, a national public health, and disconnection from the world. With the murder of Mr. Floyd this past summer, students took to the president's mansion, and the University streets, asking for our University to take action. The COVID-19 pandemic continues to impede the functions of the University, halting student life experiences, and challenging the university in unprecedented ways. As students themselves, the Student Representatives recognize the immediacy of these issues and concerns surrounding them. This report provides a holistic review of each issue and provides feasible solutions that meet student needs. The Student representatives look forward to the presenting to the Board and the conversations that follow.

¹ The Professional Student Government Student Body President did not submit a report

Section I: Raising Awareness and Combating Discriminatory Practices, Policies, and Institutional Racism

I. Introduction

As a community, the year 2020 has challenged our livelihood and it has exposed our country's weaknesses, namely in healthcare and institutional practices. Communities of color on a national, state, and local level were, and have historically been, disproportionately impacted by inequities in education, the economy, and healthcare.

A. Overview

The University of Minnesota can and should serve as a catalyst for transformational change, combating structural racism in our Minnesota communities and across our nation, serving as a model for higher education. Academia must begin to understand and acknowledge the tremendous role universities, administration, staff, and students play in perpetuating the cycle of systemic racism. The nexus of Black Lives Matter movements, rising Anti-Semitic and hate groups should serve as a revelation that shocks us into change. The tragic death of Mr. Floyd right here in our own community has shown all of us how deeply embedded racism and racial injustice are in our social fabric. The disproportionate burden of the COVID-19 pandemic placed on communities of color nationally and here in Minnesota highlights system level inequities that can and should be addressed in a timely and effective manner. It is imperative that the University of Minnesota and those affiliated with the University plan and enact sustainable, impactful, and lasting change.

Historically, college campuses have been at the forefront of addressing social injustices and inequality present in our society. Continuous strings of these injustices, time after time, have ignited a poignant response from our society. The voices brought forth from these events had fallen on deaf ears only to be taken seriously after the occurrence of horrific tragedies. This past summer, our University of Minnesota community erupted, seeking changes of magnitude; not a simple statement of reaffirmation, but meaningful, lasting action that addresses systemic racism within the walls of our institution. As a land grant university, it is our obligation to promote and advance social issues, creating a more just, diverse, equitable, and inclusive community. In the words of the great American civil rights activist, Fannie Lou Hamer, justice is not a scarcity.

Goal 2 under Commitment 4 for the UMN’s Strategic Plan ... states that the University aims to cultivate a welcoming and inclusive campus environment². President Gabel stated in her system-wide email to the University on August 6, 2020, that “we recognize that there is still much work to do to make our institution more diverse, equitable, inclusive, and just—for our campus communities and beyond.” Our goal now is to aid that work by suggesting actionable steps the university can take. Now, more than ever is time for our UMN leaders to understand that our institution can do better in addressing and breaking the perpetual cycles of systemic racism. We must overcome adversity and our campus leaders must listen to our underrepresented students. We must signal the importance of these issues, establish them as priorities of our university, and identify areas where we can implement meaningful changes.

B. Defining the Levels of Racism and Equity

The University of Minnesota, as an educational system, must recognize that racism and its impacts have been established within policies, practices and patterns that have, historically, and continue to perpetuate the cycles of inequities and discrimination based on the race, culture or ethnicity of individuals and communities. The institutionalization of such systems defines institutional racism, which, alongside structural racism, creates and defines systems of power that marginalize some while normalizing and elevating others.

Many institutions have defined systemic, structural, and institutional racism broadly as systems and structures that disadvantage BIPOC communities. [Institutional racism](#), as defined by the American Psychiatric Association, refers to the policies and practices within an institution that produce outcomes that chronically favor, or put a racial group at a disadvantage.³ Institutional racism and resulting disadvantages to particular groups in regards to material conditions and power is inherently [structural](#). Structural racism is a distinctly structural phenomenon, meaning that the practices and behaviors that maintain racism within a system are baked into the system itself. The structures and systems in place that create racial inequality across every facet of life for people of color can be referred to as systemic racism. [Systemic Racism](#) can be described as an infrastructure of rules, policies, and normalities; promulgated by an institution or entity; whereas those infrastructures entitle one ethnic group in a society certain privileges and rights because of long established prejudices, fears, biases, stereotypes, and xenophobia held by the entitled group. These practices create many forms of disparities in “success”, including wealth, education, health, employment, housing, criminal justice, and politics.

² Systemwide strategic plan. (n.d.). Retrieved March 03, 2021, from <https://president.umn.edu/systemwide-strategic-plan>

³ APA presidential Task force on Structural Racism Glossary of terms. (n.d.). Retrieved March 03, 2021, from <https://www.psychiatry.org/psychiatrists/structural-racism-task-force/glossary-of-terms>

Whereas equality hones in on equal distribution of resources, [equity](#) goes a step beyond in ensuring that distribution of resources, power and privilege is done fairly. Particularly in higher education as an institution and public service, achieving and maintaining equity in access to and success within education should be prioritized. This necessitates recognition that opportunities and subsequent outcomes are not fairly distributed upstream of higher education.

C. Defining Bias

Prejudice and systematic bias are responsible for many entrenched social and structural inequalities in our university. Therefore, we need to take proactive steps to counteract the effects of these implicit biases. [Bias](#) results from mental processes associated with the way our brains learn about the world. Our brains create linkages between concepts, which include positive or negative associations between groups of people or characteristics. Implicit biases are biases that individuals aren't aware of having. A person with implicit biases may answer truthfully that they do not hold biased beliefs, but their actions still produce biased results.

[Dr. Banaji](#), a professor at Harvard University and co-developer of the frequently utilized Implicit Association Test (IAT) states that, “Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate. What we teach ourselves, what we choose to associate is up to us.” With the unconscious nature of implicit bias, higher education institutions have to identify and combat opportunities where these biases can be formed, solidified and acted upon. The opportunity here lies within the fact that learning and culture formation is a formational component of the higher education experience.

Furthermore, taking active steps to reduce the impact of prejudice and bias between and among different groups will have a positive impact on our campus climates and society. This is about creating learning environments that move beyond tolerance and rather encourage mutual respect and civility. By focusing on the shared human need to belong and feel respected, we can engage in this conversation by identifying and embracing what we have in common first, reducing seeing others in terms of group identity and simultaneously increasing the sense of common identity as a way to counter our implicit biases. The effects of such are not immediate, making the need to address policies, practices, and education imminent.

D. The Role of Higher Education

Following the murder of Mr. George Floyd, responses from all levels of University leadership, from the President’s office, to Deans of specific schools, to individual Professors, were sent to students, staff and faculty. While well-intentioned and necessary to some, the immediacy and disingenuous nature of communications filled with affirmations and promises failed to recognize the historical, ongoing, and future role that racism has played within the University of Minnesota’s walls. As recognized above, systems of privilege and power are pervasive in

American society and the role of higher education in mitigating the impact of these systems begins internally.

Education needs to be seen with the potential of being a true driver of societal change. This involves active steps to increase representational diversity amongst students, teaching staff, faculty, researchers, and administration via a holistic review of the admissions and hiring process, including standardized testing requirements, community outreach initiatives, accessibility in regards to tuition and geography, distribution of research studies and funding, etc. It involves a thorough integration of subject matters including, but not limited to, the historical and present legacies of inequity locally, within Minnesota, and nationally into required coursework for all matriculating undergraduate, graduate and professional students across the University system. This requires thoughtful integration of student reports and feedback in parallel with reviews and reports from hired consultors such as Dr. Cedric Alexander on how to align organizational values with outcomes specific to campus safety and policing. Standardized and consistently evaluated avenues for incident reporting need to be centralized and data should be operationalized in a way that emphasizes transparency and accountability. Reprioritization and attention to the aforementioned action items will be continuously emphasized throughout this student report with the goal of creating and fostering a safer, more inclusive and healthy campus climate for all affiliated with the University of Minnesota.

This starts with a more complete, clear and publicized acknowledgement from the University of Minnesota about its historical complacency and contributions to driving inequities in Minnesota. Next, commitment to funding research that addresses these topics on the student, staff or faculty driven levels should be allocated appropriately and effectively. Prioritization should be given to projects that collaborate with local and community leaders to foster or build upon existing partnerships. Following this, thoughtful implementation of data driven, consulted upon recommendations should be conducted. Finally, steps for consistent, standardized and transparent evaluation need to be clear and followed.

E. Thesis:

This section of the report will highlight and address ways in which the University of Minnesota can recognize its role in combating institutionalized racism. Specifically, this will be done by addressing ways in which the University is perpetuating racism, highlighting issues within curriculum and admissions, and discussing campus safety and policing practices. This section will also offer actionable recommendations and feasible solutions the University can take. It is imperative that these actions are taken to ensure that the University is providing educational opportunities in an equitable and fair manner as it has been intended to.

II. Promoting a Diverse, Equitable, Inclusive, and Prosperous Campus

A. Introduction

Following research, direct input from students, faculty, staff, and campus leaders of the University of Minnesota System; the Student Representatives recommend the board address and focus on three key areas: Institutional accountability, increasing representational and student diversity, and moving towards a more equitable university. The Student Representatives to the Board of Regents feel that these areas will combat structural and institutionalized racism embedded in our university, creating a more welcoming University for all.

B. Overview

Data from several cross-disciplinary studies have pointed to the fact that diversity has a positive outcome for campus climate, student success, and, most importantly, University success.⁴ The University of Minnesota has used the Student Experience Survey (SERU) to track and measure campus climate effectively. Committing to more regular surveys and reviews of campus climate will provide the University with a more accurate student, faculty, and staff experiences. One thing is apparent: universities are not equal playing fields where all students and members of the institution have an equal opportunity to succeed. Once admitted and enrolled, Black, Indigenous, and people of color (BIPOC) face many challenges and tremendous obstacles that are unlike and greater than those of their white peers. Combating such inequities requires all faculty, staff, and students of the University to commit to engaging in courageous conversations, educating themselves on racism, and addressing unfair practices to prevent discriminatory behavior.

The University of Minnesota has made tremendous strides in addressing racial inequality and creating a more diverse, equitable, and inclusive community. The University continues to measure gaps in student, staff, and faculty retention and recruitment; in turn, creating and implementing strategies to address existing gaps. President Gabel has structured the University's goals and mission through MPACT 2025 to be more inclusive and representative of our changing demographics; implementing campus climate committees to address specific issues facing our University community and underrepresented members. University System campuses have opened dialogues and have been responsive in addressing pressing issues to their BIPOC community members.

Furthermore, the Office for Equity and Diversity (OED), has acknowledged the need for structural change and intervention on all levels of the institution. OED continues to advocate for and supports Black communities, Indigenous communities, and communities of color; working towards reducing systemic barriers that impact our BIPOC communities. In a predominantly white university, an important component of dismantling systemic racism and elevating and centering the experiences of our BIPOC community members, particularly in leadership roles, is

⁴ Martinez-Acosta, V. G., & Favero, C. B. (2018). A Discussion of Diversity and Inclusivity at the Institutional Level: The Need for a Strategic Plan. *Journal of undergraduate neuroscience education* : JUNE : a publication of FUN, Faculty for Undergraduate Neuroscience, 16(3), A252–A260.

recruiting and retaining BIPOC students, staff, and faculty. OED enacts various initiatives to strive toward this goal by providing resources and education to faculty, staff, and students.

Some of their initiatives and past/ongoing programs are:

- [Circle of Indigenous Nations](#)
- [Louis Stokes North Star STEM Alliance](#)
- [Multicultural Center for Academic Excellence](#)
- [the Women's Center](#)
- [Gender and Sexuality Center for Queer and Trans Life](#)
- [Scholarly Excellence in Equity and Diversity Award](#)
- [Shakopee Mdewakanton Sioux Community Endowed Scholarship](#)
- [Puckett Scholarship](#)
- [Institute for Diversity, Equity, and Advocacy \(IDEA\)](#)
- [Diversity Through the Disciplines](#)
- [Keeping Our Faculty](#)
- [Faculty Driven](#)
- [Multicultural Research Awards](#)
- [Bridge Funding for Faculty of Color](#)
- Best Practices for Recruiting and Retaining Underrepresented Faculty Handbook

OED has also created programs, opportunities for engagement, and capacity-building initiatives that aim to affect positive culture and climate change. OED offers various [Education Program](#) workshops for faculty and staff, as well as an [Equity and Diversity Certificate Program](#) for faculty, staff, and students. OED provides counsel and consultation across units and develops customized training for departments systemwide. Also, through the [Bias Response Referral Network](#), OED gathers, tracks, and refers reports of bias incidents to the appropriate campus offices that can effectively respond (through investigation, educational coaching, or other resources) to the incident. Various system campuses have also installed similar programs to address bias and hate speech exhibited by members of the University community. At the Duluth campus, incidents that undermine and damage a safe, respectful, and diverse campus climate can be reported to the [Campus Climate reporting incident site](#). Also, Rochester has a site dedicated to [reporting hate/bias incidents](#) that also offers answers to frequently asked questions and other resources.

These resources have proven to be impactful and have had a very high success rate, specifically in terms of content, participation, and effectiveness. The issue at hand is expanding these resources to other system campuses and building on them. While other system campuses have enacted similar initiatives and resources, they are not nearly as vast as those provided by OED and the Twin Cities campus. Like a lot of our issues, these units face budgetary restrictions and are running stretched. The University must commit to increasing funding for these programs, as

they will be an important part of our future success. Educating is an important aspect of combating structural racism and helping to combat prejudice and bias. Ultimately, initiatives and programming will lead to a reduction in incidents of prejudice and bias, but mandating a systemwide three-credit course will expand on the solution.

As a University with faculty, staff, and students of diverse backgrounds and marginalized groups, it is imperative the University addresses causes and effects of structural and institutionalized racism; this includes the culmination of a more welcoming, safe, and supportive community for all of its members. To effectively address the issue, we ask the University to focus on four key areas: institutional accountability, increasing representational and student diversity, curriculum, and moving towards a more equitable university for all. We have come a long way, but we still have more to do and achieve.

III. Accountability across our University

To effectively measure and hold our institution accountable, we must first commit to addressing past actions and the history of our University. We must also continue the dialogue and initiative taken by the President and her office by continuing to build and strengthen the University's relationship with our Tribal partners.

A. Renaming campus buildings with a racist legacy

First and foremost, the Board of Regents should revisit the resolutions to renaming Coffman memorial building, and Nicholson, Middlebrook, and Coffey Halls. On April 26th, 2019, Regents agreed in a 10-1 vote to keep the current names of these buildings, contradicting the recommendation of past President Eric Kaler, Minnesota Student Associations, and the task force on Building Names and Institutional History⁵. The “A Campus Divided: Progressives, Anti-Communists, Racism, and Antisemitism at the University of Minnesota, 1930-1942”, found that the four buildings were named after two past presidents and two senior leaders who at that time exemplified anti-semitic, discriminatory, and racist rhetoric and actions. The Minnesota Student Association said in a public correspondence, “We reject memorializing any legacy of exclusion and discrimination and we stand firmly in support of un-naming these four buildings”⁶.

Also, John Wright, Professor of African American studies at the University of Minnesota stated to the board on April 26th, 2020, “past policies discouraged students of color from attending the university, and that racial discrimination remains, though it looks different than it did decades ago”⁷. When Students choose where to attend college, they don't only look at cost and campus life, but also at what the University stands for and how they will be treated.

⁵Board of Regents Special Meeting. (2019). ‘Item 1: Historical Building Namings’. In *Board of Regents Special Meeting Docket 26 April 2019*. University of Minnesota: Boardroom, McNamara Alumni Center.

⁶Minnesota Student Association (2019). In *Take Action: The Time to Rename Coffman is Now, 26 April 2019*.

⁷(*U Regents Take No Action on Renaming Campus Buildings*, n.d.)

These former administrators all passed on, but are still memorialized across the Twin Cities campus, representing a dark period of history, but also externalizing what they stood for. Their time at the University ranged from the 1920s to the 1960s and their actions during this directly promoted and implemented discriminatory, anti-Semitic, and immoral policies. While their actions were during a time of social discourse and might have been seen as popular, they were still met with opposition and we should not forgive them just because it was popular at the time.

Lotus D. Coffman, President of the University of Minnesota between 1920 and 1938, has his name attached to the current Student Union at the University of Minnesota. Evidence has shown that Coffman repeatedly backed policies segregating black students at the University. In 1931, during his tenure as president, he wrote, “The races have never lived together, nor have they ever sought to live together”⁸. Today, the Coffman Memorial Building is home to the marginalized groups of our community, providing them the space to meet, conversate and enjoy one another company. How can we be inclusive and provide a safe space for students while memorializing an individual who saw them as lesser humans?

Middlebrook Hall, named after the late William Middlebrook, who served in various administrative roles within the University of Minnesota. The report generated by “A Campus Divided”, stated that Middlebrook supported practices that excluded minorities and Jewish students.

Nicholson Hall, named after Edward Nicholson, dean of Student Affairs from 1917-1941, represents the anti-semitism that still exists in our country and community today⁹. Nicholson used his position to spy on Jewish students and faculty, labeling them as communists. The report presented by the “task force on building names and institution history”, states that “his use of the resources and powers of his office to advance personal political beliefs and bigotries also violated basic principles of democratic government and public stewardship...”¹⁰

Coffey hall, named after past Agriculture Dean, Walter Coffey, who served as president from 1941-1945, represents discrimination and racism. Coffey prompted the creation of the International House, a blacks-only housing hall, working to further segregate the University.

It has been nearly two years since the board has discussed this issue, and since then, we have heard and witnessed the grievous actions taken against our BIPOC population, actions that some

⁸M. Koumpilova (2019, March 2). *University president wants to rename Coffman Memorial Union, three other campus buildings*. Star Tribune. <http://strib.mn/2VuVb32>

⁹J. Verges (2019 February 21). *Rename four UMN buildings over honorees' racist, anti-Semitic histories, panel recommends*. Twin Cities Pioneer Press. <https://www.twincities.com/2019/02/20/umn-task-force-remove-racist-mens-names-campus-buildings/>

¹⁰Task Force on Building Names and Institution History. (2019). *Report of the Task Force on Building Names and Institutional History*. 19 February 2019, University of Minnesota.

would argue are represented in the memory of these four buildings. These past 12 months have been filled with a fight for justice, a fight for equal treatment, and a fight for a better life for many of our BIPOC students. It is important to note that their struggles and fight for equality didn't start with the death of George Floyd, but has been represented throughout history. This past summer, our community erupted, seeking change and social justice. The University must affirm its commitment to creating a welcoming environment and it starts by revisiting the renaming of these four buildings.

B. Continuing to build and strengthen the University of Minnesota Partnership with Tribal partners

The actions of our state and University toward the Native American community are a part of history that we must learn from and amend. Our system campus sits on recognized native land; land stripped and given to our University as a part of the Land Grant agreement. Students of the University appreciate the efforts that are symbolized in the Land acknowledgment, but words are not enough.

The Minnesota Indian Affairs Council (MIAC), consisting of eleven federally recognized tribes, submitted several formal resolutions to campus and system-wide leaders. A formal resolution to the University leadership was submitted, demanding the University of Minnesota take immediate action in repatriating deceased Native Americans to their home tribes and returning all funerary objects to their home native nation¹¹. MIAC also requested that the process be guided by Native American experts and that the University provide regular updates to future MIAC meetings. In a second resolution, MIAC asked the University of Minnesota to commit to building a new era of friendship and relationships, across all sections of leadership within the University of Minnesota¹². Since then, President Gabel and her leadership team have accepted invitations to MIAC meetings and have attended, representing the University and our community. System campuses have also moved to reestablish/establish a board/committee to serve as a liaison between their respective campuses and the surrounding Native communities¹³.

Chancellor Black of UMD announced to the UMD community in an email correspondence dated February 3rd, 2021, that UMD will be reestablishing its American Indian Advisory Board. Ultimately, the board will serve as a liaison between the American Indian communities and UMD. The board will focus on strengthening on-campus programs and services for American Indian students and will seek to address their concerns and barriers to success¹⁴.

¹¹Minnesota Indian Affairs Council (MIAC). Res 02, *University of Minnesota Repatriation*. (26 June 2020).

¹²Minnesota Indian Affairs Council (MIAC). Res 03, *University of Minnesota to Fulfill its Obligations to the Eleven American Indian Tribal Governments Within the State of Minnesota*. (26 June 2020).

¹³American Indian Learning Resource Center. (n.d.). *College of Education and Human Service Professions*. University of Minnesota Duluth. <https://cehsp.d.umn.edu/departments-centers/centers/ailrc>

¹⁴Office of the Chancellor. (3 February 2021). *Email sent to UMD Community*.

To welcome a new era of friendship, MIAC requests the University to commit to a truthful accounting of the University's historical relationship with the Native American tribes residing within Minnesota. This is an important step in addressing structural issues, but most importantly, is the most effective way to build trust. Furthermore, the University of Minnesota leadership, including Regents, the President, Provost, Vice Presidents, Chancellors, Vice-Chancellors, executive leaders, and University Deans, must commit to attending the tribal-state relations training.

MIAC also requested the University expand and establish a tuition waiver for its Native American undergraduate and graduate students. Currently, Morris is the only campus in the University system that offers something similar. Implementing this tuition waiver will increase the recruitment and retention of Native Indian students.

According to information and research compiled by MIAC, the Twin Cities campus is built on the land of Dakota people, near the Bdote area, surrounding sacred sites of historic and contemporary Dakota significance; these include the Taku Wakan Tipi (Carver's Cave), Mni Sni (Coldwater Spring), and Oheyawahi (Pilot Knob).¹⁵ The Duluth (UMD) campus resides on acknowledged land that is culturally, historically, spiritually significant to many American Indian tribes, and has been cared for and called home by Anishinaabe people for thousands of years.¹⁶ This land was ceded by the Anishinaabe in the Treaty of 1854.¹⁷ The University of Minnesota Morris campus occupies land on which stood "The Morris Indian Boarding School", which operated from 1887-1909. The history of the University of Minnesota Morris (UMM) campus is even more disheartening. "The Morris Indian Boarding School was built to assimilate Native children. The children were as young as five, and were separated from their families and culture while being kept in deteriorating facilities; some children were subjected to epidemics, physical, psychological, and sexual abuse."¹⁴

In 1909, the same year "The Morris School" was closed, the Minnesota legislature accepted the facility from the federal government through a land grant agreement that stipulated free tuition to American Indian students.¹⁸

The University of Minnesota has a long road ahead of it, but we must address our wrongdoings and we must atone for our actions. It starts by addressing the demands made by MIAC and continuing to strive towards building better relationships with our Indigenous communities. We

¹⁵ hern, W. (1984). Indian Education and Bureaucracy: the School at Morris: 1887-1909. *Minnesota History*, 49(3), 90. Available at: <http://collections.mnhs.org/MNHHistoryMagazine/articles/49/v49i03p082-098.pdf>

¹⁶ An Act Making appropriations for the current and contingent expenses of the Indian Department, for fulfilling treaty stipulations with various Indian tribes, and for other purposes, for the fiscal year ending June thirtieth, nineteen hundred and ten, H.R. 26916, 60th Cong. § 2 (1909), from <https://www.loc.gov/law/help/statutes-at-large/60th-congress/session-2/c60s2ch263.pdf>

¹⁷ Minnesota Historical Society. *The Dakota People*. (n.d.). Retrieved June 19, 2020, from <https://www.mnhs.org/fortsnelling/learn/native-americans/dakota-people>

¹⁸ The University of Minnesota Duluth. (2020, January 24). *Land Acknowledgment*. Retrieved June 20, 2020, from <https://www.d.umn.edu/about-umd/campus-history/land>

must go further by addressing barriers to success for our current and future Indigenous students, starting with expanding the Morris tuition waiver for Native American students to all system campuses. Also, our campuses must expand and build on resource centers for our Native students, providing them with the adequate resources to achieve, that we may narrow the opportunity gap, also referred to as the “achievement gap”. Most importantly, we have to continue educating, remembering, and combating structural racism at the University of Minnesota.

IV. Increasing Representational and Student Diversity

The University of Minnesota recently approved the MPACT 2025 System-Wide Strategic Plan, expressing the University’s commitment to “attract, educate, and graduate students who represent the diverse talent, workforce, and citizenship needs of the future” and to “recruit and retain diverse talent” as a part of its commitment to Student Success and Community & Belonging.¹⁹ The University of Minnesota commits to “recruit diverse students, faculty, and staff; increase the percentage of underrepresented undergraduate students in the freshman class year over year.”

A. Increasing Student Diversity

An important aspect in addressing the psychological and behavioral dimensions of campus climate is the Institutional efforts to monitor compositional diversity. Diversity begins to reflect the equity within an institution but also affects how our students perceive and experience their work and learning environment.²⁰

In February 2021, the Board of Regents Mission Fulfillment committee had a conversation and a presentation was given around four key areas; Diversity in Systemwide Admissions & Recruitment, Graduate Admissions diversity, Student Success, and Closing the Achievement Gap. The data presented, as outlined in the next three paragraphs was alarming to say the least, and showed clear discrepancy amongst first-generation students, racial minorities, ethnic minorities, and low-income students.²¹ The system-wide undergraduate make-up of ethnicity and race for the fall of 2020 was reported to be 68% white, 11% Asian, 6% Black, 6% international, 4% Hispanic, 2% American Indian and unknown, and .3% Hawaiian.

¹⁹ The University of Minnesota. (2019). *MPACT 2025 System Wide Strategic Plan*. Commitments 1&4: Student Success & Community Belonging.

²⁰ S. Hurtado and R. Halualani. (2014). Diversity Assessment, Accountability, and Action: Going Beyond the Numbers. In E. Schuster, *Diversity and Democracy*. Vol. 17, No. 4.

²¹ Board of Regents. (2021). ‘Items 1-3: Diversity in Systemwide Admissions & Recruitment, Student Success and Closing the Achievement Gap, and Diversity and Inclusion in Graduate Education’. In *Mission Fulfillment Committee Meeting 11 February 2021*. University of Minnesota: Videoconference

The enrollment of first-generation undergraduate students was down from 30% in the fall of 2016 to 27% percent in the fall of 2020, with Crookston being the outlier, exemplifying small growth across the four years. Ultimately this was a 3% decrease in enrollment of first-generation students across the system. Furthermore, undergraduate Pell recipients across the system were down from 23% in the fall of 2016 to 20% in the fall of 2020. Rochester was the only campus that showed steady growth across the four years.

The first-year retention gap between first-generation and non-first-generation undergraduate students was down by -2% from the fall of 2015 to the fall of 2019 (comparison excludes international students). The first-year retention gap between Pell recipients and Non-Pell recipient undergraduate students increased across the system from -4% in the fall of 2015 to -3% in the fall of 2019 (comparison excludes international students). The first-year retention gap between BIPOC (Black, Indigenous, and People of Color) students and white undergraduate students remained at 0% across the system, with little to no deviation from the fall of 2015 to fall 2019 (comparison excludes international students).

Furthermore, the four-year graduation rate gap between first-generation and non-first-generation undergraduate students across the system went from -12% in the fall of 2011 to -13% in the fall of 2016 across the system; these comparisons exclude international students. Also, the four-year graduation rate gap between Pell recipients and non-Pell recipient undergraduate students across the system decreased from -14% in the fall of 2011 to -13% in the fall of 2016, excluding international students. Additionally, the four-year graduation rate gap between BIPOC Students and white students across the system decreased from -10% in the fall of 2011 to -6% in the fall of 2016, excluding international students.

Across the system, the University's goals and initiatives to close gaps in admission, recruitment, and achievement (also referred to as the opportunity gap), are being implemented as part of the MPACT 2025 System-Wide Strategic plan. The President has prioritized addressing these disparities during her report to the Regents on February 12, 2021. The President highlighted several commitments to reduce gaps in retention, admission, recruitment, graduation, and representation; some of them are highlighted below:

Admissions and Recruitment

- “Increase the percentage of underrepresented undergraduate students (Freshmen and transfers) and among incoming professional and graduate students, and percentage of underrepresented faculty and staff hired year over year”¹⁹;
- “Increase the percentage of underrepresented undergraduate students in the Freshmen class”¹⁹;
- “Increase the percentage of underrepresented incoming professional and graduate students”¹⁹;

- and “Increase percentage of underrepresented faculty and staff hired year over year”¹⁹;

Retention and graduation rates

- “Increase retention of all underrepresented students, faculty, and staff year over year”, “Increase retention of all underrepresented students year over year” and “Increase retention of all underrepresented faculty and staff year over year.”¹⁹
- “Decrease 4-year and 6-year graduation gaps between white and BIPOC students by 50% by 2025 (TC campus)” to “Decrease 4-year and 6-year graduation gaps between white and BIPOC students.”²²
- “Create a tuition-free program for Minnesota families with Adjusted Gross Incomes at \$50,000 or less by 2021”²³
- “Define tuition and pricing model by 2023”²⁴

Community and Belonging

- “Increase the percentage of students with a favorable sense of belonging (Climate survey; SERU; "Agree I feel I have a sense of belonging to my campus" -- Agree or Strongly Agree)”²¹;
- “Increase Commitment and Dedication measure in Engagement Survey.”²¹

Overall, these commitments will move our University to be more diverse, equitable, and inclusive. The University must also commit to reviewing current practices and trends in the admission process, reducing the barrier of entry for BIPOC students.

B. Increasing Faculty and Staff Diversity

In 2018, roughly 6.1% of the University of Minnesota tenure-track and Tenured faculty came from underrepresented racial backgrounds (Black/African American, American Indian/Alaska Native, Hispanic/Latino, Hawaii Pacific Islander), compared to 13.8% of the Minnesota population, and 33.2% nationally.²⁵ Representational diversity is an important aspect of the retention and recruitment of diverse students. In a survey conducted by the Bernard Hodes group and the Ph.D. project, 96% of undergraduate and graduate students of color and 83% of white undergraduate and graduate students indicated that professors of color have positively impacted their education.²⁶ By engaging students with diverse faculty, the University and its students engage in rich, multi-dimensional learning opportunities. A diverse faculty population at the

²²Board of Regents. (2021). ‘Item 6: MPACT 2025 Measures - Action’. In *Appendix C: Proposed MPACT 2025 Systemwide Strategic Plan Metrics/Measures (SWSP)*. University of Minnesota: Videoconference; ¹⁹p. 89, ²⁰p. 92, ²¹p. 90

²³ Ibid.

²⁴ Ibid.

²⁵ M. Goh, R. Ropers, K. Varma, V. Forbes. (2020). *Strategies for Enhancing Diversity and Inclusion: Faculty* [PowerPoint slides]. University of Minnesota, Board of Regents Meeting 14 February 2020.

²⁶ Office for Equity and Diversity. (2012). *Best Practices in Recruiting and Retaining Under-Represented U.S. Minority Faculty*. The University of Minnesota.

University of Minnesota leads to more support for the students of diverse backgrounds, a more enriched learning environment, and creates questions and answers from different vantage points. Additionally, more diversity in faculty allows the University to be representative of its values and mission. Finally, and most importantly, it allows the University to learn from its least represented members within our society and community, specifically in areas of research and teaching. According to the National Center for Educational Statistics, “from 1995–2015, the number of African American college students rose from 27.5 to 35 percent and the number of Hispanic students rose from 21 to 37 percent” (Snyder et al., 2016; Fig. 1). This national increase in diversity at the student level is commendable but does not reciprocate in the completion rates among other racial and ethnic groups, which differ by over 20 percentage points (Shapiro et al., 2017; Fig. 2). What’s even more staggering is the antithetical increase in faculty diversity; at the University of Minnesota, from 2005-2018, underrepresented faculty who are tenured or on tenure track increased by 1.5% systemwide. The issue at hand is systemic; it involves discrimination across generations and embedded institutionalized racism. On October 5th, 2016, President Obama said in a memorandum to his heads of executive departments and agencies, “Research has shown that diverse groups are more effective at problem-solving than homogeneous groups, and policies that promote diversity and inclusion will enhance our ability to draw from the broadest possible pool of talent, solve our toughest challenges, maximize employee engagement and innovation, and lead by example by setting a high standard for providing access to the opportunity to all segments of our society.”²⁷

At the Duluth Campus, the Anti Racist Subcommittee of the Employees of Color And American Indian group (EOCAI Subcommittee), recommended that UMD hire a cohort/cluster of 50 new faculty members from underrepresented groups.²⁵ Ultimately, the memo calls for UMD to have a faculty population that is more reflective of the state’s racial demographics. Today, Black and Brown students are the fastest-growing demographic to enter post-secondary education. Most importantly is the discerning enrollment and recruitment of faculty that identify as Native American. The University of Minnesota must address the “inadequate recruitment, hiring, and retention of Native American faculty”, as noted by MIAC.

A solution to the inadequate representation of faculty is not easy, but is necessary for cultivating a welcoming community and fulfilling our commitments and mission as a University. By committing to hire a cohort/cluster of faculty over a set period that is more representative of our racial demographic in our state, we can create yearly benchmarks. We must also commit to reviewing our University outreach programs in better retention and recruiting faculty of underrepresented groups. We must also commit to increasing funding for the programs and initiatives laid out in the introduction. Furthermore, the University must reevaluate language and practices in the hiring process to be more inclusive and engaging towards faculty of color.

²⁷ Presidential Memorandum -- Promoting Diversity and Inclusion in the National Security Workforce. (2016). *Office of the Press Secretary* 5 October 2016.

Finally, the University already possesses rich resources in increasing recruitment of faculty of color. By better utilizing and equipping current faculty of color, the University can better promote and recruit for job openings.

V. Curriculum

A. Medical School Curriculum

Health, as been shown by the past year, is not something to be taken for granted. In the past year, we've been forced to recognize the importance of our healthcare system and our healthcare providers. We've seen these brave people band together to help the many citizens in this country who have quickly become patients. As inspiring as this has been, however, it leaves room for a collective introspection. What happens when our healthcare providers are not equipped with the right tools to help patients? Where in their training would our physicians get these tools? How can our physicians be better trained to take care of a wide array of patients?

These questions highlight key areas in which the science community can improve. And they point out an important area in which the University of Minnesota Medical School can make headway. Since much of the knowledge that our physicians receive comes from medical school, then, it stands to reason that our medical curriculum can be augmented to better prepare our physicians to provide quality care. As of today, People of Color have been largely underrepresented in visual and textual content in medical schools^{28,29}. This lack of representation is a disservice to our medical students and the patients they will treat because it--rather than making healthcare more equitable--has *increased* health disparities across the country, and it stands in direct opposition to the ubiquitous medical dictum to “do no harm”. Lack of representation of People of Color in medical curricula has lead to delayed diagnosis of a host of ailments such as skin cancer (ironically, since people of color are less likely to become afflicted with skin cancer), lyme disease, and, in black people in particular, cardiovascular disease and birth outcomes^{30,31,32}. Black newborns, for instance, die at three times the rate of white infants. This high level of mortality can be attributed to a range of issues such as socioeconomic

²⁸ Louie P, Wilkes R. Representations of race and skin tone in medical textbook imagery. *Soc Sci Med*. 2018 Apr;202:38-42. doi: 10.1016/j.socscimed.2018.02.023. Epub 2018 Feb 23. PMID: 29501717.

²⁹ Tobechei Ebede, Art Papier. (2006). Disparities in dermatology educational resources, *Journal of the American Academy of Dermatology*, 55(4), 687-690. ISSN 0190-9622, <https://doi.org/10.1016/j.jaad.2005.10.068>.

³⁰ Gupta, A. K., Bharadwaj, M., & Mehrotra, R. (2016). Skin Cancer Concerns in People of Color: Risk Factors and Prevention. *Asian Pacific journal of cancer prevention : APJCP*, 17(12), 5257–5264.

³¹ Alan D. Fix, César A. Peña, G. Thomas Strickland, Racial Differences in Reported Lyme Disease Incidence, *American Journal of Epidemiology*, Volume 152, Issue 8, 15 October 2000, Pages 756–759, <https://doi.org/10.1093/aje/152.8.756>

³² Virtual Mentor. 2014;16(6):455-460. doi:10.1001/virtualmentor.2014.16.6.stas2-1406.

problems, preterm delivery, and higher rates of eclampsia and preeclampsia in black women. Rates of mortality in these newborns is halved when there is racial concordance (that is, the black newborn is treated by a black physician), however, which suggests that physicians may likely be more aware of the issues facing their ethnic group³¹. This is yet another sign for the need to increase diversity in curriculum and training. The high mortality rate of black newborns when compared to white newborns is a disturbing statistic that shows the far-reaching tendrils of a pernicious healthcare system.

Why would we as a school want to train physicians who could only serve a subset of their patients well? Is our satisfaction in training physicians to heal the few instead of providing quality care for most if not all? We think not. The University of Minnesota Medical School can still take the necessary steps towards continuing to train world-class physicians 1) by making the visual, textual content, and curriculum more representative of the melting-pot of people in this country. Additionally, the medical school can 2) implement mandated training for students, staff and teaching faculty, while enhancing educational tools to create a more culturally aware body of future healthcare providers. This is an important step because racial bias and ignorance has been a major driver of health disparities in the past. Today, racial bias and ignorance still contribute to lower quality care for patients of color. Black patients, for example, are consistently undertreated for pain when compared to white patients, and many medical students and residents still subscribe to unfounded beliefs of biological differences between black people and white people (e.g., black people have thicker skin, are better athletes, and are in some way innately physically stronger).³³ To move forward from medical shortfalls of the past, the aforementioned steps could help the University of Minnesota Medical School set the tone for inclusive, culturally aware, relevant physician education. These steps are not the panacea for the problems communities of color face regarding medicine, but they are a surefire start to improving things for the generations to come and for our increasingly diverse society.

B. Graduate and Professional Students

Since the University of Minnesota educates, trains and graduates many professional students who could possibly practice their profession within the state, we believe that augmenting curriculum for these professional students also falls into the University's responsibility. To make this an actionable step, the school should collect the input of faculty, staff, and students in creating core competencies for students that address institutional and structural racism alongside other issues regarding race and inclusion. For maximum outreach, these core competencies

³³Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. *Proceedings of the National Academy of Sciences of the United States of America*, 113(16), 4296–4301. <https://doi.org/10.1073/pnas.1516047113>

³¹Greenwood, BN., Hardeman, RR., Huang, L., & Sojourner, A. (2020). Physician-patient racial concordance and disparities in birthing mortality for newborns. *PNAS*, (35) 21194-21200. <https://doi.org/10.1073/pnas.1913405117>

should be listed on program websites and should be embedded into the University of Minnesota requirement for graduation. To make these courses manageable, their completion should include not only coursework material but also extracurricular content (seminars, mandatory anti-racism book clubs and readings, optional workshops, etc.). An implementation of core competencies would be yet another way that the University of Minnesota could separate itself from other institutions that promise empty statements of reform. It would be showing that the University of Minnesota is not just focused on addressing the recent and buzz-word social issues but is truly committed to the diversity of its students, community, and state by acting preemptively and setting up a relevant, civil and cultural education for posterity.

VI. Moving Towards a More Equitable University

By addressing the history, practices, commitments, and policies of the University, we can create a more equitable and inclusive campus. One issue across the system is the retention rates of our BIPOC students and faculty. By addressing existing policies regarding diversity and inclusion within colleges and across campuses we can reduce the disproportionate effects they have across demographics. Additionally, by creating collegiate committees composed of students and faculty of diverse backgrounds, we can further assess the micro and macro issues within our institution. Finally, the most impactful form of institutionalized racism is bias, microaggressions, and discrimination. Without checking the implicit and explicit biases of our campus community, the effects can be catastrophic to opportunity, achievement, retention, inclusion, and recruitment. Therefore, the University must examine and implement a Discrimination and Harassment policy, addressing the ever-growing issue of our BIPOC population.

The most important aspect in addressing microaggressions and bias is through education. By expanding ongoing initiatives, partnerships, and training, we can move towards fostering a better campus climate. The Office of Equity and Diversity partners with the [National Center for Faculty Development & Diversity](#) to provide underrepresented faculty with training, workshops, and resources. These initiatives have bared to be resourceful and fruitful to our faculty, helping to foster a more inclusive campus community. Additionally, the [College MADE](#) initiative provides individual colleges within the University of Minnesota with data-driven approaches to increase representational diversity, improve campus climate, and create partnerships to grow diversity, equity, and inclusion efforts across our campuses.

Furthermore, at the University of Minnesota Duluth, students are required to complete a training module addressing diversity, inclusion, equity, and managing biases.³⁴ This training offers students the ability to be better educated and be more aware of subconscious biases. Expanding

³⁴32 Anti-Racist Subcommittee Employees of Color and American Indian Group. (2020). *Three Transformational Initiatives to Address Structural Racism at UMD*.

similar learning opportunities that are mandatory should be more assessed and implemented across the system.³⁵

Section II: Public Health at the University of Minnesota

III. Introduction

As a land-grant institution, the University of Minnesota has long served the people of the state of Minnesota. A critical part of this goal, as affirmed by Board of Regents Policy, is the creation of a “diverse, humane, and hospitable” educational environment.³⁶ The University of Minnesota pursues these goals in a number of ways, chief among them the promotion of a safe and healthy University Community.

Even so, significant challenges continue to exist. As a significant indicator of access to health and wellbeing, barriers existing within health insurance coverage should be prioritized. Graduate assistants have limited coverage of dental care and vision care. At the same time, the coverage that is offered is limited geographically as well, leading to challenges in access outside of Minnesota. Given the ongoing nature of the COVID-19 pandemic and the increased number of students residing outside of Minnesota, such gaps in coverage are counterproductive and only serve to undermine student health.

In addition to this insurance gap, Black and Hispanic students continue to be underrepresented throughout the University of Minnesota system just as students of color continue to enroll in college at a lower rate than white students.^{37,38} While many of the factors that lead to this are beyond the direct control of the University of Minnesota, outcomes for students at the University of Minnesota reveal that there are gaps here, too. If the University of Minnesota is to take into consideration student barriers and work to address persistent achievement gaps, a new approach

³⁵ ³³ Minnesota Indian Affairs Council. (2020). *Minnesota Indian Affairs Council Seeks Immediate Action from University of Minnesota to Address Exploitation of American Indian Nations and People* 8 July 2020.

³⁶ Board of Regents of the University of Minnesota. (2018, June 8). *Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action*. Retrieved from https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf

³⁷ Djurovich, A., & Fergus, M. (2017). *Minnesota Measures 2017*. Retrieved from <http://www.ohe.state.mn.us/pdf/MinnesotaMeasures2017.pdf>

³⁸ Office of Institutional Research. (2021). *Student Data*. Retrieved from Official Enrollment Statistics: Official Enrollment Statistics

is needed: the University of Minnesota should address racism as a matter of public health and implement policies to combat it system wide.

The goal of this section is to provide an overview of these twin issues and recommend actionable changes to bring about a more comprehensive view of public health at the University of Minnesota.

IV. Insurance

A. Overview

The University of Minnesota provides eligible students access to health plans at a minimal cost through The Office of Student Health Benefits (OSHB), a unit of Student Affairs. The OSHB advertises these plans as simple and affordable plans that were designed to meet the unique needs of students and their dependents.³⁹ The OSHB administers health, dental and other benefits for all eligible University undergraduate students, graduate students, professional students, residents, fellows, interns, or one of their dependents.⁴⁰ The plans are the same for all students on the Crookston, Duluth, Morris, Rochester and Twin Cities campuses with small adjustments such as dental benefits for the graduate students being campus specific.

B. Undergraduate students, Non-Assistant Graduate Students, and Professional Students

Students who are degree seeking and registered for six or more credits per semester that count towards the Student Services Fee are required by the University of Minnesota to have health insurance and are eligible for the Student Health Benefit Plan (SHBP).⁴¹ Credits that are for certificate, non-degree, independent study, online and distance learning, executive MBA (CEMBA) or part-time MBA (PTMBA) do not count toward the eligibility for the SHBP.⁴² Additionally, international students and their dependents must purchase the University-sponsored SHBP unless they are eligible for a waiver.

During the open enrollment period for the SHBP, all University students will be prompted to declare their health insurance in the online MyU Student Center.⁴³ All University of Minnesota students are automatically enrolled in the SHBP unless they complete the Health Coverage Declaration to waive coverage.⁴⁴ If the students do not complete the waiver by the deadline, they are automatically enrolled in the plan and billed the associated premium for the entire semester (Table 1). Students can waive the SHBP if they are enrolled in a United States-based group health plan by providing proof of coverage.⁴⁵ International students residing in their home country are eligible to opt out of the SHBP, but must provide proof of residency in their home

³⁹ Office of Student Health Benefits. (2021). *Welcome*. Retrieved from Office of Student Health Benefits: <https://shb.umn.edu/>

⁴⁰ Ibid.

⁴¹ Office of Student Health Benefits. (2021). *SHBP Eligibility*. Retrieved from Office of Student Health Benefits: <https://shb.umn.edu/students-and-scholars/shbp-eligibility>

⁴² Ibid.

⁴³ Office of Student Health Benefits. (2021). *January Open Enrollment*. Retrieved from <https://shb.umn.edu/students-and-scholars/january-open-enrollment>

⁴⁴ Office of Student Health Benefits. (2021). *2020-2021 SHBP Waive or Cancel*. Retrieved from <https://shb.umn.edu/students-and-scholars/shbp-waiver>

⁴⁵ Ibid.

country. In addition, international students must fill out the waiver every semester, while domestic students need to complete the waiver on a yearly basis.⁴⁶

Students are eligible to enroll in the SHBP outside of the open enrollment period if they experience an involuntary loss of coverage.⁴⁷ Examples of this include a student that loses coverage from their parent’s plan because they turn 26 years old or if their parent’s employment terminates. Enrollment during an involuntary loss of coverage must be completed within 31 days after the loss of coverage with a termination letter from a previous insurance provider.⁴⁸ Additionally, dependents can be enrolled in the plan at the time the student initially enrolls in the plan, within 31 days of involuntary loss of other insurance coverage, within 31 days of marriage, birth, or adoption, or during the fall open enrollment period.⁴⁹ The OSHB defines dependents as a spouse and a child or children of the student. International students have the same eligibility requirements, however, a dependent must be enrolled within 31 days of arrival in addition to the other enrollment eligibility criteria.⁵⁰

Table 1. Coverage Costs for students for Academic Year 2020 – 2021

Coverage for	Cost for Fall and Spring Semester	Cost for Summer Term
Student	\$1,272 / semester	\$648 / semester
Spouse	\$1,878 / semester	\$957 / semester
One child	\$1,434 / semester	\$731 / semester
Two or more children	\$2,100 / semester	\$1,070 / semester

The SHBP offers preventative and periodontal benefits for students and pediatric members of the plan.⁵¹ Students are automatically enrolled in the Preventative and Periodontics Plan or Pediatric Plan, but they have the option to enroll in restorative services coverage (additional cost of \$498 for fall and spring coverage).⁵² The Periodontics Plan includes coverage for routine procedures such as cleaning and x-rays while the optional restorative plan covers services such as fillings, tooth removal and emergency treatment.⁵³

Additional features of the plan include pharmacy benefits. There are different copay tiers depending on if the medication is generic or brand name and there is no annual out-of-pocket on

⁴⁶ Office of Student Health Benefits. (2021). *2020-2021 SHBP Waive or Cancel*. Retrieved from <https://shb.umn.edu/students-and-scholars/shbp-waiver>.

⁴⁷ Office of Student Health Benefits. (2021). *2020-2021 SHBP Enrollment*. Retrieved from <https://shb.umn.edu/students-and-scholars/shbp-enroll>

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ Office of Student Health Benefits. (2021). *2020-2021 Dental Benefits*. Retrieved from <https://shb.umn.edu/students-and-scholars/shbp-dental-benefits>

⁵² Ibid.

⁵³ Ibid.

prescription drugs. Prior to COVID-19, Twin Cities campus students enrolled in the SHBP only could access pharmacy benefits at Boynton Pharmacy. Now, Twin Cities campus students can fill their prescriptions at any pharmacy in the Prime Therapeutics pharmacy network, such as, Walgreens, CVS/Target, Walmart, HyVee, and Cub.⁵⁴ This change to the pharmacy benefits of the Twin Cities campus students makes the SHBP more accessible for all students, similar to their peers on the Crookston, Duluth, Morris, and Rochester campuses.⁵⁵ Students on these other campuses can access pharmacy benefits at any in-network pharmacy within the Blue Cross and Blue Shield Network (BCBS).⁵⁶ The SHBP offers additional resources through the BCBS network including online resources to help manage stress, depression, social anxiety, substance use, and insomnia through a program called Learn to Live.⁵⁷ The network also has on-demand doctors, an online health and wellbeing app, maternity management program, stop smoking support, and health support through a virtual consultation.

C. Graduate Assistant Health Plan

Graduate assistants must work 195 hours per semester in an eligible position and must be registered for the number of credits required for their appointment in order to be eligible for the Graduate Assistant Health Plan (GAHP).⁵⁸ The coverage of the GAHP terminates in the month of graduation or at the end of the position appointment, except under the summer coverage provision. New graduate assistants, fellows, and trainees must complete the enrollment process within 14 days of appointment start date.⁵⁹ The cost (premium) per month is \$464.45, therefore, charging graduate students \$139.32 at the beginning of each semester.⁶⁰ The remaining monthly balance will be paid depending on the appointment percentage.⁶¹ The University share of the \$441.23 balance is equal to twice the graduate appointment percentage (Table 2).⁶² Additionally, dependents can be enrolled in the plan at the time the graduate assistant initially enrolls in the plan, within 31 days of involuntary loss of other insurance coverage, within 31 days of marriage or birth or adoption, or during the fall open enrollment period.⁶³ The OSHB defines dependents as a spouse (must be legally married) and a child or children (unmarried or married biological child, legally adopted child or child placed for purposes of adoption, foster child, stepchild, or

⁵⁴ Office of Student Health Benefits. (2021). *2020-2021 SHBP Pharmacy Benefits*. Retrieved from <https://shb.umn.edu/students-and-scholars/shbp-pharmacy-benefits>

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ BlueCross BlueShield Minnesota. (2021). *Welcome, University of Minnesota students*. Retrieved from BlueCross BlueShield Minnesota: <https://www.bluecrossmn.com/uofmn>

⁵⁸ Office of Student Health Benefits. (2021). *GAHP Eligibility*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-eligibility>

⁵⁹ Office of Student Health Benefits. (2021). *2020-2021 GAHP Enrollment*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-enrollment>

⁶⁰ Office of Student Health Benefits. (2021). *2020-2021 GAHP Costs*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-costs>

⁶¹ Ibid.

⁶² Ibid.

⁶³ Office of Student Health Benefits. (2021). *2020-2021 GAHP Enrollment*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-enrollment>

any other child state or federal law requires to be treated as a dependent) of the graduate assistant.⁶⁴ International students have the same eligibility requirements. However, dependents of international students need to be enrolled within 31 days of arrival in addition to the other enrollment eligibility criteria.⁶⁵ The GAHP plan offers two different plan options for dependents depending on coverage needs (Table 3).⁶⁶

Table 2. Coverage Costs for Graduate Assistants for Academic Year 2020 – 2021

Assistantship %	Fall Premium (5 months)	Spring Premium (5 months)	Summer Premium (3 months)
Less than 25%	Not eligible	Not eligible	A graduate assistant enrolled in GAHP through spring semester will automatically remain enrolled through summer.
25%	\$1,103.08	\$882.46	
30%	\$882.46	\$705.97	
35%	\$661.85	\$529.48	
40%	\$441.23	\$352.98	
45%	\$220.62	\$176.49	
50%	\$0.00	\$0.00	

Table 3. Coverage Costs for GAHP Dependents Academic Year 2020 – 2021

Dependent(s)	Cost Per Month Plan 1	Cost Per Month Plan 2
Spouse	\$345.08	\$236.35
One child	\$229.09	\$154.77
Two or more children	\$407.95	\$272.60
Family	\$582.46	\$407.76

The GAHP networks and claims administration services are provided by Blue Cross and Blue Shield of Minnesota. The plan offers no in-network deductible, 100% coverage of eligible expenses after a \$10 office visit copay, \$2,500 annual out-of-pocket maximum for covered services, and pharmacy benefit in the BCBS network with a \$300 out-of-pocket maximum.⁶⁷ The plan includes dental benefits, such as routine exams, X-rays, and cleaning at no out-of-pocket cost.⁶⁸ Also, the GAHP pays 80% of basic restorative services and 50% of major restorative services up to \$1,000 per academic year.⁶⁹ Twin Cities graduate assistants can access dental

⁶⁴ Office of Student Health Benefits. (2021). 2020-2021 GAHP Enrollment. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-enrollment>

⁶⁵ Ibid.

⁶⁶ Office of Student Health Benefits. (2021). 2020-2021 GAHP Costs. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-costs>

⁶⁷ Office of Student Health Benefits. (2021). *GAHP Health Benefits*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-health-benefits>

⁶⁸ Office of Student Health Benefits. (2021). *GAHP Dental Benefits*. Retrieved from <https://shb.umn.edu/graduate-assistants/gahp-dental-benefits>

⁶⁹ Ibid.

benefits at the Boynton Health Dental Clinic while Duluth graduate assistants can access dental benefits at Lake Superior Dental Associates.⁷⁰ The GAHP offers wellbeing resources such as an online health and wellbeing platform, online mental health resources, RecWell gym discount for Twin Cities graduate assistants, online care, and health and wellbeing apps.⁷¹

D. Recommendations

We recommend that the Board of Regents continue to update both the SBHP and GAHP to allow more accessibility in benefits. For example, students enrolled in the SBHP could only receive pharmacy benefits at Boynton Pharmacy before COVID-19. Now, students enrolled in the SBHP can receive pharmacy benefits through a wider network. Similarly, the GAHP lacks access to dental benefits due to graduate students being limited to Boynton Health Dental Clinic for dental care.

In addition, we recommend that graduate students are given a larger network of dental care providers so students residing outside the state, due to COVID-19, can continue to receive dental care. Furthermore, both the SBHP and the GAHP lack basic coverage for vision benefits. We recommend that all student health plans are granted vision care for the student and given an option for dependents to enroll as well. Also, both plans fail to mention disability insurance, which is necessary for students' workers to feel secure in case of injury or illness.

Finally, we recommend that student employees are offered a retirement program. Other universities such as the University of Colorado, Carnegie Mellon University, The Ohio State University, and others offer opt-in retirement plans for student workers to contribute to a 401k, making these universities an attractive option for prospective students.

V. Racism and Public Health

A. Overview & Context

At a national level, the public health effects of racism remain prevalent. Studies have found that racism plays a critical role in the denial of healthcare for Black people with its effects being felt even before birth.⁷² The effects of racism continue throughout life, too. Systemic discrimination has been associated with an increase in risk factors for cardiovascular disease, for example.⁷³ At the same time, environmental racism has a negative impact on communities of color as well. Studies have found that fast food and sugary drinks are more prevalent in minority communities,

⁷⁰ Ibid.

⁷¹ Office of Student Health Benefits. (2021). *Wellbeing Resources*. Retrieved from <https://shb.umn.edu/graduate-assistants/wellbeing>

⁷² Slaughter-Acey, J. C., Sneed, D., Parker, L., Keith, V. M., Lee, N. L., & Misra, D. P. (2019). Skin Tone Matters: Racial Microaggressions and Delayed Prenatal Care. *American Journal of Preventive Medicine*, 321-329.

⁷³ Sims, K. D., Sims, M., Glover, L. M., Smit, E., & Odden, M. C. (2020). Perceived Discrimination and Trajectories of C-Reactive Protein: The Jackson Heart Study. *American Journal of Preventive Medicine*, 199-207.

where such companies focus their advertising.^{74,75} Black Americans face structural barriers to receiving adequate healthcare and the benefits of insurance coverage.⁷⁶ The combination of these (and other) factors is deadly. Black women, for example, are under-referred for genetic testing for breast cancer despite the fact that they experience higher rates than white women.⁷⁷ This racism does not go unnoticed and leads to delayed care in minority adults, meaning that otherwise preventable conditions may avoid detection until they become severe.⁷⁸ These disparities exist in Minnesota as well.⁷⁹

The impacts of structural racism manifest themselves in a number of ways, including in higher education. At a national level, non-white students are overrepresented at for-profit institutions and under-represented at public four-year institutions as compared to their white peers.⁸⁰ Additionally, Black and Hispanic students are more likely to attend institutions that spend less per student.⁸¹ Finally, Black and Hispanic students are less likely to earn Bachelor's degrees as compared to their white counterparts; these disparities are only magnified further when analyzing STEM majors and female students.⁸²

Many of these same issues are relevant at the University of Minnesota as well, as shown in the figures below. At a systemwide level, the four-year graduation rate gap between BIPOC and white students stands at 6%; the six-year gap is 5%.⁸³ These differences are not limited to racial disparities, however. Income plays an important role as well. Retention rates for Pell Grant recipients stand 3% lower at a systemwide level than for non-Pell recipients.⁸⁴ While these data are certainly useful for understanding a systemwide context, they also elide important campus-by-

⁷⁴ Sanchez-Vaznaugh, E. V., Weverka, A., Matsuzaki, M., & Sanchez, B. N. (2019). Changes in Fast Food Outlet Availability Near Schools: Unequal Patterns by Income, Race/Ethnicity, and Urbanicity. *American Journal of Preventive Medicine*, 338-345.

⁷⁵ Dowling, E. A., Roberts, C., Adjoian, T., Farley, S. M., & Dannefer, R. (2020). Disparities in Sugary Drink Advertising on New York City Streets. *American Journal of Preventive Medicine*, 87-95.

⁷⁶ Beltrán, S., Lett, L. A., & Cronholm, P. F. (2019). Nonadherence Labeling in Primary Care: Bias by Race and Insurance Type for Adults With Type 2 Diabetes. *American Journal of Preventive Medicine*, 652-658.

⁷⁷ Jones, T., Lockhart, J. S., Mendelsohn-Victor, K. E., Milliron, K. J., Roberts, J. S., & Katapodi, M. C. (2016). Use of Cancer Genetics Services in African-American Young Breast Cancer Survivors. *American Journal of Preventive Medicine*, 427-436.

⁷⁸ Rhee, R. G., Marottoli, R. A., Can Ness, P. H., & Levy, B. R. (2019). Impact of Perceived Racism on Healthcare Access Among Older Minority Adults. *American Journal of Preventive Medicine*, 580-585.

⁷⁹ Center for Antiracism Research for Health Equity. (2021). Retrieved from <https://www.sph.umn.edu/sph-2018/wp-content/uploads/docs/arc/sph-fs-ar-center.pdf>

⁸⁰ Libassi, C. (2018, May 23). *The Neglected College Race Gap: Racial Disparities Among College Completers*. Retrieved from Center for American Progress:

<https://www.americanprogress.org/issues/education-postsecondary/reports/2018/05/23/451186/neglected-college-race-gap-racial-disparities-among-college-completers/>

⁸¹ Ibid.

⁸² Ibid.

⁸³ Delgado, F., Hoffman, J., & McMaster, R. (2021). *Student Success and Closing the Achievement Gap*. Minneapolis: University of Minnesota Board of Regents.

⁸⁴ Ibid.

campus differences.⁸⁵ The Crookston Campus, for example, has the largest first-year retention gap between Black students and white students, at 19%.⁸⁶ At the Twin Cities, Morris, and Duluth Campuses, Indigenous students face the greatest first year retention gap at 12%, 7%, and 20%, respectively. Even the Rochester Campus, whose outcomes are consistently better than the systemwide averages has seen a drop in the six-year graduation rate of BIPOC students that has recently placed it below the systemwide average. In short, the impacts of racism are present at our institution and require urgent action.

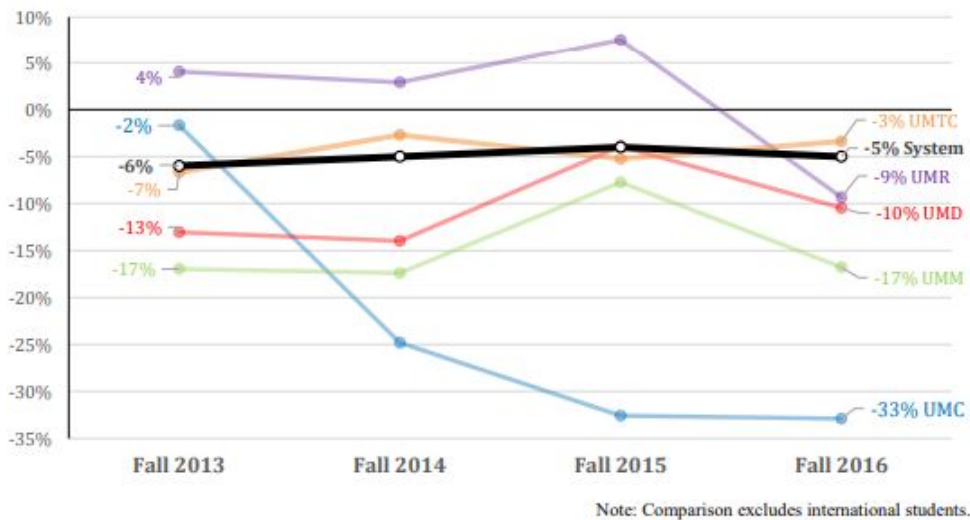


Figure 1: Six-year Graduation Rate Gap between BIPOC (Black, Indigenous, and People of Color) Students and White Students; Crookston, Duluth, Morris, Rochester, and Twin Cities Students Matriculating in fall 2011 – fall 2016.

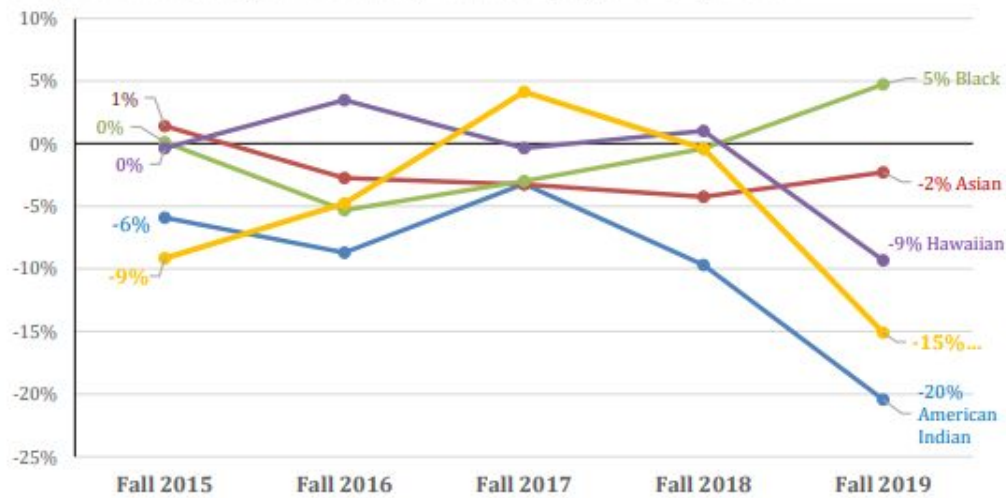


Figure 2: First-year Retention Gap between BIPOC (Black, Indigenous, and People of Color) Students Groups and White Undergraduate Students; Duluth Campus, fall 2015 – fall 2019.

⁸⁵ Ibid.

⁸⁶ Ibid.

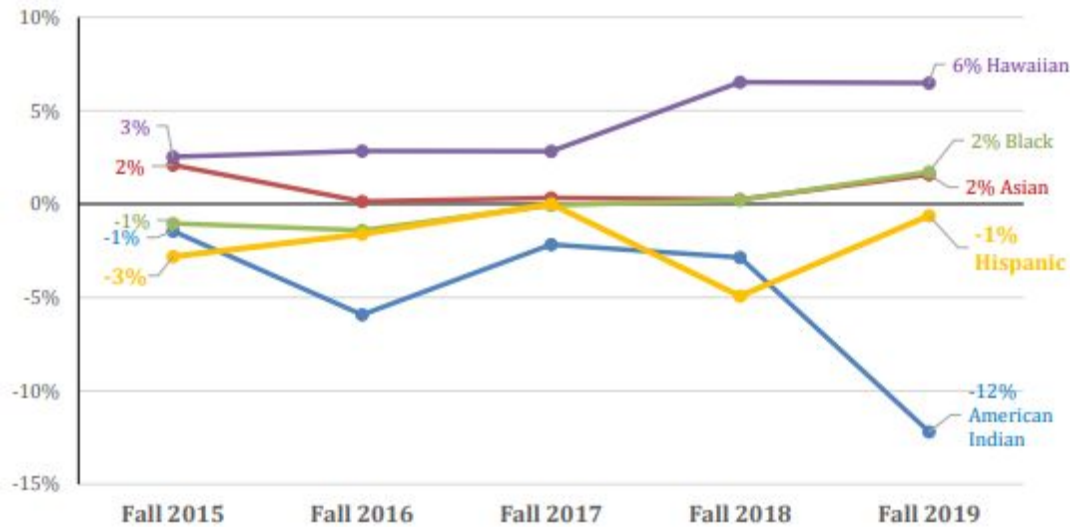


Figure 3: First-year Retention Gap between BIPOC (Black, Indigenous, and People of Color) Students Groups and White Undergraduate Students; Twin Cities Campus, fall 2015 – fall 2019.

B. Racism as a Public Health Issue

The appropriate response to an issue of this magnitude, then, is to tackle it head-on with the urgency that it requires. While this may sound abstract, such approaches have been implemented elsewhere in the wake of the protests against racial injustice this summer. Purdue University’s department of public health, for example, recognizes racism as a public health crisis, as does Cornell Health.^{87, 88} The University of Minnesota’s Medical School also supports treating racism as a matter of public health.⁸⁹ In fact, these efforts are supported by outside organizations as well; Blue Cross and Blue Shield of Minnesota recently donated \$5 million to support antiracist research at the University of Minnesota.⁹⁰ While these organizations bring a variety of perspectives to the table, their proposed approaches center a few common themes. Firstly, calls for the recognition of racism as a public health issue frequently center on understanding the full impact of racism through the comprehensive collection and analysis of data.⁹¹ Such a purpose is well-suited to a large, public research University like ours and would benefit from the resources we could provide to that end. In addition to this, such calls for recognition ask organizations to use such data to develop and implement policies proven to reduce racial disparities wherever

⁸⁷ Cornell Health . (2020). *Racism as a Public Health Crisis*. Retrieved from Cornell Health: <https://health.cornell.edu/initiatives/skorton-center/racism-public-health-crisis>

⁸⁸ Purdue University Department of Public Health. (2020). *Racism is a Public Health Crisis*. Retrieved from <https://www.purdue.edu/hhs/public-health/racism-is-a-public-health-crisis.php>

⁸⁹ Ly-Xiong, S., Allen, M., Arboleda, M., LaPointe, D., Wilcoxon, A., Ralston, T., . . . Gollust, S. (2020, June 3). *Address Racism: A Public Health Crisis*. Retrieved from University of Minnesota Medical School: <https://med.umn.edu/news-events/address-racism-public-health-crisis>

⁹⁰ Center for Antiracism Research for Health Equity. (2021). Retrieved from <https://www.sph.umn.edu/sph-2018/wp-content/uploads/docs/arc/sph-fs-ar-center.pdf>

⁹¹ Kaur, H. (2020, August 14). *States are calling racism a public health crisis. Here's what that means*. Retrieved from CNN Health: <https://www.cnn.com/2020/08/14/health/states-racism-public-health-crisis-trnd/index.html>

they are found.⁹² Finally, these groups call for an explicit investment in anti-racist policies. This is to say that it is simply not enough for an institution to not be racist. Our University must actively work against the pervasive effects of structural racism and work to eliminate them from our University system. In the University of Minnesota context, this work begins with working to eliminate the achievement gap between BIPOC and white students, advancing equity in hiring and promotion, and including anti-racism as a part of our curriculum, to name just a few possible options.

VI. Recommendations

While the University has made progress in this area, there are still opportunities for further growth that would position the University as a national leader in confronting racism as the public health issue that it is. Our recommendations are meant to work in conjunction with future strategic planning while also ensuring that students have a voice in addressing this issue as well.

A. Research Investment

Firstly, we recommend that the University of Minnesota declare racism a public health issue and commit to providing funding for research into the health implications of structural racism and anti-racist interventions to combat it at a systemwide level. Such research should be directed toward finding evidence-based ways to combat systemic racism on and off campus and should consider explicitly anti-racist reforms to policing, housing, healthcare, and other areas in which systemic racism has played or continues to play a role. Work like that of Dr. Hardeman in the School of Public Health should be uplifted and supported.⁹³

B. Anti-racism Commission

In addition to this, we recommend that the University of Minnesota convene a committee modeled after the President's Initiative to Prevent Sexual Misconduct. As with PIPSM, the goal of this committee should be to bring about a "long-term culture change" aimed at creating a University of Minnesota that is free from discrimination and racism.⁹⁴ This commission should be empowered to establish institutional standards for the University to meet, recommend anti-racist policies to appropriate University of Minnesota administrators, and provide information to the University community on progress toward systemwide objectives. In addition, such a commission should include input from stakeholders across the University of Minnesota system including student governments and organizations, faculty, and administration. This commission should also seek to center the voices of BIPOC students and seek active engagement with the broader University community in order to ensure that its recommendations are reflective

⁹² Ibid.

⁹³ Center for Antiracism Research for Health Equity. (2021). Retrieved from <https://www.sph.umn.edu/sph-2018/wp-content/uploads/docs/arc/sph-fs-ar-center.pdf>

⁹⁴ Regents of the University of Minnesota. (2021). *President's Initiative to Prevent Sexual Misconduct*. Retrieved from Office of the President: <https://president.umn.edu/initiatives/presidents-initiative-prevent-sexual-misconduct>

of community priorities. Finally, such a commission should be explicitly oriented toward public health and include experts on the matter.

Section III: The Avenues of Student Advocacy

I. Introduction

The University of Minnesota is privileged to have many avenues of student advocacy. Namely, the student senate, the Representatives to the Board Regents, and student government associations on each of its separate five campuses at all levels of study. In short, the student voice has remained a pillar in the operations, growth, and betterment of the institution. The role of the student association on each campus is to promote the welfare of their student constituents, represent the student voice, and advocate for the needs of students. At the undergraduate level, there are five undergraduate student associations; the graduate and professional students each hold their own respective governments as well. The purpose of the following section is to outline and describe the methods and structures of our student government associations that exist, the formerly mentioned avenues will not be expounded upon in this report. This section will also explore the ways in which the Board of Regents can further engage with students outside of formal methods. The purpose of this section is to provide the information necessary for the Board of Regents to formulate stronger relationships with students.

II. Undergraduate Level

A. University of Minnesota - Crookston^{95, 96}

Composition and Membership

The University of Minnesota - Crookston Student Association (UMSCA) is the undergraduate student government association on the Duluth campus. UMDSA represents over 1,600 students. All registered members of the Morris campus are considered to be members of UMCSA.⁹⁷

Mission and Vision

We, the students of the University of Minnesota, Crookston, (UMC), exercise the rights and responsibilities of students to participate in the governance of the University of Minnesota; to execute proposals and programs for the students' benefit; to advance its interest in the community and the University Senate; to ensure rights of students within the community; and to ensure students the opportunity to participate within the Crookston Student Association of the Crookston campus of the University of Minnesota, establish this Constitution.

Executive Board and CSA Full Board

Executive Board

UMCSA is structured by their executive committee and their forum body. The Executive Board is the administrative body for the CSA and is responsible for the coordination of activities with other student organizations. It cannot override decisions of the CSA Full Board or student body. The Executive Board meets twice a month. Each term of an executive board member lasts approximately one year. Elected and appointed members of the Executive Board are limited to two terms of office in a specific office. Their duty is to investigate those requests brought forth by the CSA Full Board.

The voting membership of the UMCSA executive committee shall be as following:

- I. President (Executive Officer and Committee Member)
- II. Vice President (Executive Officer and Committee Member)
- III. Secretary (Executive Officer and Committee Member)
- IV. Student Representative to the Board of Regents (Executive Committee Member)
- V. Student Senate Consultative Committee Representative (Executive Committee Member)
- VI. Student Activities Chair
- VII. Senators
- VIII. Advisors

CSA Full Board

The CSA Full Board shall serve as the legislative authority for the actions of the student government, and no policy shall become the official policy of the CSA until approval in a

⁹⁵University of Minnesota - Crookston Student Association (CSA). (n.d.). Retrieved February 26, 2021, from <https://crk-umn.presence.io/organization/university-of-minnesota-crookston-student-association-csa/documents>

⁹⁶University of Minnesota - Crookston Student Association (CSA). (n.d.). Retrieved February 26, 2021, from <https://crk-umn.presence.io/organization/university-of-minnesota-crookston-student-association-csa/documents>

⁹⁷Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

manner set forth by the Full Board. The CSA Full Board has the right to accept, amend, or reject the actions of the officers, CSA Executive Board, or CSA committees. The CSA full board consists of the executive board and representatives from each recognized student organization. All meetings of the CSA Full Board are open to the public.

Committees

Committees are essential to the advocacy and advancement of the UMCSA. Committee composition and criteria are as outlined in the UMCSA Bylaws.

UMCSA consists of the following standing committees:

- I. Finance Committee
- II. Ad-Hoc Committees
 - A. The CSA President, as needed, shall appoint special purpose committees. Such committees shall be established by recommendation at any CSA meeting. The committee shall report all activities and findings to the President and/or at any CSA meeting as required.

Elections

All students may vote in UMCSA elections. The positions that go through the all-student body election process include President, Vice-President, Secretary, and Senators. The senator for Elections and Special events conducts CSA elections.

Budget

Stipends

The following members receive stipends: the President, Vice President, Secretary, Treasurer, Regents Representative, SSCC Representative, and Senators. Stipends are awarded in the Spring and Fall Semester. The CSA full board evaluates performance and votes each term prior to distribution. Stipends are reviewed yearly as part of the Student Service Fee proposal for the Student Association.

The UMCSA total operational budget for the 2020-2021 year was \$6,000.00.

Constitution and Bylaws

The UMCSA constitution was revised in 2015 and amended in 2014. The Bylaws were recently updated in 2020. UMCSA is governed by Robert's Rules of Order.

Advisor

UMCSA is advised by a member of Student Affairs

Website and Contact Information

Website - https://events.crk.umn.edu/group/crookston_student_association

Email -

B. University of Minnesota - Duluth^{98, 99}

Composition and Membership

The University of Minnesota - Duluth Student Association (UMDSA) is the undergraduate student government association on the Duluth campus. UMDSA represents over 7,500 students.¹⁰⁰ All students that pay the student services fee shall be non-voting members of UMDSA.

Mission and Vision

We, the students of the University of Minnesota Duluth, in order to effect an organization for the student body for the purposes of university governance involvement for the improvement of student life; to actively promote the goals of the University; to organize and coordinate programs of co curricular nature; to promote better coordination of the rights and responsibilities of students to and between colleges, schools, departments, administrations, and the community; to effectively reflect student opinion on all matters affecting students in their role as students; and to cooperate effectively with faculty, staff, administrators, and community in areas common to all as a university community; this has been extracted from the UMDSA Constitution Preamble.¹⁰¹

Executive Committee and Student Congress

Executive Committee

The executive committee structure of UMDSA is divided into a cabinet and an executive board. The cabinet and executive board are both chaired by the UMDSA President.

Cabinet

The aim of the cabinet is to advise the UMDSA President on all necessary matters. The cabinet is composed of the:

- I. Public Relations Director
- II. Bulldog Lyft Director
- III. Rules and Elections Director
- IV. Diversity and Inclusion Director
- V. Chief of Staff
- VI. Systems Administrator
- VII. Director of Sustainability

The cabinet is the official organization of UMDSA, in the event that Congress is unable to convene.

Executive Board

The aim of the executive board is to lead the organization. The executive board is composed of:

- I. Student Representative to the Board of Regents
- II. Vice President

⁹⁸Constitution - umd. (n.d.). Retrieved February 26, 2021, from https://champ.d.umn.edu/sites/champ.d.umn.edu/files/umdsa_constitution_2019.pdf

⁹⁹University of Minnesota Duluth Student Association ... (n.d.). Retrieved February 26, 2021, from https://champ.d.umn.edu/sites/champ.d.umn.edu/files/bylaws_2020_updated.pdf

¹⁰⁰ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

¹⁰¹Possible amendment in future

- III. Chief Academic Affairs Officer
- IV. Chief Financial Officer
- V. Chief External Affairs Officer
- VI. Chief Student Life Officer..

Student Congress

The legislative body of UMDSA is named ‘Student Congress.’ The congressional year begins the Monday of academic week and is completed on the Sunday of Week 14 the following year. The congress body is composed of senators, representatives at large, freshman representatives, and the Representatives to the Board of Regents. The officers of UMDSA are the Speaker and Associate Speaker who are elected at the first meeting of the congressional year. Representatives and senators are to be members of at least one UMDSA standing committee.

- I. Senators are UMDSA’s Official voice between their academic college and congress. Senators are required to participate in University Senate governance meetings and committees.
- II. Representatives-at-Large are the primary legislative members of UMDSA. UMDSA maintains twelve (12) Representative-at-Large positions. Representatives at large sit on one congressional committee and at least one Campus Governance Committee.
- III. Graduate representatives are chosen by the UMD Graduate Student Association and retain one vote on behalf of UMDGSA. As determined by UMDGSA, there will be up to four (4) rotating members. The representative will serve on the UMDSA Academic Affairs Committee and in the UMDGSA governance committee.
- IV. Freshman Representatives are elected in the fall of their entrance year. There will be a total of six (6) representatives who serve as the voice of the first-year class.
- V. The UMDSA Representative to the Board of Regents is to be appointed by the President of UMDSA. Representatives to the Board of Regents serves from September 1 to June 30 in accordance with Board of Regents Policy. They shall choose and declare an alternate. The Representative to the Board of Regents is selected by the Student Representative Selection Committee (SRSC).

Committees

Committees are essential to the advocacy and advancement of the UMDSA. Committee composition and criteria are as outlined in the UMDSA Bylaws.

UMDSA consists of the following congressional committees:

- I. Academic Affairs
- II. Student Organization Grants (SOG) Committee A.
- III. External Affairs Committee
- IV. Committees on Committees
- V. Executive Board
- VI. Cabinet
- VII. Public Relations Committee
- VIII. Rules and Elections Committee
- IX. Student Life Committee

- X. Bulldog Lyft Committee
- XI. Committee for Sustainability

Elections

All students may vote in UMDSA elections. Fall elections are held in the fourth week of the fall semester and spring elections are to be held no later than the end of the 11th week of the semester or as best as the academic calendar allows. The Rules & Elections Committee shall publicly release results at a time and method determined prior to the opening of the elections.

Budget

The fiscal year will begin on July 1st and end June 30th. UMDSA has only one operational budget. Student Association shall keep financial records for seven (7) years or in accordance with state and federal laws. The Chief Financial Officer, with directions from the President and consultation of recommendations/requests from executive members, shall prepare the yearly operational budget based on past financial records. UMDSA Receives monetary resources from student services fees and their budget proposal must be presented to the student service fees committee. The President and CFO will decide upon the annual fee request amount. The Chief Financial Officer shall make a monthly report to the Cabinet as to the current status of the budget.

Stipends

The following members receive stipends:

- (a) President
- (b) Vice President
- (c) Chief Academic Affairs Officer
- (d) Chief Student Life Officer
- (e) Chief Financial Officer
- (f) Chief External Affairs Officer
- (g) Speaker of Congress
- (h) Representative to the Board of Regents
- (i) Public Relations Director, Chief of Staff
- (j) Systems Administrator
- (k) Rules & Elections Director
- (l) Bulldog Lyft Director
- (m) Diversity and Inclusion Director.

All stipend amount changes must be approved by UMDSA Congress before the year's Student Service Fee Request is submitted.

The UMDSA total operational budget for the 2020-2021 year was \$191,455.00.¹⁰²

Constitution and Bylaws

¹⁰²2020-2021 UMDSA Budget. (n.d.). Retrieved February 26, 2021, from https://docs.google.com/spreadsheets/d/1aoC7w-MW_IJQuDKSEfbaIcox14YOyfocU-MdD1ww6_Q/edit#gid=0

The UMDSA constitution was approved in February 2019 and ratified in March 2019. The Bylaws were recently updated in April 2020. UMDSA is governed by the Robert's Rules of Order, Newly Revised.

Advisor

UMDSA is advised by Dr. Corbin Smyth of the Student Life Office under Campus Life.

Website and Contact Information

Website - d.umn.edu/StudentAssociation

Email - umdsa@d.umn.edu

C. University of Minnesota - Morris¹⁰³¹⁰⁴

Composition and Membership

The Morris Student Association (MCSA) is the undergraduate student government association on the Morris campus. MCSA represents over 1,100 Students.¹⁰⁵ All registered members of the Morris campus are considered to be members of MCSA.

Mission and Vision

‘We, the Morris Campus Student Association, are hereby established to represent the student body of the University of Minnesota, Morris and to promote the general interest and welfare of the students. We strive to advocate for the best education possible for our fellow students by furthering the values of academic excellence and integrity on our campus. We encourage student participation in the affairs of our university and aid in the development and implementation of policy relevant to student interests while seeking a cooperative and productive relationship between students, faculty, and staff. As a governmental organization we seek to develop future leaders through service to the global and local community. We represent the study body regardless of race, religion, color, sex, creed, marital status, public assistance status, national origin, disability, age, veteran status, gender identification, or sexual orientation. Accordingly, the Morris Campus Student Association agrees to abide by the rules and regulations of the University of Minnesota and the University of Minnesota, Morris while always acting in the interest of the student population’

Executive Committee and Forum Body

MCSA is structured by their executive committee and their forum body.

Executive Committee

The voting membership of the MCSA executive committee shall be as following:

- I. President (*non-voting and only votes in the event of a tie*)
- II. The Vice President
- III. The Secretary of Academic Affairs
- IV. The Secretary of Resources and Operations
- V. The Secretary of Student Services
- VI. The Secretary of Campus Relations
- VII. Three At-large representatives that shall be elected by and from the Forum
- VIII. One First Year Council representative that shall be elected by and from the Forum
- IX. Parliamentarian (*ex-officio*)
- X. Budget Manager (*ex-officio*)
- XI. Executive Assistant(*ex-officio*)

¹⁰³MCSA. (n.d.). MCSA Bylaws. Retrieved from <https://drive.google.com/file/d/1MmZMc7muDbg-TWrJa3L-soTZp6CibVXX/view>

¹⁰⁴MCSA. (n.d.). MCSA Constitution. Retrieved from <https://drive.google.com/file/d/18CIAA8M5rxbnBLCMQIZOvwfgYtOZJa4c/view>

¹⁰⁵ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

The MCSA Executive is responsible for meeting at least six times each semester during the regular academic year. The executive committee is responsible for the preparing and outlining proposals for the forum body,

Forum Body

The MCSA forum body consists of elected student members of the UMM Campus Assembly, the MCSA President, Vice President, and all members of the cabinet, all elected members of the senate, the UMM Student Representative to the Board of Regents, the UMM Student Legislative Committee Chair, the UMM student representative to the Student Senate Consultative Committee, four duly elected first-year students who shall comprise the First-Year Committee, and no fewer than eight student organization representatives from traditionally underrepresented minority student organizations. The Vice President of MCSA chairs the forum body. The forum body must meet at least six times a semester. All meetings are open to students, faculty, and staff - any individual may gain access to the floor based on parliamentary procedure. The MCSA Forum has the right to accept, amend, or reject the actions of the officers or committees of the MCSA Forum. Members of the forum body will serve their terms beginning on the second Sunday in April following their election.

Committees

Committees are essential to the advocacy and advancement of the MCSA. Each member of the forum is placed on a committee by the President and Vice President of MCSA. Committee composition and criteria are as outlined in the MCSA Bylaws.

MCSA consists of the following committees:

- I. MCSA Academic Affairs Committee
- II. MCSA Campus Relations Committee
- III. MCSA Resources and Operations Committee
- IV. MCSA Student Services Committee
- V. MCSA First Year Council
- VI. MCSA Election Commission
- VII. All-University Committee
- VIII. Campus Assembly Representatives
- IX. Special Committees
 - A. Student Food Service Advisory Group
 - B. Student Emergency Fund Committee

Elections

All students may vote in MCSA elections. Annual elections are held in March prior to Spring. Elections are overseen by an election commission that enforces election rules and procedures. The election commission is composed of at least four members of the forum body.

Budget

The MCSA receives monetary resources from student services fees and must be presented to the Activity Fee Review Committee (AFRC). The budget may be used freely by the President and Vice President as

allotted in the budget but must be reported to the Secretary of Resources and Operations and the Budget Manager within 5 days.

Stipends

The following members receive stipends:

- (a) President
- (b) Vice President
- (c) Resource and Operations Secretary
- (d) Academic Affairs Secretary
- (e) Campus Relations Secretary
- (f) Student Services Secretary
- (g) Representative to the Board of Regents
- (h) Executive Assistant

The MCSA budget for the 2019-2020 year was \$9,705.00.¹⁰⁶

Constitution and Bylaws

The constitution of the MCSA was recently updated in April 2013. The Bylaws was recently updated in October 2018. MCSA is governed by Roberts Rules of Order.

Advisor

MCSA is not currently advised by any staff or faculty member and has seen no need to change this.

Website and Contact Information

Website - <https://morris-umn.presence.io/organization/morris-campus-student-association-mcsa>

Email - ummmcsa@morris.umn.edu

¹⁰⁶ Mcsa 2020-21 approved budget. (n.d.). Retrieved March 01, 2021, from https://docs.google.com/spreadsheets/d/1hwCYUjcrquXTC0jMA7ya_w1ftwVLWjzQ4qVI-SFpnkQ/edit#gid=0

D. University of Minnesota - Rochester¹⁰⁷

Composition and Membership

The University of Minnesota Rochester Student Association (RSA) is the undergraduate student government association on the Rochester campus. RSA represents over 500 Students.¹⁰⁸ All registered members of the Rochester campus are considered to be members of RSA. RSA will consist of no less than 18 members with voting privileges, excluding those who are elected or appointed in accordance with the RSA constitution.

Mission and Vision

The purpose of RSA shall be to act as the supreme student governing body in the regulation and coordination of all phases of student self-government and to serve as an agency through which relationship between UMR leadership, faculty, students, and the general public may be maintained.

Executive Board and RCSA Full Board

Executive Board

The voting membership of the RCSA executive committee shall be as following:

- I. President
- II. The Vice President
- III. The Representative to the Board of Regents
- IV. The Secretary
- V. The Treasurer
- VI. The Senator to Minnesota Student Association
- VII. The Student Representative to CLI All-Faculty Body
- VIII. The Student Senate Consultative Committee Representative

The Executive Board meets at the call of the President.

RCSA Full Board

The RSA Full Board shall serve as the legislative body. The Full Board shall consist of elected representatives from the student body with voting privileges, the members of the Executive Board, and the President, Vice President, and Representative to the Board of Regents who shall serve without voting privileges except as hereinafter noted. The Full board meets every week, unless altered by the Vice-President. All meetings are open to the public. The advisor of RSA determines the procedures for meetings.

Committees

Committees are essential to the advocacy and advancement of the RSA. Committee composition and criteria are as outlined in the RSA Bylaws.

RSA consists of the following congressional committees:

- I. Academic Committee

¹⁰⁷ RSA. (n.d.). RSA Constitution. Retrieved from <https://r.umn.edu/sites/r.umn.edu/files/2020-12/Final%20RSA%20Constitution%20%281%29.pdf>

¹⁰⁸ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

- II. Communications Committee
- III. Diversity and Inclusion Committee
- IV. Healthy and Wellness Committee
- V. Safety and Security Committee
- VI. Student Activities and Recognition Committee
- VII. Student Organizations, Fees, and Funding Committee

Elections

Elections are conducted by the Electoral Commission. The Electoral Commission shall consist of 3 commissioners: the Advisor to RSA, a faculty member appointed by the President of RSA and approved by the Full Board, and a student appointed by the President and approved by the Full Board, who will serve as the Director. The President, Vice President, and the Representative to the Board of Regents shall be elected as a slate.

Budget

An itemized budget for RSA is prepared by the President of RSA. The budget is submitted for approval to the Funding Committee for review and approval. After approval, the budget is introduced to the full board. All monetary resources are handled by the staff member associated with the Student Activities office.

The RSA total operational budget for the 2020-2021 year was \$13,500.

Constitution and Bylaws

The constitution of the RSA was recently updated in 2015. The Bylaws was recently updated in 2020. RSA is governed by the Roberts Rules of Order.

Advisor

The President of RSA shall appoint the Advisor of RSA post the general election, and approved by the Full Board. The advisor shall be a member of the administrative staff. The RSA advisor is currently a member of student affairs.

Website and Email

Website - https://events.crk.umn.edu/group/crookston_student_association

Email - umrsa@r.umn.edu

E. University of Minnesota - Twin Cities¹⁰⁹¹¹⁰

Composition and Membership

The Minnesota Student Association (MSA) is the undergraduate student government association on the Twin Cities campus. MSA represents over 30,000 students.¹¹¹ All students that pay the student services fee shall be non-voting members of MSA. MSA is organized as a non-profit organization and is defined and regulated by Chapter 317A of the Minnesota State Statutes and 26 U.S. Code § 501.

Mission and Vision

Believing that students must be fairly represented, founded on the long-standing tradition of Undergraduate Student Government, seeking to better the rights and privilege of the students, aspiring to promote active participation in the University and its surrounding communities, providing a forum for the ideas and concerns of students, and ensuring adequate student representation in the government and administration of their University.

Executive Board and Forum Body

The executive structure of MSA is divided into an executive board and a forum body.

Executive Board

The MSA executive board is responsible for the non-profit governance of the organization.

The Executive Board is composed of the following members:

- I. President (Serves as Chair of Executive Board)
- II. Vice President
- III. Speaker of the Forum (Forum Board)
- IV. Ranking At-Large Representative (Forum Board)
- V. Ranking Voting Member (Forum Board)
- VI. Ranking Representative to the Student Senate Consultative Committee (Forum Board)
- VII. Ranking Representative to the Board of Regents
- VIII. Director of Government and Legislative Affairs
- IX. President's Chief of Staff (ex-officio)
- X. Vice President's Chief of Staff (ex-officio)
- XI. Deputy Chief of Staff (ex-officio)
- XII. Communications Director (ex-officio)
- XIII. Chief Financial Officer (ex-officio)

Forum

MSA forum constitutes the legislative branch of the organization. The forum body is composed of three sections of voting members - senators (based on independent collegiate student population), at-large

¹⁰⁹Msaf_bylaws_official_04/28/20. (n.d.). Retrieved February 26, 2021, from <https://docs.google.com/document/d/1qnOEr70InZByzDKMkygVtibOZ-foFmbtKn8wzWyDIOE/edit?ts=602fcbf6#>

¹¹⁰MSA. (n.d.). MSA Amended Articles & Constitution. Retrieved from https://drive.google.com/file/d/1xMSFqBbJyeJ6WeyNGSTv7LvIU_NJWesW/view?ts=602fcc04

¹¹¹ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

representatives (20) , and student group representatives (one per registered student group). All voting members are elected through all-campus elections. The forum body retains its own set of rules called 'Forum Standing Rules'. MSA forum meets weekly to pass legislation and discuss student matters. The term of each voting member begins at the start of the election process for the Speaker of the forum. The following members are ex-officio members of the MSA forum body - President, Vice President, GLA Director, Chief Financial Officer, Treasurer, Chief of Staff, and College Board Presidents.

Committees

MSA is divided into committees and task forces that serve as internal advocacy bodies

There are six MSA Committees as follows:

- I. Academic Affairs
- II. Campus Life
- III. Diversity and Inclusion
- IV. Environmental Accountability
- V. Healthy and Wellness
- VI. Infrastructure

There are two MSA task forces as follows:

- I. The Basic Needs Task Force
- II. The Sexual Assault Task Force

Internships and Fellowships

The Minnesota Student Association hosts an internship program for first-year and transfer students. The Representatives to the Board of Regents and the Government and Legislative Affairs teams each hold fellowships respective to their roles and duties.

Elections

All registered, fee-paying students may vote in the all-campus elections. The President and Vice President (ticket format) are elected through all campus elections that occur annually in the Spring semester.

Association of Big Ten Students

The Minnesota Student Association is a member of the Association of Big Ten Students.

Budget

The fiscal year will begin on July 1st and end June 30th. The budget is prepared with the upcoming or incoming Presidential Team and the outgoing/incoming Chief Financial Officer. The budget is presented and approved in the Spring with the incoming forum body and then approved once more in the Fall.

Stipends

MSA through the Executive Board is empowered to pay compensation to Officers, Committee Directors, and Staff and other independent contractors for services rendered at its discretion. Compensation and stipends appear as individual line items in the budget proposal to be approved by Forum. The amount and

frequency of payments will be reasonable, determined from time to time by the Executive Board, and be legally compliant with all state and federal employment, nonprofit, and other applicable laws.

The MSA total operational budget for the 2020-2021 year was 145,340.00.

Constitution and Bylaws

The constitution of the MSA was recently updated in June 2020. The Bylaws was recently updated in March 2020. MSA is governed by Roberts Rules of Order.

Advisor

MSA is advised by the Student Government Advisor from the Office for Student Affairs.

Website and Contact

Website - msa.umn.edu

Email - msa@umn.edu

X. Graduate Level

University of Minnesota - Twin Cities - Council of Graduate Students ^{112/13}

Composition and Membership

The University of Minnesota - Council of Graduate Students (COGS) is the graduate student government association for the University of Minnesota. COGS represents over 12,000 students.¹¹⁴ COGS is organized as a non-profit organization and is defined and regulated by Chapter 317A of the Minnesota State Statutes and 26 U.S. Code § 501.

Mission and Vision

COGS exists for the benefit of the graduate students at the University of Minnesota.

COGS extends to the following:

- I. Advocate for the best interests of graduate students within the University of Minnesota and act as the representative organization for the graduate student Body.
- II. Financially provide for graduate students through a grant process.
- III. Promote social community within the graduate student body.

Executive Committee and General Assembly

Executive Committee

The executive council is responsible for leading and overseeing COGS, serving as the liaison to the General Assembly, managing the budget and finances, and interpreting Article II of the COGS constitution. Their work is to “executive the will of the Council of Graduate Students organization on its behalf.” The executive council is composed of:

- I. Speaker of COGS (Chair)
- II. Director of Finance
- III. Director of Programming
- IV. Director of Communications & Public Affairs
- V. Director of Grants
- VI. Director of Internal Relations
- VII. COGS Representative on the Student Senate Consultative Committee
- VIII. Graduate Student Representative to the Board of Regents
- IX. Representative to the Graduate Student Advisory Board
- X. President (ex-officio)
- XI. Vice President (ex-officio)
- XII. Justices of the Judicial Committee (ex-officio)

Executive Committee meetings are open to all graduate students.

¹¹²Cogs constitution.pdf. (n.d.). Retrieved February 26, 2021, from https://drive.google.com/file/d/11UHEIi237B3DO3RJfbaDQDHu_KQjewC/view

¹¹³COGS Bylaws.pdf. (n.d.). Retrieved February 26, 2021, from https://drive.google.com/file/d/1DMeW3M_dfwf3bzmNvENp3dJjHX7gsCgy/view

¹¹⁴ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

General Assembly

The legislative body of COGS is named 'General Assembly'. The General Assembly is composed of voting representatives from each research-based Doctoral and Master's program across the University of Minnesota. The body will meet at least three times during each academic semester. All meetings are open to the public.

Committees

Judicial Committee

- A. The purpose of the COGS Judicial Committee shall be to review any document or action taken by COGS, upon the request of any graduate student or other party. In addition, they will be responsible for handling all matters relating to disputes with the constitution, bylaws, policies, procedures, or resolutions. The Judicial committee is tasked with approving all checks made from the COGS bank account.
 1. The committee is composed of two Justices and one Chief Justice.

Elections

COGS representatives are elected through All-Campus elections held in the Spring of the academic year. All student service fee paying students are eligible to vote.

Budget

COGS receives monetary resources from student services fees and must be presented to the Student Services Fees Committee. The COGS Executive Committee shall present a proposed budget for the following year for discussion at the last COGS General Assembly meeting each Spring Semester. The proposed budget shall be subject to a vote of confidence by the COGS General Assembly.

Stipends

Any stipend given to an officer or other member of COGS must be approved by the COGS General Assembly on a yearly basis prior to election of the term of that office.

The COGS total operational budget for the 2020-2021 year was \$146,950.00.

Constitution and Bylaws

The COGS constitution was updated in September 2019 and ratified in September 2019. The Bylaws were updated in September 2019 and ratified in September 2019. COGS is governed by the Roberts Rules of Order.

Advisor

COGS is advised by the Student Government Advisor from the Office for Student Affairs.

Website and Email

Website - <https://cogs.umn.edu/>

Email - cogs@umn.edu

XI. Professional Level

University of Minnesota - Professional Student Government¹¹⁵¹¹⁶

Composition and Membership

The University of Minnesota - Professional Student Government (PSG) is the professional student government association for the University of Minnesota. PSG represents over 4,000 students.¹¹⁷ The professional student governance on the Twin Cities campus of the University of Minnesota rests with the Professional Student Government (PSG). All currently registered professional students at the University of Minnesota are members of PSG.

Mission and Vision

We the Professional Student Councils of the University of Minnesota, in order to form a more perfect professional student union, facilitate inter-council cooperation, promote general professional student welfare, share knowledge, and provide for joint representation to ourselves, our peers, and future professional students, do ordain and establish this Constitution for the Professional Student Government.

Mission: In identifying issues of importance to our constituency at the collegiate, University, city, state, and national levels, PSG strives to maximize the level of student input in the advocacy process. We strive to develop creative, thoughtful, and well-researched positions and proposals that will benefit professional students and, ultimately, the entire University community.

Branches

Executive

The executive Power shall be vested in a President. The President shall hold office during the term of one year beginning in June of the year, and, together with the Vice President, chosen for the same term, be elected by the professional student body, in the spring of the year. No person shall be the President who does not attend the University on at least a part-time basis in a professional scholastic program and holds good standing with the University.

The Cabinet

The Cabinet is the decision-making body of the Executive Branch. The President and the Cabinet issue Executive Orders to conduct official PSG business. The Executive Branch also actively represents professional students at the University in meetings with key leaders.

Legislative

¹¹⁵<https://mail.google.com/mail/u/0/#inbox/FMfcgxwLsSbpdCtmSRHnhsFdJkNvnkTn?projector=1&messagePartId=0.1>

¹¹⁶ <https://sites.google.com/umn.edu/umnpsg/psg/legislative-branch?authuser=0>

¹¹⁷ Official enrollment statistics. (n.d.). Retrieved February 26, 2021, from <https://oir.umn.edu/student/enrollment>

The PSG Congress includes two Representatives from every Council and Student Senators. Congress passes Acts. Acts of Congress include Resolutions, Position Statements, Appropriations, and Amendments to the PSG Code. The congress body meets once a month. PSG Congress is composed of:

- I. Duluth Representative
- II. Grad Students in Ed and Human Development (TBD)
- III. Graduate Nursing Student Council
- IV. MBA Association
- V. Pharmacy College Board
- VI. School of Public Health Student Senate
- VII. Law Council
- VIII. Medical Student Council
- IX. Public Affairs Student Association
- X. School Of Dentistry Council
- XI. Veterinary Medicine Student Council

Judicial

The Judicial branch is headed by the Supreme Court. The Supreme Court is comprised of ten Student Justice seats, one for each Council in PSG. The Supreme Court issues opinions on cases and questions brought to it by students or PSG officials.¹¹⁸

Elections

Professional Student Government representatives are elected through All-Campus elections held in the Spring of the academic year. All student service fee paying students are eligible to vote.

Budget

The President of Professional Student Government is responsible for setting forth the budget.

The Professional Student Government total operational budget for the 2020-2021 year was \$221,841.50.

Constitution and Bylaws

The Professional Student Government constitution was ratified in May 2015. PSG is governed by the Roberts Rules of Order, Newly Revised.

Advisor

The Professional Student Government is advised by the Student Government Advisor from the Office for Student Affairs.

Website and Email

Website - <https://sites.google.com/umn.edu/umnpsg/home>

Email - psg@umn.edu

¹¹⁸ <https://sites.google.com/umn.edu/umnpsg/psg/judicial-branch?authuser=0>

XII. Conclusion and Recommendations

The aim of this section was to formally educate the regents on the avenue of student advocacy so that they further understand the ways in which this branch of consultation exists. We hope that the Regents take this information and begin to engage with student leaders on a regular basis. The frequency of engagement with the student representatives is simply not enough. We specifically hope that the regents engage in the following ways:

A. Annual Open Forum:

- a.** We recommend that the Board of Regents schedule an open forum with all student governments and their representatives. The forum should not be limited in time but should not extend beyond a 12 hour period. The forum should allow student leaders to engage with the regents on pressing student issues. The forum must occur between the months of October-April to ensure high student attendance and must not take place during any University, National, or Religious Holidays; during any University scheduled breaks; and during finals weeks. When meeting with student representatives from separate campuses, it will be the job of the Board of Regents to go to the campus of the respective student association. In relation to our Professional and Graduate Student Associations, campuses should rotate annually in alphabetical order. Expenses for this forum should be covered by the University. Barring emergencies all Regents should be present.

B. Increased Communication

- a.** We recommend that the Board of Regents increase its communication with student leaders and advocates. This recommendation is meant to be left broad to allow student leaders, in conjunction with board staff, to define increased communication.

C. Regents Student Focus Audit

- a.** We recommend that the Board of Regents leadership in conjunction with Board staff produce an annual report that reports on the ways that the Board of Regents has centered students in its decision making process. In addition, in what ways their decisions have resulted in positive outcomes for students. The report should also contain ways in which the Regents have failed to uphold the mission. The report should also include ways in which the regents have remained abreast on national, regional, and local issues concerning education. For example, regents attending conferences on mental health or meeting with local high school school boards to discuss recruiting mechanisms. Many regents are far removed from their collegiate days, this ensures they remain keen to the changing times. The audit should inform clear action items and plans to increase engagement with students.

XIII. Other Methods of Student Advocacy

A. Introduction

As important as the formal methods of student advocacy are, it is important to acknowledge the other ways in which students speak up for themselves and their peers and the barriers to student advocacy. There has been an increase in the usage of the most common method of student advocacy outside of student senate and student associations in the past year - surveys of the student body. In the last year, UMN has seen more surveys on each campus and for the university as a whole to understand the effectiveness of COVID-19 protocols and student attitudes towards campus policing after the murder of George Floyd in Minneapolis. There are also anonymous reporting methods on each campus that allow students to report instances of bias, sexual misconduct, or, in recent months, COVID-19 protocols being broken. We must also discuss direct action being taken on our campuses in the form of peaceful protests. Finally, we will bring forward a concept called the 'Introductory Impact' - the effects of being new to a campus and student advocacy.

B. Student Surveys

Student surveys are an integral part of assessing student wellness, satisfaction, and views that tend to reach a wider audience than the other methods of student advocacy. They take less time than student association or senate meetings, they are often delivered directly to the student's inbox, and are designed to be accessible to the majority of students. They may address a wide range of general topics, or they may be specific to a single category that administrators are investigating, such as mental health, curriculum satisfaction, policing and bias, or crisis management. The data from these surveys then goes to the appropriate administrators who can judge the needs of students and make appropriate changes or recommendations.

The greatest threat to the usefulness of student surveys is student participation. As Fosnacht, Sarraf, Howe, and Peck (2017) note in their review, high levels of student participation is vital in the efficacy of surveys but student participation has been dropping for the last few decades. The methods for remedying this are costly and impractical, however, leaving us with questions about what can be done about these dropping participation rates. Prizes are sometimes offered to increase survey participation, which can work, along with making the survey widely available and increasing student exposure to the survey. It is vitally important that when reports are given using student survey data, information regarding participation is also given.

Some surveys provided to our students are campus specific and some are open to all UMN students. Below is a non-exhaustive list of some of the surveys that were performed on campuses in recent years. Some of these surveys were issued to students, faculty, and staff.

A. Student Rating of Teaching

- a. Given at the end of each course on every campus, used to judge quality of class, teaching, and is taken into consideration when offering tenure to faculty
- b. These surveys have a high level of student participation due to the method of delivery, but the results are not widely applicable

- B. College Student Health Survey
 - a. Last given in 2018 on every campus, performed every few years. Covers Health Insurance, Health Care Utilization, Mental Health, Alcohol and Drug Use, Tobacco Use, Personal Safety, Financial Health, Nutrition and Physical Activity, and Sexual Health. Results are used by many different groups to improve student wellbeing
 - b. At the Twin Cities campus, 40% of the students that were invited to take the survey responded, however, only about 20% of all Twin Cities students were invited to take the survey. This results in only about 7% of students being represented by the results of the survey (Boynnton Health, 2018)
- C. Undergraduate and Graduate Student Experience in Research University (SERU)
 - a. The SERU is designed to give a general overview of student experiences at research institutions and covers topics such as time management, overall satisfaction, campus climate, and specific majors and programs.
 - b. Available to Twin Cities students every year (excepting 2020) since 2009
- D. Campus Safety, Health and Wellness, and Campus Issues Survey
 - a. Issued by MSA to Twin Cities students in 2017, used to influence policy and advocacy decisions by MSA
 - b. The Campus Safety survey only had 723 responses - about 2% of students. The Campus Issues survey had 830 responses - about 2.5% of students. The Health and Wellness survey had 2211 responses, much better than the other two, but still only about 7% of students (MSA, 2017)
- E. Small Campus, Big Degree' Advertising Survey
 - a. Issued to Crookston students to assess the efficacy of the 'Small Campus, Big Degree' slogan in 2018. Used by admissions to influence future advertising decisions
 - b. Approximately 12% of students responded (Svec, 2018)
- F. Campus Climate Survey
 - a. Issued to Duluth students in 2015 to understand progress towards campus goals pertaining to diversity and inclusion
- G. Policing and COVID-19 Survey
 - a. Issued to Morris students in Fall 2020 by MCSA to guide discussions and student needs regarding policing and pandemic concerns and needs
 - b. About 24% of students responded to this survey, about a third of which were first-year students (MCSA, 2020)

These surveys are sometimes sent to an entire campus, sent to a random portion of students, or available for any student to take via a web page. They are often responded to by less than one-third of the student population at any given campus, but that is still a greater percentage of students that participate in student associations or student senate. The trade off of greater student representation by surveys is that students can only respond to the topics that are in the survey.

As can be seen in those listed here, there are a few trends in the types of surveys given to students - student health and wellbeing, student safety, and academics. This represents the topics that are often most important to administrators that are looking at the big picture of running a campus that treats current students well and draws future students. A survey can't ask focused and statistically measurable questions

while also addressing all student concerns. This is why there are a variety of methods of student advocacy.

C. Anonymous Incident Reporting

Each campus has its own methods of incident reporting, which includes reporting bias, sexual assault or harassment, relationship violence, COVID-19 policy violation, and police bias or violence. Each of these reporting methods goes to the appropriate authority, whether that be campus public safety, the Office of Community Standards (Twin Cities), Human Resources, Student Affairs, or another department. This is not exactly a method of student advocacy, but it is still important to highlight. It is also an important resource for people in crisis, those who could be negatively affected by reporting, or those who are not comfortable making their report public.

D. The Introductory Effect

As mentioned in the introduction, the Introductory Effect isn't the official name of a well-studied phenomenon but is rather a simple name for the effect of being new to a campus and its methods of student advocacy. When a student joins one of our campuses, their focus is generally not on how they can improve the experience of all students. Their focus is on adjusting to a new environment, doing well in classes, and finding a social group. Even if this new student is enthusiastic about student advocacy, student advocacy systems are complicated and different on each campus. Going to a student association meeting can be intimidating and confusing, and this goes doubly for our marginalized students that may have concerns about facing discrimination in these spaces. Overall, this leaves our first-year and transfer students in the dust when it comes to having a say in campus policy and governance. The only case in which there tends to be more information from first-years is student surveys, where first-years tend to make up a greater percentage of respondents than they do the university demographic.

If the voices of our newest students are not heard, there isn't a complete picture of the concerns of students. It is important to make avenues of student advocacy more accessible to our new students. This includes providing information to incoming students about the student association structures, making it clear where student concerns can be brought forward, and ensuring that our student associations are inclusive environments.

Appendix: Updates from Student Body Presidents

A. University of Minnesota - Crookston

President: Paul Hendrickx

The Crookston Student Association (CSA) has focused on overall student engagement in the upcoming presidential election as well as campus initiatives as a whole. Currently we have been working on ways to improve campus living by creating organizations to help unite students who share similarities, updating our university platforms to better address student concerns, providing our software engineering students with compatible laptops, as well as working with Student Affairs to create an on campus alcohol policy.

For the election this previous Fall, the CSA has put in the effort to make sure every eligible student was informed on the location of their polling place, what their options are for both voting and their legislative choices, and to bring awareness to the importance of voting. We also pushed the information of absentee ballots to those who may not be available to vote in person.

At the end of the Fall Semester the CSA Full Board approved the added language to our bylaws to include a division of clubs and organizations. Previously the only way for students with shared interests or identities to gather was traditionally through forming a club. Doing so has the requirements of needing five (5) members, a constitution, and following CSA guidelines. These requirements were seldom met with some of our minority identity groups which deterred said students from gathering together. With the language on organizations added to the bylaws identity groups will not need to meet CSA requirements in order to hold meetings.

Some time during the Fall the CSA was made aware that the access to our student concerns form was difficult to access and something that senior students knew about. In light of this news we decided to create a new form that was accessible to all students on our campus today page where the CSA President and Senator for Student Concerns will receive notifications when one is completed. With the link having been added at the beginning of the Spring semester we are in the process of informing students on how they can use this form to send their concerns to the CSA to help resolve them.

At the Crookston Campus students are provided with laptops that are replaced on a three year cycle, this year being one of them. At the start of the Fall semester it was made aware that the software on the new laptops was not compatible with the programs that were used in the software engineering courses. Our treasure, Vinayak Sharma took it upon himself to resolve the issue. Working with Faculty in the MST department, he helped in finding laptops that were compatible with the programs that they use and running a trial period to see how well they perform. Currently they are going through said trial period and are in the process of drafting a letter to the Chancellor for approval of purchasing the laptops for software engineering students.

Currently we have been working with Student Affairs on drafting an alcohol policy for on campus students. The policy allows students of age to drink in their dorms as long as no minors are present. The reasoning of wanting the policy in place is to provide a safer location for students to drink instead of going to bars or house parties. CSA's role in the drafting process has been to review what the policy states and provide questions and concerns regarding it. This is to clear up any errors we noticed and provide a list of frequently asked questions that students may have.

B. University of Minnesota - Duluth

President: Neal Bhakta

I. Introduction

This academic year has continuously revolved around the Pandemic and with our commitment to serve our peers we've continued to adapt. This year more than any we've seen continuous engagement from our peers on the topics we've discussed on the campus level but also engagement on topics being discussed at the system level. Engagement by the entire University with what's going on seems to be at an all time high, it is the responsibility of every individual to be committed to continuing this engagement. The UMD Student Association's commitment is to serving students and being the voice of students to the administration.

II. General COVID-19 Revelations

Every year the UMD Student Association seems to have a drop off in the beginning of the year in terms of communication with the administration from the year prior. I'd like to commend Chancellor Black and the Vice Chancellor of Student Life Dr. Erwin specifically for not letting there be any sort of drop off this year. I have been included in nearly every conversation that has regarded the state of UMD during this pandemic and a lot of those conversations that were happening over the summer and I was never left out. As the Maroon and Gold Sunrise Plan has been developed and the campus has gone through the various steps, I've been included in those recommendations and conversations. This year it seems we have found a really good communication plan that has been working well for the UMD Student Association and the Administration on our campus. However, when it comes to broader University level discussions it seems we are fighting a never ending fight. When this pandemic started the approach that was taken was a systemwide approach. As time has gone on, with valid reason, decisions are to be made on a campus level. But when did that become the approach? Why when we were taking a systemwide approach were student governments continuously left out of the conversation? The response to the Covid-19 Pandemic has shown that each campus values the student voice and opinion of their respective Student Governments, but when will that voice be valued by the system?

III. Bulldog Lyft

The Bulldog Lyft program was started last year right before the Pandemic and has flourished as much as it could under these circumstances. This program was created out of a previous program called Bulldog Taxi, which was initially started to combat drinking and driving. The Bulldog Taxi program offered students 50% off their taxi rides when they presented their UCard to the driver. The program worked to a point until Uber and Lyft were introduced to Duluth. Those services took over and the taxi program was not being utilized as much as it was budgeted for. Because of this we looked into how we could partner with Uber or Lyft and Lyft ended up being the service that offered an affordable program leading to the creation of the Bulldog Lyft program. With this program students are given a link to register for Lyft with their UMD emails and are given two \$5 off per ride coupons every month for rides starting or ending in Duluth. The program rolled out before the pandemic and was very successful. Once the Pandemic hit it was not being used nearly as much and an adjustment was made. The program was adjusted to give International Students \$100 for rides while they were still stuck on campus during the Pandemic. Once the new academic year began in fall, the program went back to normal and was starting to be used again but not nearly as much as before. With this another adjustment was needed and was rolled out in February of this year and students were given two \$8 off coupons for two rides anywhere in the United States. Since the new launch in February numbers of rides have spiked and students registered.

IV. Outdoor Education//RSOP

The City of Duluth is known for the various ways you can enjoy the outdoors. That has been a staple for why students choose to come to UMD. Whether it be hikes at Chester Creek or Skiing at Spirit Mountain there is always something to do. It's impossible to expect everyone to have the correct gear to enjoy the outdoors at all times and that's where our Recreational Sports and Outdoor Programs(RSOP) excel. RSOP has a rental center where students can rent skis to hit the slopes or get some camping gear to spend a night under the stars up the North Shore. However, it's also ridiculous to expect students to have a background in experiencing nature which is why RSOP offers many group activities to learn how to do new activities like Cross Country Skiing or maybe even experiencing a new hiking trail with a group. As the pandemic rages on and we spend a lot of time online we can't continue to destress online and stare at screens in our free time. We've seen a lot more students on our campus taking advantage of these outdoor opportunities but these numbers should stay this high whenever we do go back in person instruction. There have been various studies like the one linked here that have found positive correlations to time spent outdoors and mental health. Our courses we take while in college are meant to help us prepare for the real world and in the real world we will need to continue to prioritize our mental health. As Lib Ed/Gen Ed Courses are reviewed in the future the benefits of outdoor education need to be discussed and into the curriculum.

C. University of Minnesota - Morris

President: Samuel Rosemark

I. Introduction

Without a doubt, the 2020 - 2021 academic year has been one of the most challenging years for our students at the University of Minnesota Morris and across the state of Minnesota. 2020 and 2021 have brought continued struggles and exasperated difficulties faced by students. The COVID-19 pandemic and the continued battle for equality amongst all people have caused great pain to students and remain at the forefront of the Morris Campus Student Association's priorities. The COVID-19 pandemic and campus inclusivity will be the main items discussed in this report to the University of Minnesota Board of Regents, the top governing body of our university. It is hereby requested that the University of Minnesota and the Board of Regents further dedicate itself to campus inclusivity and to supporting students during the pandemic.

II. COVID-19 Pandemic

The COVID-19 pandemic has created and inflamed student struggles around finances, mental health, overall wellbeing, academics, social connections to campus and friends, and more. The pandemic has necessitated the need to rethink the traditional pedagogy around teaching and student affairs. Students are isolated and exhausted from endless Zoom meetings for their courses, student organization meetings, and social time with friends while still paying full tuition and fees. In a MCSA December 2020 survey with 12% of students responding, 64.2% of student respondents reported experiencing difficulties or many difficulties outside of their control. 61.5% of students reported their academic performance was negatively affected due to pandemic-caused factors.¹¹⁹ The empirical and quantitative data is clear that the pandemic has greatly affected students. The word cloud below shows the top words students used to describe their Fall 2020 semester.

Students were also asked to share what their professor did that greatly helped their academic experience during the Fall 2020 semester. The most common responses were: being understanding, being accommodating, having good communication, being flexible, being responsive, posting and recording lectures and lecture notes, and having lenient deadlines or timeframes for assignments, quizzes, and exams. MCSA thanks all the faculty who are currently employing these best practices.

Many insights have been gained through this pandemic and the University of Minnesota must assess which pandemic-induced policies should remain in place as they do increase accessibility and equity for all students. MCSA greatly appreciates the collaborative efforts and communications between MCSA and the UMN Morris administration as MCSA has been

¹¹⁹ "MCSA Academic Experience Survey Results." January 13, 2020.
<https://z.umn.edu/AcademicExperienceSurvey>.

included in all campus-level decisions related to the pandemic. Staff are also greatly appreciated for their work and contributions throughout the pandemic as many of their roles are essential.

III. Campus Inclusivity

The UMN Morris campus is the second most diverse campus among the UMN system and one of the most diverse campuses in the state. As a public liberal arts institution, the Morris Campus prides itself on making a historically in-accessible liberal arts education accessible to all students. This is especially true for Native American and Indigenous students that are equally admitted to UMN Morris without needing to pay tuition. As a fervent reminder, UMN Morris is on the lands of former Native American boarding schools that sought to rip-away the cultures of young Native Americans and rip them away from their families¹²⁰. This past has resounding impacts today as it caused and continues to cause trauma. The American Indian Tuition Waiver must remain a core tenet to UMN Morris and UMN's work to acknowledge, make reparations for, and heal from past wrongdoings. The University of Minnesota as a whole must acknowledge its own history and wrongdoings with Indigenous peoples and their land while using UMN Morris as an example.

The University of Minnesota and the Board of Regents must also dedicate itself to needed campus inclusivity initiatives around anti-racism such as redefining campus public safety so all feel safe on campus and so that the entire campus community, including the Board of Regents, goes through anti-racist training just as MCSA as an organization has. Gender equity along with accessibility for those with disabilities are also crucial to inclusive and welcoming campuses. After a call for reform and rethinking, UMN Morris is actively working to make changes and rethink campus public safety¹²¹. Administrators and public safety officers at UMN Morris are dedicated to serving students and being a part of the community. This is why they are working to create a Morris Campus Public Safety oversight committee and have already made changes around things like uniform policy.

In conclusion, outcomes on student support during the pandemic and campus inclusivity are needed and absolutely necessary areas of work. These are the requests of the students, the University's primary stakeholders.

D. University of Minnesota - Rochester

President: Ben Romanowski

The students at the University of Minnesota Rochester (UMR) are actively learning and are continuing to engage with the community both virtually and in person. Despite the current circumstances, UMR students are continuing to work and volunteer on and off campus. Student clubs and organizations are putting on virtual events helping to maintain and expand our tight

¹²⁰ UMN Morris, "A Unique Campus History." <https://morris.umn.edu/about/unique-campus-history>.

¹²¹ Sam Rosemark, "Letter on Policing and Racism." June, 18, 2020. <http://z.umn.edu/letteronpolicingandracism>.

knit community despite not being physically together. At UMR we focus on relationships, collaboration, and community to create an exceptional learning environment.

As the city of Rochester is expanding with the Destination Medical Center (DMC) initiative the opportunity and need for students to become more involved in the community has increased.¹²² In response to this over the past year UMR students have started to become more involved in the community through advocacy around the city in a variety of ways. Recently, the Rochester student Association (RSA) has placed representatives on the Mayor's Youth Council and on the board of the Rochester Downtown Association (RDA). This representation has been extremely important and has begun to allow UMR students to start shaping the way Rochester functions and has also given the city a better way to accommodate students and their needs by giving them the platform to allow their voices to be heard.

With the topic of equity spotlighted by the racial strife and injustices laid bare in the past year, UMR students have come to make equity and diversity a priority on campus. Multiple students have joined the UMR Diversity and Equity Committee and have been working closely with administration to develop a relevant and actionable Anti-racism Plan in an effort to make our campus more inclusive. Through this advocacy students have been able to help shape how the university portrays itself along with how the university functions to better represent the student body.

UMR continues to be an innovative campus with the introduction of the NEX GEN MED Program. UMR is working with Google Cloud and the Mayo Clinic, both leaders in their fields, to make a one of a kind program that will optimize and accelerate the next generation of health science professionals.¹²³ In the near future students at UMR are going to be working with the University to help shape this program and how it is going to function. This is just one of the many ways that UMR is shaping higher education and making an impact on the way students live and learn.

As the city of Rochester continues to grow and adapt UMR is making sure that it continues to grow with it.¹²⁴ Even though the current circumstances have been difficult, UMR students have continued to maintain our ideals. Students have found ways to support and work with each other virtually, which has enabled us to create relationships and community that

¹²² University of Minnesota Rochester signs on as an anchor tenant in one Discovery Square. (2018, June 12). Retrieved March 02, 2021, from

<https://dmc.mn/university-of-minnesota-rochester-signs-on-as-an-anchor-tenant-in-one-discovery-square/>

123 D. (2021, February 12). University of Minnesota ANNOUNCES NXT GEN Med: A groundbreaking, Innovative partnership TO RE-ENVISION health care education

with support from Google cloud and Mayo Clinic. Retrieved March 02, 2021, from <https://r.umn.edu/news/nxt-gen-med>

¹²⁴ Aamot, G., Callaghan, P., & Orenstein, W. (2019, March 04). Small towns near ROCHESTER hope - and plan - for dmc-fueled growth. Retrieved March 02, 2021, From <https://www.minnpost.com/economic-vitality-in-greater-minnesota/2019/03/small-towns-near-rochester-hope-and-plan-for-dmc-fueled-growth/>

generate an environment in which it is both amazing to learn and live. Students are making sure that their voices are heard in the surrounding area and within UMR to create a community that better reflects the student body.

E. University of Minnesota - Twin Cities - Minnesota Student Association

President: Amy Ma

The Minnesota Student Association (MSA) strives to advocate for undergraduate students at the University of Minnesota - Twin Cities, and this year was no exception. Between the increasingly dire pandemic, deep and societal reckoning with racial justice, inaccessible cost of higher education, and historic November elections, MSA has worked to start and continue difficult conversations regarding what is needed to support our students at the University of Minnesota. Much of our work can be categorized into the areas of COVID-19, racial equity, college affordability, and civic engagement.

I. COVID-19

The COVID-19 pandemic completely pivoted higher education as we knew it. The Twin Cities campus is home to tens of thousands of students, faculty, staff, and community members, and we recognize the responsibility we all have to prevent the spread of COVID-19. This year, MSA has been highly active in conversations about campus reopening, testing, disciplinary actions, and other safety measures.

COVID-19 has also drastically impacted all areas of student life, from academics to mental health. Academic inequities were exacerbated by online classes, especially for international students, students who serve as caretakers, students without reliable internet access, and more. MSA strongly believed that giving students the option to take classes using an universal S/N grading scale was crucial. After numerous letters, resolutions, and meetings, we were able to implement the policy for the 2020-2021 academic year. MSA has also worked to support resources for students during the pandemic, including accessible SAD lamps, transportation options, online fitness classes, and more.

As the University of Minnesota continues to navigate the end of COVID-19 and longer term impacts following the pandemic, we believe it is crucial that students are consulted as a key stakeholder in these conversations.

II. Racial Equity

Last May, the murder of George Floyd occurred only a few miles from the Twin Cities campus, prompting long delayed conversations about racial equity and community safety across our University, city, and nation. MSA has been highly active in conversations about policing on our campus, advocating for the demilitarization of UMPD, additional community accountability,

support for students arrested while protesting, and more. We helped connect student perspectives with Dr. Cedric Alexander during his review of UMPD. As our University considers campus safety beyond policing, we also advocated for additional resources to help students navigate campus easier, including expanded bus routes, a campus safety app, increased lighting, and more.

In addition, MSA has been active in the proposal to shift liberal education requirements to include the mandatory “Race, Power, and Justice in the United States” theme. We helped connect students initially interested in this change to University administration and have supported the process through both informal conversations and a formal resolution. We recognize that conversations around racial equity in higher education are nowhere near complete and look forward to additional advocacy around community safety, institutional history, epistemic equity, and more.

III. College Affordability

Over the last several decades, the cost of higher education has become incredibly inaccessible for students. In addition to tuition, students bear expenses related to housing, food, transportation, textbooks, and more. This year, MSA started its new Basic Needs Task Force (BNTF), focusing on reducing food and housing insecurity for students on campus. BNTF worked to put together comprehensive guides on resources during COVID-19 and for students looking for off-campus housing. In addition, MSA has been exploring the creation of a sustainable grocery or co-op program, as the Twin Cities campus currently operates as a food desert. We encourage the Regents to explore long term food and housing insecurity solutions, including work with the East River Gateway project.

With classes being largely online, students felt strongly that the value of education in COVID-19 was less than that of in-person classes. This fall, MSA passed a resolution asking for a 3.3% reimbursement in tuition to reflect the five weeks of the semester that were fully virtual. Across the board, tuition and cost of education are the most important issues that students have reached out to MSA to advocate for. As the University navigates the financial impact of COVID-19, we strongly urge Regents not to put the burden on students through increased tuition.

IV. Civic Engagement

Twin Cities undergraduate students have always had a strong presence in civic engagement, and the November 2020 were no exception. MSA helped facilitate high voter turnout through numerous programs, including a peer ambassador program titled “Row the Vote” for students to encourage their friends and peers to register to vote. In addition, we worked to establish an early on-campus dropoff site at Northrop Plaza and established a rideshare reimbursement program for students to get to their polling locations, minimizing barriers to voting early.

We recognize that there are additional barriers to voting, including long lines at polling locations near campus. In Minnesota, voters have a right to take time off work to vote without losing pay, personal leave, or vacation time, and we believe that voting in elections also needs to be an excused absence for classes at the University of Minnesota.

F. University of Minnesota - Twin Cities - Council of Graduate Students

President: Scott Petty

The Council of Graduate Students (COGS) advocates for graduate students at the University of Minnesota - Twin Cities and represents them in various policy conversations with administrators. The University of Minnesota - Twin Cities has the second largest population of graduate and professional students of any public university in America. While COGS played a leading role in driving the changes to policies around sexual misconduct last summer, worked with our peers in PSG to force establishment of the University's new Campus Safety Committee, argued for the vital importance of maintaining our consultative culture with strong governance during the hectic days of pandemic response and drew attention to the admissions pause in the College of Liberal Arts, the most relevant topic COGS has to discuss with the Board of Regents is related to student fees.

Last year, COGS organized a referendum that was voted on by all Twin Cities Campus students. That referendum passed by a massive and overwhelming majority and stated the following:

Should all mandatory fees be governed by a single uniform set of rules such that the annual increase of each mandatory fee be capped at 2% and all administrative and academic units supported by mandatory fees be required to have a dedicated student advisory board representing the body of students paying the associated fee?

Under state law, certain categories of mandatory fees are limited to a maximum annual increase of 2%. By virtue of University Policy, units funded by other specific mandatory fees are required to have student advisory boards as part of the implicit social contract that goes with being supported by fees extracted from students. The referendum that COGS organized and which the entire Twin Cities student body voted for requested that all mandatory fees be governed by a single unified set of rules regarding these two principles.

This is ultimately something which only the Board of Regents can enact. Controlling the annual increase in tuition merely to see the added cost of attendance migrate into mandatory fees is counter-productive. This phenomenon is also economically regressive in practice as it most severely penalizes students taking fewer classes, such as those commuter students who may have to work while attending the University. These are precisely the students least likely to have the time to engage in activities such as student government to make their voices heard and perspectives recognized by the Regents.

Student engagement and consultation through advisory boards is the only acceptable governance. If a unit wishes to be funded by a dedicated and mandatory student fee, then students should be treated as stakeholders in that unit's mission. And as a consequence, should a unit not be willing to meaningfully recognize students as partners in their governance, then that unit should not be entitled to tax students to support the unit's activities. No taxation without representation is a principle as old as America.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Board of Regents Policy: *American Indian Advisory Boards*

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

This is a report required by Board policy.

PRESENTERS: Michael Goh, Vice President for Equity and Diversity
Tadd Johnson, Senior Director of American Indian Tribal Nations Relations

PURPOSE & KEY POINTS

The purpose of this item is to review proposed amendments to Board of Regents Policy: *American Indian Advisory Boards*. The proposed amendments are the result of a comprehensive review of the policy. They make minor changes that seek to clarify process and communication channels between advisory board chairs, campus leaders, and the President. They also create a new delegation to the President providing authority to adopt and amend any necessary Administrative policies that might be needed to implement the Board policy.

The following groups have been consulted on the proposed amendments:

- Tribal Leaders of the Minnesota Indian Affairs Council plus Upper Sioux Community
- Chancellors
- American Indian faculty, staff and students
- Department of American Indian Studies, Twin Cities campus
- Department of American Indian Studies, Duluth campus
- University of Minnesota Morris American Indian Advisory Committee
- University of Minnesota Senate Social Concerns Committee

The process of reestablishing the advisory boards called for in this Board policy began this past fall for the Duluth and Twin Cities campuses. Crookston and Rochester campuses have also prepared draft policies and procedures to create boards on their campuses. The American Indian Advisory Committee on the Morris campus remains active. Consultations between chancellors and campus leaders with Tribal Leaders and American Indian educators have been initiated to facilitate nominations for potential advisory board members in the spring of 2021, and the new campus advisory boards are expected to begin meeting in the summer of 2021. Pending recommendations made by the advisory boards to the chancellors and President in the 2021-22 academic year, the President will likely submit an annual report to the Board in the summer of 2022.

BACKGROUND INFORMATION

Board of Regents Policy: *American Indian Advisory Boards* was adopted on January 14, 1994, superseding the original policy that was adopted on March 13, 1981. The Board last discussed this policy in 2015, in the Governance & Policy Committee.

Policy History

In March 1981, the Board adopted Board of Regents Policy: *American Indian Advisory Boards*. It directed the University administration to establish an American Indian Advisory Board on each campus to serve in an advisory capacity to their campus chief executive officer. Matters of systemwide concern were to be brought to the attention of the President through the Chancellors or directly through the advisory boards. Advisory boards were established in February and March of 1981.

In 1988, the Minnesota Legislature approved Minnesota Statute 135A.12. Subd. 2., which states:

The board of each institution, at the request of ten or more full-time American Indian students, shall establish an advisory committee, in consultation with tribal designated representatives. The advisory committee shall recommend instructional programs and student services to meet the unique needs of American Indian people.

In response to the statute, the Board approved a resolution in December 1988 that called for an All-University American Indian Advisory Committee composed of representatives drawn from the already-established campus advisory committees. The advisory committee would report directly to the Board in conjunction with the Office of the Associate Provost and Associate Vice President of Academic Affairs. The advisory committee was to make recommendations to the Associate Provost and President regarding “strategies, programs and resources needed to meet the unique needs of American Indian people.”

The University subsequently enacted American Indian Advisory boards and committees in various forms, but boards on the Twin Cities and Duluth campuses ceased meeting around 2010 and boards were not established on the Crookston and Rochester campuses since a request to do so was not made by 10 or more American Indian students. Only the Morris campus remained (and remains) active. The University administration eventually proposed a new structure that would include a broader and separate systemwide advisory board to engage with both Tribal Nations and the campus advisory boards. However, the departure of several senior administrative leaders and the resulting gap to new leadership prevented the implementation of the new structure.

In October 2015, a lack of Tribal Nation consultation delayed consideration of proposed amendments to the policy by the Board’s Governance & Policy Committee. Over the next three years, a comprehensive consultation occurred with all of Minnesota’s 11 Tribal Nations and through focus groups with American Indian faculty, staff, and students on all campuses. However, the proposed policy changes that emerged from that consultation were overly broad and beyond the scope of the original intent of the policy.

In 2018, the role of Senior Director for American Indian Tribal Nations Relations was created to continue consultation with Tribal Leaders. It was recommended that any revisions to the Board policy should remain focused on compliance with Minnesota Statute 135A.12 Subd. 2, with other Tribal Nation-University matters addressed through other means.

The opportunity to address Tribal Nation concerns arose with the appointment of President Gabel in 2019, starting with an invitation to all of Minnesota's Tribal Leaders to attend her inauguration and including a commitment to improving relations with Minnesota's Tribal Nations in the MPact 2025 Systemwide Strategic Plan, which was approved by the Board of Regents in 2020. The administration also has begun the process of reestablishing advisory boards on four campuses, held regular meetings with Tribal Leaders, and initiated a process to address issues that have been raised by the Tribal Nations.

PRESIDENT'S RECOMMENDATION

The President recommends the adoption of the proposed amendments to Board of Regents Policy: *American Indian Advisory Boards*.



BOARD OF REGENTS POLICY: *American Indian Advisory Boards*

SECTION I. SCOPE.

This policy shall govern the establishment and implementation of American Indian Advisory Boards (advisory boards) for the University of Minnesota (University).

Subd. 1. SECTION II. ESTABLISHMENT OF ADVISORY BOARDS.

~~The Board of Regents has directed that the University administration establish an American Indian Advisory Board~~ Advisory boards shall be established on each campus enrolling American Indian students. The advisory boards are to be advisory to the ~~chief executive officer of each~~ chancellors of the Crookston, Duluth, Morris, and Rochester campuses and to the president on the Twin Cities campus and are to be constituted to broadly reflect the relevant American Indian communities.

Subd. 2. SECTION III. ADVISORY BOARD RESPONSIBILITIES.

The advisory boards will serve as liaisons between the American Indian communities and the University ~~of Minnesota~~. The advisory boards will consult with the ~~their respective chancellor or the chief executive officer of each campus-~~ president or delegate for the Twin Cities campus on matters related to campus programs and services on behalf of American Indian students; interests and concerns of the immediate American Indian community; methods to encourage and foster the educational advancement of American Indian students in admissions, retention, and achievement of educational objectives; and efforts to develop and increase support for American Indian educational advancement through public relations efforts at the community, state, and federal levels.

Subd. 3. SECTION IV. PRESIDENTIAL RESPONSIBILITIES.

The president ~~and chancellors~~ will shall meet with ~~representatives of the~~ the chairs of the American Indian Advisory Boards ~~advisory boards~~ to seek their input, guidance, and advice concerning the educational advancement of American Indian students ~~University-wide~~ systemwide and the achievement of the University's diversity goals. The president ~~will shall~~ review the recommendations of the advisory boards and may instruct appropriate administrative units to address them. The president ~~will shall meet with the advisory boards again to~~ update them ~~the advisory board chairs~~ on the status of their recommendations ~~and to seek their feedback and further advice~~. The president ~~will shall~~ submit an annual report to the Board ~~of Regents~~ after consultation with the advisory board chairs.

SECTION V. DELEGATION OF AUTHORITY.

The president or delegate shall administer this policy and is authorized to adopt and amend administrative policies to ensure its implementation.

REVISION HISTORY

Adopted: January 14, 1994

Supersedes: American Indian Advisory Boards dated March 13, 1981.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

AGENDA ITEM: Campus Strategy: UMR

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Lori J. Carrell, Chancellor, University of Minnesota Rochester

PURPOSE & KEY POINTS

The purpose of this item is to discuss a vision and strategy for the University of Minnesota Rochester (UMR) campus. This is the first of four campus strategy discussions slated for the Board of Regents. This item will include a review of UMR's established strategic plan, describing how the campus plan aligns with the MPact 2025 Systemwide Strategic Plan. The docket includes materials that provide an overview of the distinctive identity of UMR, including the types of students to be served, enrollment targets and strategies, administrative cost containment, and mechanisms through which the system can support the campus.

BACKGROUND INFORMATION

Additional reference materials include:

- [2020 University Performance and Accountability Report](#) (UMR summary, p. 16)
- [MPact 2025](#)
- [MPact 2025 Metrics](#) (UMR specifics identified throughout)

Campus Strategy: UMN Rochester

Lori J. Carrell, Chancellor

March 12, 2021



UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities

UMR'S VISION

Inspiring **TRANSFORMATION**
in higher education through
INNOVATIONS THAT EMPOWER
our graduates to **SOLVE THE**
GRAND HEALTH CHALLENGES
of the 21st century.



SYSTEM M PACT 2025 COMMITMENTS & UMN ROCHESTER CENTERING ASPIRATIONS

Student
Success

Discovery,
Innovation,
& Impact

MNtersections

Community
& Belonging

Fiscal
Stewardship

UMR Centering
Aspiration 1

Devote our
expertise and energy
to student learning
and development...

UMR Centering
Aspiration 2

Generate
transformative
contributions to the
renewal of higher
education, providing
a collaborative
environment of
inquiry...

UMR Centering
Aspiration 3 & 4

Enhance the diversity
of the health care
workforce...
Provide ongoing
evidence...emerging
innovations.

UMR Centering
Aspiration 3 & 6

...core commitment
to respectful human
relationships...permeating...
the ongoing life of our
campus community.
Contribute significantly to
the continued development
of the Rochester
community, through
intentional partnerships
and initiatives.

UMR Centering
Aspiration 5 & 6

Sustain UMR...through
increased enrollment...
increased strategic
generation of mission-
driven resources.

DISTINCTIVE IDENTITY OF UMN ROCHESTER

academic focus



DISTINCTIVE IDENTITY OF UMN ROCHESTER

educational innovation



DISTINCTIVE IDENTITY OF UMN ROCHESTER

students served

- undergraduates in core program
- partnership-graduate-professional (PGP)



UMR ENROLLMENT TARGETS

Bold, Bolder, Boldest

- 1000, 1500, 2500
- Fall 2020 - 932 students



UMR ENROLLMENT STRATEGIES

Six Career Pathways



**PATIENT
CARE**



**RESILIENCE,
WELL-BEING
AND MENTAL
HEALTH**



**THE BUSINESS
AND LEADERSHIP
OF HEALTH
CARE**



**EMERGING
HEALTH
TECHNOLOGIES**



**PUBLIC
POLICY AND
GLOBAL
HEALTH**



**HEALTH CARE
RESEARCH
AND DISCOVERY**

UMR ENROLLMENT STRATEGIES

academic and
industry partnerships



FUTURE ENROLLMENT STRATEGIES

digital divide financial constraints reimagine
competencies community digital literacy mental health
resilience student technology
equity costs
well-being civic engagement instructional design
connection engagement





FUTURE ENROLLMENT STRATEGIES

NXT GEN MED

UMR accelerated
Google Cloud powered
Mayo Clinic mentored



ADMINISTRATIVE COST CONTAINMENT

structure, partnerships,
and system services



SYSTEM SUPPORT

system optimization and
start up investment strategy



Q&A





UNIVERSITY OF MINNESOTA

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Crookston Duluth Morris Rochester Twin Cities

The University of Minnesota is an equal opportunity educator and employer.

Campus Strategy: University of Minnesota Rochester
Board of Regents
March 12, 2021

UMN Rochester Strategic Plan – Alignment with M PACT 2025

BluffTop View plan highlights

The University of Minnesota Rochester has an [established strategic plan](#) (2018), with additional enrollment strategies framed as the [BluffTop View](#) (2019, pp. 4-38). The combined plan, formed through broad consultation with faculty, staff, students, alumni, industry and community partners, was presented to the Board of Regents in February 2019 for review and in May 2019 for approval. The strategy for this young campus includes a Vision, Centering Aspirations, and Grounding Values as well as Actions and Goals. Given that the campus is new, enrollment milestones and corresponding investment continue to be the focus of strategic planning, noting the central goal of sustaining quality while increasing quantity.

Vision

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

Centering aspirations

1. Devote our expertise and energy to student learning and development, choosing habits that enable us to thrive as a healthy, high-integrity community characterized by our values.
2. Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry that allows innovative thought-leadership in teaching and learning, educational research, public engagement, organizational efficiency and community integration.
3. Enhance the diversity of the health care workforce, through intentional inclusivity emanating from our core commitment to respectful human relationships and permeating our habits of interaction in recruitment, teaching and learning, and the ongoing life of our UMR community.
4. Optimize the established arenas of distinctiveness, assessing results to provide ongoing evidence for decision-making and mindfully aligning emerging innovations with these established strengths.
5. Sustain UMR as an innovative, educational enterprise, through increased enrollment of passionate, resilient students commensurate with the goals established in our enrollment management plan as well as increased strategic generation of mission-driven resources.
6. Contribute significantly to the continued development of the Rochester community, through intentional partnerships and initiatives.

Grounding values

- **Community:** We value collective work and a culture of trust that promotes collaboration, problem-solving, and partnerships while creating belonging, accountability, and courageous action.
- **Respect:** We value habits of interaction that demonstrate the worth and dignity of each person.

- Evidence-Based Decision Making: We value strategic collection and careful assessment of data to inform our choices in all matters, including student learning and development.
- Human Potential: We value every person’s capacity to learn, develop, imagine, create, and contribute.
- Diversity and Inclusion: We value the range of human differences and the active pursuit and involvement of varied perspectives.

Goal categories

- Sustain educational excellence, including equity in student outcomes.
- Grow total enrollment, moving strategically toward identified milestones of 1000, 1500 and 2500 including both core undergraduate programs and partnership programs and using the framework of the six pathways and evidence-based practices to fuel that growth.
- Grow resources, including generating new revenue from industry partnerships, benefactors, foundations, and the Minnesota legislature; acquiring appropriate and affordable space; strategically hiring new human resources as enrollment increases; and supporting the growth and well-being of current employees.
- Grow reputation as educational innovators in higher education.

Alignment with M PACT 2025

The University’s systemwide strategic plan was created with broad consultation, including input from the UMN Rochester campus. The Commitments, Goals, and Actions of M PACT 2025 provide an organizing framework with which the established UMN Rochester plan aligns well. In the accompanying supplemental slides, UMN Rochester’s Centering Aspirations and Key Actions have been aligned with M PACT 2025 Commitments and Goals.

UMN Rochester Distinctive Identity

Our aspirational and strategic campus Vision makes clear the two facets of UMN Rochester’s distinctive identity, providing value to the state in alignment with the land grant mission of the University of Minnesota System.

Academic focus

First, UMN Rochester’s academic focus on health reflects the priorities of its Rochester location which hosts more than two million patients and visitors annually and is expanding health-relevant business through Destination Medical Center’s ([DMC](#)) Economic Development Initiative. This academic focus addresses pressing regional and state demands for talent development in Minnesota’s health sector ([DEED 2016-2026 forecast, p. 11](#)). The academic focus on health also distinguishes the campus in the higher education ecosystem, a) avoiding regional duplication with local “four-year comprehensives” (Winona, Mankato, and La Crosse); b) providing a high value, significantly more affordable option when contrasted with private competitors (St. Catherine University, University of St. Thomas); and c) honoring the distinctiveness of other UMN campuses -- Morris (residential liberal arts), Crookston (experiential and online pioneers), Duluth (comprehensive with a land and sea grant mission), and UMTC (R1 institution).

Educational innovation

The second facet of UMN Rochester’s distinctiveness is our research focus on educational innovation, with faculty dedicating their primary research to student learning and development. This research focus further impacts educational practice, enabling “evidence-based decision-making” for student development and teaching. No other campus in the state or country is organized in this way, made possible because we started the campus by choosing to provide an

[array of proven practices](#) for all students and to test additional practices that hold potential to positively impact student success. It is this commitment to apply educational research to practice that most distinguishes us as a campus, [producing equity in educational outcomes](#) and providing the ongoing opportunity to re-engineer standard higher education practices (e.g. [NXT GEN MED](#)).

Types of students to be served

UMN Rochester serves two types of students, undergraduates in our innovative and efficient core program and “PGP students” (Professional-Graduate-Partnership).

Rochester students in primary undergraduate program (BSHS with six career pathways)

UMN Rochester’s current undergraduate student population is at least as diverse as the youth population in Minnesota, with >65% of students in at least one demographic category that is historically underrepresented in higher education (Pell-eligible, first generation, and/or students of color). Of the 80% of current students that are Minnesotans, there is a nearly even split between urban and rural. We recruit students with a demonstrated passion to make a difference in the world through a career in health; for a majority of prospective students the catalyst for that passion is a childhood health challenge resulting in students with high motivation and resilience (characteristics associated with persistence to degree completion). Overall, UMN Rochester’s research-based practices yield success with a wider swath of the youth population than is typically admitted into such rigorous programs, an important outcome to sustain over the next decade as that population decreases and diversifies. Given Minnesota’s workforce demand in the health sector, increasing the number of Minnesotans qualified for employment and/or advanced study in health occupations is a responsible stewardship of human potential in our state and beyond. With the federal and state departments of health and human services acting on the association between a more diverse healthcare workforce and a decrease in health disparities, UMN Rochester is further motivated to continue to attract students from a wide array of backgrounds, geographic regions, and perspectives.

Rochester students in professional, graduate and partnership programs (PGP)

UMN Rochester also serves graduate, professional, and partnership students in Rochester, awarding the PhD and MS in Bioinformatics and Computational Biology and serving additional students in collaboration with the UMTC School of Nursing, the UMTC Occupational Therapy program, and the Mayo Clinic School of Health Sciences (BSHP with certification in respiratory care, echocardiography, radiography, and sonography as well as MS physician assistant program). Additional students may soon be served through proposed partnerships programs with Winona State Rochester’s athletic training program and the UMTC School of Public Health (Masters of Public Health). While the UMN program offerings in Rochester began decades ago with several academic program partnerships prior to the official launch of the campus in 2009, select partnerships now strategically serve students in health-related careers to align with the Vision and regional demands for talent development.

UMN Rochester Enrollment

Targets and current state

The Bold (1000), Bolder (1500), and Boldest (2500) enrollment milestones established in the BluffTop View plan are strategic phases, each contingent on an investment of one-time dollars and then each ultimately becoming self-sustaining as tuition revenue from increased enrollment stays with the campus ([see pp. 12, 13](#)). Fall 2020 saw an increase of 11.5% in overall enrollment from Fall 2019, with a total of 932 students (614 in the primary undergraduate program). The next stage

of enrollment planning toward Bolder, Boldest, and beyond will be further informed by UMN Rochester's pilot of the Google student engagement platform with 50 students in the pilot cohort of NXT GEN MED set to launch in 2022.

Strategies positioning the campus to achieve its enrollment targets ([see pp. 31-34](#))

Strategies outlined in February 2019 are underway, with post-pandemic strategies and tactics to be reimagined when further information about prospective students emerges.

BluffTop View strategies in progress

Expand career pathways efficiently in six key areas of health sector workforce demand. Those pathways are embedded within the innovative BS in Health Sciences through the senior year capstone and include an expansion from the foundational pathways in 1) patient care and 2) healthcare research and discovery to 3) resilience, wellbeing, and mental health, 4) the business and leadership of health care, 5) emerging health technologies, and 6) public policy and global health. Progress has been made with this strategy including [documentation of alumni stories in each pathway](#), modification of the admissions application to illuminate the pathways, and expansion of capstone experience options in each pathway.

Partner to offer existing certificates and programs in Rochester. This strategy and related tactics are underway, with the MCSHS Physician Assistant partnership launched, agreements for the School of Public Health and the WSU athletic training program pathways completed and ready for approval, and an aim to significantly increase enrollment in the School of Nursing partnership program. Additional academic program cooperative ventures across the UMN System will be welcome in the coming years.

Launch Invest in Success funding model with industry partners. With Mayo Clinic as our inaugural partner, this approach has been launched with one cohort of ten students in their first year and a second cohort just selected for Fall 2021. The NXT GEN MED cohort will be built with a similar framework. Overall, providing four-year scholarships to undergraduates is a primary challenge to recruitment. Current tactics moving this strategic endeavor forward include a) coordination with industry partners' identification of specific talent development demands (both job types and general future-focused competencies) and b) increasing industry-embedded student learning experiences (mentorships, work study, internships, and post-bac employment) (see [UMN Rochester-Mayo Clinic partnership summary of student experiences](#)).

Post-pandemic strategies

As we emerge from the pandemic and the multiple disruptions of this historic period, enrollment growth strategies for recruitment and retention will be informed by the challenges students and educational institutions are currently enduring. With pandemic-generated modifications to campus visits and college fairs, creative recruitment tactics such as [virtual viewbooks](#) and tours have emerged. While disruptions provide the opportunity for innovation, the impact of isolation and remote learning on high school students' college decision behavior has not yet been determined. While it may be premature to identify how enrollment growth strategies will adapt, evidence-based agility and collective creativity are sure to be critical.

Specific to UMN Rochester, the *current* enrollment growth will necessitate post-pandemic faculty hiring to sustain educational quality and *continued* enrollment growth will require a reimagined facilities expansion plan. We anticipate even stronger interest in health careers

post-pandemic – and our expansion of industry-embedded learning experiences will continue, based on the identified value of such experiences by alumni. With our diverse student body, an [Antiracism Action Plan](#) has been collectively crafted as a first-step way to stay current with how we support all students. Given our campus identity as innovators, we will have the opportunity to reimagine tactics as we examine post-pandemic prospective student perspectives. Then, in part through our NXT GEN MED pilot, we can ask central questions such as 1) How can we drive down student costs while increasing the equity in educational outcomes – so more of our youth population can become educated? 2) How can we optimize high tech in teaching and learning while prioritizing the proven “high touch” (high impact) approaches that help more students succeed? and 3) How can we reimagine college coursework to produce graduates with the competencies employers seek who are also equipped to be civically engaged and mentally healthy?

Administrative Cost Containment

UMN Rochester addresses administrative cost containment through a combination of strategic structural choices, partnerships, and reliance on System/centralized services.

Structure

UMN Rochester’s [organizational structure](#) is designed to sustain a flat and highly matrixed organization, broad administrative portfolios, intentionally interlocking interaction habits to maximize collaboration, and a single interdisciplinary faculty department that intersects with student development staff (Center for Learning Innovation). Our recent request to replace administrative retirements (RIOs) with student-serving positions demonstrates our priorities; however, as we grow some additional administrative positions will be necessary. Imagine managing partnership programs to ensure students have industry mentors, internships, and employment with 100 students or 1000 students; clearly, the management task expands substantially as the campus scales. While these expanding programs serve student learning and alumni placement, such a role would be classified as “administrative.”

Partnerships

UMN Rochester relies on expert partners for all facilities (P3, long-term leases), student recreation (YMCA of the North), student health (Olmsted Medical Center), and local law enforcement, so that we may focus our expertise and energies on our central mission: student learning and development.

System services

UMN Rochester pays into UMN System cost pools for expert services provided by centralized resources in OIT, OGC, financial aid packaging, library services, real estate, and more. Our OIT structure is an example of how such arrangements can function well to support efficiency and cost containment, with a responsive campus liaison, local staff with co-determined responsibilities, a strong relationship with OIT leadership to address campus-specific matters, and a campus willingness to serve as a System pilot (e.g. Canvas). Since the BluffTop View presentation, we have expanded our partnership with the University Foundation, now sharing a position, and with the UMN Alumni Association, launching the Rochester Alumni Network within the broader alumni organization.

System Support

The Board of Regent’s request to identify how the System can be further supportive of UMN Rochester is appreciated.

Optimize strength of the UMN System

Recent endeavors to enhance the “system-ness” of the University of Minnesota have been welcome, including but not limited to development of the system strategic plan; the Board of Regents invitation for these “campus strategy” presentations; systemwide mental health endeavors and support; system marketing campaign to generate awareness and clarity while demonstrating pride in each UMN campus; and our work together in the Emergency Management Policy Committee (EMPC) to both coordinate and tailor COVID-19 responses and activities. Though UMTC will remain the central focus given its size and research prowess, optimizing how we work as an interdependent and strong system can serve to advance cooperative efforts, find efficiencies, showcase Extension and various research and engagement endeavors across the state, provide a model for how University systems function, and grow or stabilize enrollments on all campuses. Support for our system-ness serves the good of the whole.

System investment strategy for its start-up campus

Launching a new campus is an endeavor that few public university systems have undertaken in recent history. Examples include the New College of Florida which achieved independent status as the 11th member of the Florida State University System in 2001, with state investment increases linked to enrollment milestones and the University of California Merced founded in 2005, with a 2016 investment of \$1.3 billion in its 2020 P3 facilities plan. With the UMN’s Rochester campus, periodic investment will be necessary if the strategically staged growth is to be realized. Ultimately, each enrollment milestone will be self-sustaining, yet some investment must occur in advance: 1) hiring to keep pace with enrollment growth so quality can be sustained and 2) finding a funding mechanism for prudent facilities expansion noting stewardship of University-owned land in Rochester, sales tax funding from the City of Rochester, and the current P3 approach.

UMN Rochester BluffTop View: Centering Aspirations and Strategic Action | Alignment with MPact 2025 |

Supplemental Docket Materials

**Chancellor Lori J. Carrell
Board of Regents Meeting
March 12, 2021**



UNIVERSITY OF MINNESOTA
Driven to Discover®

M PACT 2025 Commitments

Student
Success

Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.

Discovery,
Innovation,
& Impact

Channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole.

MNtersections

Inspired by Minnesota to improve people and places at world-class levels.

Community
& Belonging

Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.

Fiscal
Stewardship

Stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.



System MPact 2025 Commitments & UMN Rochester Centering Aspirations

Student
Success

Discovery,
Innovation,
& Impact

MNtersections

Community
& Belonging

Fiscal
Stewardship

UMR Centering
Aspiration 1:

Devote our
expertise and
energy to student
learning and
development....

UMR Centering
Aspiration 2:

Generate
transformative
contributions to the
renewal of higher
education,
providing a
collaborative
environment of
inquiry....

UMR Centering
Aspirations 3 & 4:

Enhance the diversity
of the healthcare
workforce...

Provide ongoing
evidence...emerging
innovations.

UMR Centering
Aspirations 3 & 6:

...core commitment to
respectful human
relationships....permeating
...the ongoing life of our
campus community.

Contribute significantly to
the continued development
of the Rochester
community, through
intentional partnerships and
initiatives.

UMR Centering
Aspiration 5:

Sustain
UMR...through
increased
enrollment...
increased strategic
generation of
mission-driven
resources.



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.

UMR ACTION

- Grow enrollment to BOLD target of 1000+ by 2025:
 - Undergraduate enrollment from 519 (fall 2018) to 750+ (fall 2025)
 - PGP (partnership/graduate/professional) enrollment from 183 (fall 2018) to 250 (fall 2025)
 - Pilot NXT GEN MED with 50 additional students
- Sustain equity in graduation rates across all underrepresented groups.
- Improve 1st to 2nd year retention rates from 82.8% to 85%.
- Expand four-year scholarship opportunities primarily through corporate partnerships given young alumni base.



Commitment 1: Student Success

GOAL 2

Enhance student experience, wellness, and success.

UMR ACTION

- Participate in systemwide mental health initiative while sustaining strong campus services using multicultural and trauma-informed approaches.
- Align learning outcomes with industry-identified competencies, piloting in NXT GEN MED.
- Sustain and enhance holistic approach to student wellness, to include expanding proven practice of Living Learning Communities for all first-year students.
- Expand student health career pathway opportunities including mentorships, work study, internships and entry-level post graduation employment.



Commitment 1: Student Success

GOAL 3

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

UMR ACTION

- Design and Pilot NXT GEN MED using both higher tech and proven high-touch educational practices to create a model that can inform NGM scaling after 2025 and/or other distributed learning programs across the system.
- Enhance academic calendar flexibility to increase student engagement and year-round access, to be piloted with NXT GEN MED.
- Enhance the quality and support for educational offerings, pursuing “ClearPath” options and as feasible, acceleration from undergraduate to graduate/professional programs within the system.



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.



Commitment 2: Discovery, Innovation & Impact

GOAL 1

Increase high-impact discovery and scholarship.

UMR ACTION

- Sustain research opportunities for 100% of BSHS undergraduate students.
- Grow senior year Capstone industry-integrated experiences in “Healthcare Research and Discovery Pathway.”
- Note the distinctive focus of Rochester faculty research, disseminate research results on student learning and development via biennial Higher Education Innovation Summit (and other outlets).



Commitment 2: Discovery, Innovation & Impact

GOAL 2

Cultivate creativity, collaboration, and entrepreneurial spirit.

UMR ACTION

Enhance opportunities for corporate partnerships aligned with student learning in six career pathways:

- Direct patient care
- Healthcare research and discovery
- Resilience, wellbeing and mental health
- Emerging health technologies
- The business and leadership of healthcare (including start-ups)
- Public policy and global health



Commitment 2: Discovery, Innovation & Impact

GOAL 3

Engage and impact Minnesota at world-class levels.

UMR ACTION

- Serve as a demonstration case for a reimagined undergraduate college education, innovating at the intersection of student cost and educational quality (placement, equity) in pursuit of the campus vision.
- Pursue Carnegie Community Engagement designation when the process re-opens and faculty replacement hires are at sufficient levels.
- Sustain community engagement requirement for all undergraduate students (“Co-lab”).



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 (for others in the System to advance).



Commitment 3: MNtersections

GOAL 1

Drive innovation for next-generation health.

UMR ACTION

- In collaboration with Google, Mayo Clinic and UMN OIT, create a student engagement Platform to enhance the educational experience of future health professionals.
- Pilot that world-class student engagement Platform with the BS degree in health sciences (NXT GEN MED), assessing to inform the future program and related system endeavors and adapting based on evidence.



Commitment 3: MNtersections

GOAL 2

Build a fully sustainable future.

UMR ACTION

- Participate in system coordination of sustainability initiatives including the systemwide Climate Action Plan for 2030.
- Pursue “WELL” or other sustainability certification for new facilities, as feasible.



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.



Commitment 4: Community & Belonging

GOAL 1

Recruit and retain diverse talent.

UMR ACTION

- Recruit diverse students, faculty, and staff, sustaining diversity of the student body and increasing the diversity of the faculty.
- Retain diverse students, faculty, and staff.
- Sustain equity in educational outcomes among underrepresented groups.
- Sustain intercultural competency priority and practices for students, faculty and staff (currently using “IDI” instrument).



Commitment 4: Community & Belonging

GOAL 2

Cultivate a welcoming and inclusive campus climate.

UMR ACTION

- Measure and address annual climate survey data.
- Provide additional professional development opportunities for staff and faculty, including intercultural competency and interactional diversity support.
- Pursue establishment of AAC&U-supported Center for Truth, Racial Healing and Transformation.
- Enact collectively created “UMN Rochester Antiracist Action Plan.”



Commitment 4: Community & Belonging

GOAL 3

Advance understanding and nurture enduring partnerships.

UMR ACTION

- Strengthen collaborative relations with Tribal Nations, establishing a campus American Indian Advisory Board.
- Continue to drive mutually beneficial relationships with underserved local communities and strategic partners
- Engage in mission-relevant endeavors of Rochester's "Intercultural Cities Initiative" and Mayo Clinic Office of Equity, Inclusion and Diversity.



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.

UMR ACTION

- Pilot accelerated degree to test one route to reducing student debt.
- Enhance work-study student employment opportunities with Mayo Clinic and other partners.
- Increase aid targeted to students with demonstrated need.



Commitment 5: Fiscal Stewardship

GOAL 2

Align revenue with forward-thinking mission fulfillment.

UMR ACTION

- Participate in the development of a systemwide leading-edge tuition and pricing model.
- Identify and maximize non-state support, including new revenue opportunities aligned to institutional goals with corporate partnerships as the focus.



Commitment 5: Fiscal Stewardship

GOAL 3

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

UMR ACTION

- Update long-term physical master plan, given pandemic pivot, University-owned land in Rochester, P-3 approach to date, and coordination with Destination Medical Center (DMC) and City planning.
- Advance innovative financing to support long term strategic objectives.
- Re-assess land retention, acquisition, and use strategy in Rochester, post-pandemic.



Commitment 5: Fiscal Stewardship

GOAL 4

Re-envision risk management and safety.

UMR ACTION

- Assess and improve campus safety protocols in collaboration with the UMN System, City of Rochester, Rochester Downtown Alliance and Mayo Clinic.
- Engage in continuous improvement practices to promote and demonstrate efficiency in all aspects of operations, participating in 2021 consultant process and resulting recommendations.





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 12, 2021

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