



Board of Regents

March 2022

March 11, 2022

8:30 a.m.

Videoconference & Boardroom, McNamara Alumni Center

BOR - MARCH 2022

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**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Litigation Review Committee
February 10, 2022**

A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 10, 2022, at 8:00 a.m. in the Hail! Minnesota Conference Room, 600 McNamara Alumni Center.

Regents present: Douglas Huebsch, presiding; James Farnsworth, Ruth Johnson, Janie Mayeron, David McMillan, and Kendall Powell.

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

Others present: Kevin Anderson, Brent Benrud, Patricia Carson, Mike DeVries, Sarah Dirksen, Carrie Ryan Gallia, Rebecca Gerber, Tim Pramas, and Brian Slovut.

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

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

The meeting convened in public session at 8:00 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 10, 2022 at 8:00 a.m. in the Hail! Minnesota Conference Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

- I. Potential patent litigation
- II. *Viewpoint Neutrality Now! et al. v. Regents of the University of Minnesota, et al.*
- III. *Steven Staubus, et al. v. Regents of the University of Minnesota / Patrick Hyatte, et al. v. The University of Minnesota*
- IV. *Evan Ng v. Board of Regents of the University of Minnesota, et al.*

V. *Michael Sacks, et al. v. University of Minnesota, et al.*

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 8:02 a.m.

The meeting adjourned at 8:57 a.m.

A handwritten signature in black ink that reads "Brian R. Steeves". The signature is written in a cursive, flowing style.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Audit & Compliance Committee
February 10, 2022**

A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, February 10, 2022, at 8:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Mike Kenyanya, presiding; Mary Davenport, Darrin Rosha, Bo Thao-Urabe, Steve Sviggum, and Kodi Verhalen.

Staff present: Chancellor Lendley Black; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Vice President Bernard Gulachek; Executive Director Brian Steeves; Chief Auditor Quinn Gaalswyk; and Associate Vice Presidents Frances Lawrenz and Tina Marisam.

Student Representatives present: Emily Kurtz and Riley Tuft.

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

EXTERNAL AUDITOR'S REVIEW OF COMPLETED AUDIT WORK

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

The docket materials for this item begin on page 138. The closed captioned video of this item is [available here](#).

ACADEMIC AND RESEARCH MISCONDUCT PROCESSES

Regent Kenyanya invited Chief Auditor Quinn Gaalswyk; Tina Marisam, Associate Vice President, Director, and Title IX Coordinator, Equal Opportunity and Affirmative Action; Frances Lawrenz, Associate Vice President for Research; Tamar Gronvall, Director, Office for Conflict Resolution; and Chief Compliance Officer Boyd Kumher to discuss the University's academic and research misconduct processes, 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 Kenya invited Chief Auditor Quinn Gaalswyk to provide an internal audit update, as detailed in the docket.

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

INFORMATION ITEMS

Chief Auditor Quinn Gaalswyk referred the committee to the information items in the docket:

- Engagements Less Than \$100,000 Requiring After-the-Fact Reporting
- Reporting of Contract Extension

The docket materials for this item begin on page 215. The closed captioned video of this item is [available here](#).

The meeting adjourned at 9:04 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Mission Fulfillment Committee
February 10, 2022**

A meeting of the Mission Fulfillment Committee of the Board of Regents was held on Thursday, February 10, 2022, at 9:15 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Mary Davenport, presiding; James Farnsworth, Doug Huebsch, Ruth Johnson, Mike Kenya, Janie Mayeron, David McMillan, Kendall Powell, Darrin Rosh, Steve Sviggum, Bo Thao-Urabe, and Kodi Verhalen.

Staff present: President Joan Gabel; Acting Executive Chancellor Mary Holz-Clause; Chancellors Lendley Black and Lori Carrell; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Vice President Michael Berthelsen; Interim Vice President J. Michael Oakes; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Chief Auditor Quinn Gaalswyk.

Student Representatives present: Bridget Amoah and Seah Buttar.

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

UMTC COLLEGIATE STRATEGIC PLAN ALIGNMENT WITH MPACT 2025

Regent Davenport invited Executive Vice President and Provost Croson along with Valery Forbes, Dean of the College of Biological Sciences, and Keith Mays, Dean of the School of Dentistry, to discuss collegiate strategic plan alignment with the MPact 2025 Systemwide Strategic, 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](#).

PLACE-BASED INNOVATION ECOSYSTEMS: MISSION & STRATEGY

Regent Davenport invited Interim Vice President Oakes to discuss the mission and strategy for place-based innovation ecosystems, as detailed in the docket.

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

Regent Thao-Urabe left the meeting.

Regent Davenport recessed the meeting at 10:55 a.m.

OVERVIEW OF FUTURE OF ADVANCED AGRICULTURE RESEARCH IN MINNESOTA (FAARM) INITIATIVE

Regent Davenport reconvened the meeting at 11:03 a.m. and invited Brian Buhr, Dean of the College of College of Food, Agricultural and Natural Resource Sciences, to provide an overview of the Future of Advanced Agriculture Research in Minnesota (FAARM) Initiative, as detailed in the docket.

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

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 75. 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 a Graduate Minor in Special Education
- College of Liberal Arts (Twin Cities campus)—Create a Graduate Minor in Race, Indigeneity, Gender, and Sexuality
- Humphrey School of Public Affairs (Twin Cities campus)—Create a Graduate Minor in Development Practice
- College of Food, Agriculture, and Natural Resource Sciences (Twin Cities campus)—Create an undergraduate minor in Agriculture and Food Education
- College of Food, Agriculture, and Natural Resource Sciences (Twin Cities campus)—Create an undergraduate minor in Agriculture and Environmental Science Communication

Request for Approval of Changed Academic Programs

- College of Food, Agriculture, and Natural Resource Sciences (Twin Cities campus)—Create an Applied Poultry Science subplan in the Animal Science M.S. degree
- College of Education and Human Development (Twin Cities campus)—Create partially and completely online program delivery options in the Advanced Practices in Second Language Teaching Post-Baccalaureate Certificate
- College of Education and Human Development (Twin Cities campus)—Deliver the Online Distance Learning Post-Baccalaureate Certificate completely online
- The School of Nursing (Twin Cities campus)—Change the academic home of the Integrated Health and Wellbeing M.A. and the Integrative Therapies and Healing Practices Minor and Post-Baccalaureate Certificate from the Graduate School to the School of Nursing

Request for Conferral of Tenure for Outside Hires

- Melissa Brunsvold, professor with tenure, Department of Surgery, Medical School

A motion was made and seconded, and the committee voted unanimously to recommend approval of 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 81. The closed captioned video of this item is [available here](#).

The meeting adjourned at 11:47 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Finance & Operations Committee
February 10, 2022**

A meeting of the Finance & Operations Committee of the Board of Regents was held on Thursday, February 10, 2022, at 1:00 p.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Janie Mayeron, presiding; Mary Davenport, James Farnsworth, Douglas Huebsch, Ruth Johnson, Mike Kenyanya, David McMillan, Kendall Powell, Darrin Rosha, Steven Sviggum, and Kodi Verhalen.

Staff present: President Joan Gabel; Chancellors Lendley Black and Lori Carrell; Acting Executive Chancellor Mary Holz-Clause; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice Presidents Michael Berthelsen, Kenneth Horstman, Matt Kramer, and Julie Tonneson; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gallswyk; and Associate Vice Presidents Stuart Mason and Michael Volna.

Student Representatives present: Cal Mergendahl and Flora Yang.

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

ONGOING IMPACTS OF COVID-19 ON UNIVERSITY FINANCES

Regent Mayeron invited Senior Vice President Frans and Vice President Tonneson to provide an update on the ongoing impacts of COVID-19 on University finances, 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](#).

FY 2023 ANNUAL OPERATING BUDGET FRAMEWORK

Regent Mayeron invited Senior Vice President Frans and Vice President Tonneson to outline the FY 2023 Annual Operating Budget framework, as detailed in the docket.

The docket materials for this item begin on page 23. The closed captioned video of this item is [available here](#).

PERFORMANCE MANAGEMENT PRACTICE OVERVIEW

Regent Mayeron invited Vice President Horstman and Brandon Sullivan, Senior Director of Leadership and Talent Develop, to provide an overview of the University's performance management practice, as detailed in the docket.

The docket materials for this item begin on page 49. The closed captioned video of this item is [available here](#).

BOARD OF REGENTS POLICY: *PROPERTY AND FACILITY USE*

Regent Mayeron invited Senior Vice President Frans and Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate, to present for review proposed amendments to Board of Regents Policy: *Property and Facility Use*, 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](#).

Mayeron recessed the meeting at 2:56 p.m.

RESOLUTION RELATED TO ISSUANCE OF A CENTURY BOND

Regent Mayeron reconvened the meeting at 3:07 p.m. and invited President Gabel, Senior Vice President Frans, and Associate Vice President Volna to present for review and action the resolution related to issuance of a century bond, as detailed in the docket.

The docket materials for this item begin on page 70. The closed captioned video of this item is [available here](#).

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to issuance of a century bond.

COLLECTIVE BARGAINING AGREEMENTS

Regent Mayeron invited Vice President Horstman to present for review and action the following collective bargaining agreements, as detailed in the docket:

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

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

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

A motion was made and seconded, and the committee voted unanimously to recommend approval of the labor agreement with AFSCME Council 5, Clerical and Office Support Unit Locals 3800 and 3801.

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

CONSENT REPORT

Regent Mayeron invited Senior Vice President Frans to present the Consent Report, as detailed in the docket.

The docket materials for this item begin on page 144. The closed captioned video of this item is [available here](#).

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

- To ES Broadcast Hire, LLC for \$2,117,300 for Video Board Control Room Equipment and Installation Services for Huntington Bank Stadium for the Department of Intercollegiate Athletics (Twin Cities) for the period of February 15, 2022 through August 31, 2022. The vendor was selected through a competitive process. Two suppliers responded to the RFP; neither were targeted businesses.
- To Ravenwood Studios UK Limited for an estimated \$1,100,000 for production of “Secrets Of The Forest” Fulldome Planetarium Show for Bell Museum (Twin Cities) for the period of March 15, 2022 through October 31, 2023. The supplier will be commissioned to create a feature length planetarium show using technology previously piloted under this agreement to represent artist Jim Brandenburg’s work in the Bell Museum planetarium for public display and appreciation. Funding for this purchase to be provided by Bell Museum and Planetarium Foundation funds. See enclosed documentation for basis of supplier selection.
- To Stryker Corp (Medical Division) for \$17,180,000 for the CR2 WIFI connected Automated External Defibrillator (AED) package for the Center for Resuscitation Medicine, Cardiology Division in the Medical School (Twin Cities) for the period of February 15, 2022, through February 15, 2025. The funds for this purchase have been provided by the Helmsley Charitable Trust through a sponsored project. See enclosed documentation for basis of supplier selection.

Employment Agreements

- Robert Stine, Dean, College of Continuing and Professional Studies, Twin Cities campus
- Mark Coyle, Director of Intercollegiate Athletics, Twin Cities campus

Off-Cycle Tuition Rate Changes

Regent Farnsworth requested that the amended employment agreement for Mark Coyle as Director of Intercollegiate Athletics for the Twin Cities campus be considered separately.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the remaining items in the Consent Report.

A motion was made and seconded, and the committee voted nine to two to recommend approval of the amended employment agreement for Mark Coyle as Director of Intercollegiate Athletics for the Twin Cities campus. Regents Farnsworth and Kenya voted no.

INFORMATION ITEMS

Regent Mayeron invited Senior Vice President Frans to discuss the information items in the docket:

- Central Reserves General Contingency Allocations
- Annual Capital Finance and Debt Management Report
- Annual Insurance and Risk Management Report
- Central Reserves Fund Report
- State Capital Appropriation Expenditure Report
- Quarterly Purchasing Report
- Biomedical Science Research Facilities Funding Program
- Contamination Remediation of University Land in Rosemount, MN

The docket materials for this item begin on page 166. The closed captioned video of this item is [available here](#).

The meeting adjourned at 3:59 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Governance & Policy Committee
February 11, 2022**

A meeting of the Governance & Policy Committee of the Board of Regents was held on Friday, February 11, 2022, at 8:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Kodi Verhalen, presiding; Mary Davenport, James Farnsworth, Douglas Huebsch, Ruth Johnson, Mike Kenyanya, Janie Mayeron, David McMillan, Kendall Powell, Darrin Rosha, Steven Sviggum, and Bo Thao-Urabe.

Staff present: President Joan Gabel; Chancellors Lendley Black and Lori Carrell; Acting Executive Chancellor Mary Holz-Clause; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice Presidents Michael Goh and Matt Kramer; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Chief Auditor Quinn Gaalswyk.

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

POLICY AMENDMENTS RELATED TO BOARD-REQUIRED REPORTS

Regent Verhalen invited Executive Director Steeves and Jason Langworthy, Board Associate, Policy & Committees, to present for action proposed policy amendments related to Board-required reports, as detailed in the docket.

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

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to changes to Board-required reports.

BOARD OF REGENTS POLICY: *NAMINGS*

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

The docket materials for this item begin on page 7. The closed captioned video of this item is [available here](#).

A motion was made and seconded to recommend adoption of the proposed amendments to Board of Regents Policy: *Namings* as presented.

Regent Rosha moved to amend the title of the policy from the proposed title of Board of Regents Policy: *Namings and Renamings* to Board of Regents Policy: *Namings*. There was a second. Verhalen

called for the vote. Being unsure of the result, she directed that a roll call be taken. The vote on the Rosha amendment to change the title of the policy was as follows:

Regent Davenport	Yes
Regent Farnsworth	Yes
Regent Huebsch	No
Regent Johnson	No
Regent Kenyanya	Yes
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Rosha	Yes
Regent Sviggum	No
Regent Thao-Urabe	Yes
Regent Verhalen	No

On a vote of 5-7, the Rosha amendment to change the title of the policy failed.

Rosha moved to amend Section VII, Subd. 2, second bullet point as follows:

- the sources and strength of the information offered as evidence of that behavior;

There was a second. Verhalen announced that all additional votes on this item would be taken by roll call. The vote on the Rosha amendment to Section VII, Subd. 2, second bullet point was as follows:

Regent Davenport	Yes
Regent Farnsworth	Yes
Regent Huebsch	No
Regent Johnson	No
Regent Kenyanya	No
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Rosha	Yes
Regent Sviggum	No
Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 3-9, the Rosha amendment to Section VII, Subd. 2, second bullet point failed.

Rosha moved to amend Section VII, Subd. 3, second paragraph as follows:

The University, the Honors Committee, and those involved in evaluating a renaming or revocation request, shall adhere to the standards of inquiry and discourse appropriate for an institution of higher education. As a part of the review, the Honors Committee shall invite comments from all interested members of the University community, including those who were impacted by the behavior in question or their heirs and the subject of the naming or their heirs. The Honors Committee should take care that the inquiry itself does not exacerbate the harms that are being considered. Neither the request nor the inquiry should constitute the primary basis for a finding of underlying harm. Where helpful, the Honors Committee should take full

advantage of the expertise of members of the University community. Review procedures shall be maintained by the Honors Committee and approved by the president.

There was a second. The vote on the Rosha amendment to Section VII, Subd. 3, second paragraph was as follows:

Regent Davenport	Yes
Regent Farnsworth	No
Regent Huebsch	No
Regent Johnson	No
Regent Kenya	Yes
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Rosha	Yes
Regent Sviggum	Yes
Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 4-8, the Rosha amendment to Section VII, Subd. 3, second paragraph failed.

Rosha moved to amend Section VII, Subd. 4 (a) as follows:

- (a) Advancement of the University’s mission, guiding principles, and shared history - The Honors Committee should consider the impact of the naming to University history, and whether the current naming exemplifies the **highest** aspirations of the institution’s mission and guiding principles and advances the evolving landscape of University history and achievement.

There was a second. The vote on the Rosha amendment to Section VII, Subd. 4 (a) was as follows:

Regent Davenport	No
Regent Farnsworth	No
Regent Huebsch	No
Regent Johnson	No
Regent Kenya	No
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Rosha	Yes
Regent Sviggum	No
Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 1-11, the Rosha amendment to Section VII, Subd. 4 (a) failed.

Rosha moved to amend Section VII, Subd. 4 (c) as follows:

- (c) The harm caused by retaining the name, and the harmful impact of the individual’s or non-University entity’s behavior – This factor examines whether the individual’s or non-University entity’s behavior is inconsistent with the University’s mission and guiding

principles, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University. The case for renaming is stronger to the extent that retaining a name creates an environment that substantially impairs the ability of students, faculty, or staff of a particular gender, sexual orientation, race, religion, national origin, or other characteristic protected by federal law or University policy to participate fully and effectively in the University's mission.

There was a second. The vote on the Roshia amendment to Section VII, Subd. 4 (c) was as follows:

Regent Davenport	No
Regent Farnsworth	No
Regent Huebsch	No
Regent Johnson	No
Regent Kenyanya	No
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Roshia	Yes
Regent Sviggum	No
Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 1-11, the Roshia amendment to Section VII, Subd. 4 (c) failed.

Roshia moved to amend Section VII, Subd. 4 (d) as follows:

(d) Strength and clarity of the historical evidence - The case for renaming is strongest when there is clear and unambiguous documentation of the wrongful behavior by the individual or non-University entity and is weakest when the documentation is scant or ambiguous. The documentation shall also include the totality of an individual's or the non-University entity's public and private actions that factor in the affirmation of or against renaming. In evaluating the culpability of the individual or non-University entity for wrongful behavior, the Honors Committee shall recognize the time and cultural context in which the behavior occurred.

There was a second. The vote on the Roshia amendment to Section VII, Subd. 4 (d) was as follows:

Regent Davenport	No
Regent Farnsworth	Yes
Regent Huebsch	No
Regent Johnson	No
Regent Kenyanya	No
Regent Mayeron	No
Regent McMillan	No
Regent Powell	No
Regent Roshia	Yes
Regent Sviggum	No
Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 2-10, the Roshia amendment to Section VII, Subd. 4 (d) failed.

Verhalen called for the vote on the motion to recommend adoption of the proposed amendments to Board of Regents Policy: *Namings* as presented. The vote on the main motion was as follows:

Regent Davenport	Yes
Regent Farnsworth	Yes
Regent Huebsch	Yes
Regent Johnson	Yes
Regent Kenya	Yes
Regent Mayeron	Yes
Regent McMillan	Yes
Regent Powell	Yes
Regent Rosha	No
Regent Sviggum	Yes
Regent Thao-Urabe	Yes
Regent Verhalen	Yes

The committee voted 11-1 to recommend adoption of the proposed amendments to Board of Regents Policy: *Namings* as presented.

The meeting adjourned at 9:23 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Board of Regents
February 11, 2022**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 11, 2022, at 9:41 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Kendall Powell, presiding; Mary Davenport, James Farnsworth, Douglas Huebsch, Ruth Johnson, Mike Kenyanya, Janie Mayeron, David McMillan, Darrin Rosha, Steven Sviggum, Bo Thao-Urabe, and Kodi Verhalen.

Staff present: President Joan Gabel; Chancellors Lendley Black and Lori Carrell; Acting Executive Chancellor Mary Holz-Clause; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice Presidents Michael Berthelsen, Michael Goh, Kenneth Horstman, Matt Kramer, Jakub Tolar, and Julie Tonneson; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gallswyk; and Associate Vice President Michael Volna.

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

INTRODUCTIONS

Chief Auditor

Regent Powell and President Gabel introduced Quinn Gaalswyk, the new Chief Auditor. The docket materials for this item begin on page 4. The closed-captioned video of this item is [available here](#).

APPROVAL OF MINUTES

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

Litigation Review Committee – December 16, 2021
Audit & Compliance Committee – December 16, 2021
Mission Fulfillment Committee – December 16, 2021
Audit & Compliance Committee Non-Public Meeting – December 16, 2021
Finance & Operations Committee – December 16, 2021
Governance & Policy Committee – December 17, 2021
Board of Regents – December 17, 2021

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

REPORT OF THE PRESIDENT

President Gabel delivered the report of the President.

The docket materials for this item begin on page 26. 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 27. 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 28. 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
- Amendment to Regents Award

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

The docket materials for this item begin on page 32. The closed-captioned video of this item is [available here](#).

2021 UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

Regent Powell invited President Gabel and Provost Croson to present for action the 2021 University Performance and Accountability Report, as detailed in the docket.

The docket materials for this item begin on page 56. The closed-captioned video of this item is [available here](#).

A motion was made and seconded, and the Board voted unanimously to approve the resolution related to the 2021 University Performance and Accountability Report, as follows:

WHEREAS, the Board of Regents (Board) and the president of the University of Minnesota are entrusted with the responsibility in their oversight of the University of Minnesota (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, the *University Performance and Accountability Report* (Report) publicly demonstrates the University's accountability for progress in reaching its stated goals and objectives; links planning, performance evaluation, and resource allocation at the system and campus/college level; illustrates and analyzes longitudinal trends in key areas; provides a means to make comparisons with peer institutions; identifies areas for continued work; and includes progress made in achieving the goals articulated in the MPact 2025 Systemwide Strategic Plan.

NOW, THEREFORE, BE IT RESOLVED that the Board approves the *2021 University Performance and Accountability Report*.

RESOLUTION RELATED TO REPATRIATION OF MIMBRES OBJECTS

Regent Powell invited Provost Croson and Karen Hanson, Chair of the University Native American Graves Protection and Repatriation Act Advisory Committee, to present for review and action a resolution related to Repatriation of Mimbres Objects, as detailed in the docket.

The docket materials for this item begin on page 83. The closed-captioned video of this item is [available here](#).

A motion was made and seconded, and the Board voted unanimously to approve the resolution related to Repatriation of Mimbres Objects, as follows:

WHEREAS, between 1928 and 1931, the University of Minnesota (University) and the Minneapolis Institute of Art undertook joint archaeological excavations in New Mexico (Excavations) and, as a result of those excavations, human remains and objects, including pottery and associated materials, of the Mimbres people were excavated; and

WHEREAS, following the Excavations, the University transferred some of the excavated Mimbres objects to other universities or museums in the United States (Other Institutions); and

WHEREAS, in 1989 and 2020, human remains from the Excavations were transferred to the Minnesota Indian Affairs Council (MIAC) by the University; and

WHEREAS, in 1992, the Department of Anthropology transferred the remaining Mimbres objects (Mimbres Objects) to the University Art Museum, subsequently the Frederick R. Weisman Art Museum (Museum); and

WHEREAS, University personnel have undertaken recent research with respect to the Mimbres Objects and in October 2020, President Joan T.A. Gabel (President) formed and charged a University Native American Graves Protection and Repatriation Act (NAGPRA) Advisory Committee consisting of the interim director of the Museum and leaders in the University's academic community to advise the President and executive vice president and provost and assist the University in its inventory, consultation and cultural affiliation process and efforts, with respect to the Mimbres Objects; and

WHEREAS, the President recommends to the Board of Regents of the University of Minnesota (Board) the repatriation of the Mimbres Objects; and

WHEREAS, the Board believes that it is in the best interests of the University to repatriate the Mimbres Objects, and delegates to the President the authority to take other actions with respect to the Mimbres Objects at such time and on such terms as the President shall determine.

NOW, THEREFORE, BE IT RESOLVED that:

1. The President be, and hereby is, authorized and directed to repatriate the Mimbres Objects to such tribe or tribes as the President shall determine appropriate, on such terms and conditions as the President shall deem consistent with the obligations of the University under NAGPRA, including, without limitation, alone or jointly with MIAC and/or jointly with some or all of the Other Institutions, as the President shall determine.
2. The President, alone or in conjunction with any other officer of the University, be, and hereby is, authorized to execute, acknowledge and deliver any filings, documents, certificates or agreements, deaccession the Mimbres Objects, and take such other action as the President deems necessary or appropriate to carry out the provisions of these resolutions and to delegate to any such other officers the authority to do so.

HEALTH SCIENCES STRATEGY: EDUCATION

Regent Powell invited Vice President Tolar and Brian Sick, Interim Associate Vice President in the Office of Academic Health Sciences, to provide an update on the University's health sciences strategy, with a focus on education, as detailed in the docket.

The docket materials for this item begin on page 86. The closed-captioned video of this item is [available here](#).

Powell recessed the meeting at 11:12 a.m.

DIVERSITY, EQUITY & INCLUSION: UMR

Regent Powell reconvened the meeting at 11:20 a.m. and invited Vice President Goh and Chancellor Carrell to provide an update on Diversity, Equity, and Inclusion at UMR, as detailed in the docket.

The docket materials for this item begin on page 103. The closed-captioned video of this item is [available here](#).

EAST GATEWAY PROJECT UPDATE

Regent Powell invited Kathy Schmidlkofer, UMF President and CEO, and Pat Mascia, Managing Director of University of Minnesota Foundation Real Estate Advisors, to provide an update on the East Gateway Project, as detailed in the docket.

The docket materials for this item begin on page 212. The closed-captioned video of this item is [available here](#).

UPDATE ON PUBLIC SAFETY & M SAFE IMPLEMENTATION

Regent Powell invited Senior Vice President Frans; Kathy Quick, Co-Chair of the M Safe Implementation Team; and Amelious Whyte, Chair of the M Safe Implementation Team Subcommittee, to provide an update on Public Safety and M Safe Implementation, as detailed in the docket.

The docket materials for this item begin on page 132. The closed-captioned video of this item is [available here](#).

Regent Thao-Urabe left the meeting.

REPORT OF THE AUDIT & COMPLIANCE COMMITTEE

Regent Kenya, 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 Huebsch, chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on February 10, 2022. 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 MISSION FULFILLMENT COMMITTEE

Regent Davenport, 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 10, 2022 committee minutes. The committee docket materials for this item can be found on page 75.

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

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

Regent Mayeron, chair of the committee, reported that the committee voted to recommend the following six 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](#).

The first five items in the committee report were considered as one motion.

- 1) Approval of a resolution related to the Issuance of Century Bond. The committee docket materials for this item can be found on page 70.

WHEREAS, on October 8, 2021, the Board of Regents (Board) approved a six-year capital plan and a capital improvement budget in support of the University of Minnesota's (University) strategic priorities; and

WHEREAS, advancing innovative financing to support long-term strategic objectives is one of the action items within Commitment 5: Fiscal Stewardship as outlined in the MPact 2025 Systemwide Strategic Plan; and

WHEREAS, it has been proposed that the University proceed with a plan of financing which involves, among other things, the issuance and sale of long-term indebtedness, the final maturity of a given series of which does not exceed 101 years from the date of issuance (Debt), the proceeds of which are to be used to initially finance, on a revolving basis, University capital projects which may include purchases of land and buildings, construction and remodeling projects, and the acquisition and installation of equipment, as well as the costs of issuance of the Debt; and

WHEREAS, through the application of the proceeds to capital projects and internal collection of debt service from University academic and support units, the establishment of an internal bank funding model initially for future capital projects will be created; and

WHEREAS, to ensure the prudent and fiscally responsible management of the Debt and to ensure its ability to repay the outstanding principal due at or prior to maturity, the University will develop guiding principles to govern the use, investment, and expenditures of the proceeds of the Debt which will be presented to the Board for approval, as appropriate, prior to the expenditure of proceeds of the Debt for purposes other than payment of costs of issuance; and

WHEREAS, the Debt will be issued pursuant to one or more Order(s) of the University, which will contain the terms of such Debt and agreements and covenants of the University

with respect to the payment of the principal of, premium or discount, if any, and interest on such Debt; and

WHEREAS, the University also seeks to appoint an underwriting firm and a registered municipal advisory firm, both of which have experience with century bond transactions, to assist with the issuance of the Debt;

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

1. To provide funds to initially finance capital projects which may include purchases of land and buildings, construction and remodeling projects, and the acquisition and installation of equipment, as well as the costs of issuance of such financing(s), the Board hereby authorizes the sale and issuance of Debt in the principal amount of up to \$500,000,000. The Debt may be issued in one or more series in the form of bonds or notes, at a maximum fixed rate not to exceed 4.5 percent per annum, each series to mature not later than 101 years after the respective date of issuance.
2. The Debt will be issued as a general obligation of the University and will be issued as taxable debt in order to provide greater flexibility regarding expenditure of proceeds and accumulation of dedicated funds for debt service than is permitted for bonds issued on a tax-exempt basis.
3. The University shall set aside funds from a source other than bond proceeds to be invested so that it may ultimately be used to repay the total outstanding principal at maturity.
4. The purchases of land and buildings, construction and remodeling projects, or acquisition of equipment to be initially financed by the proceeds of the Debt shall be the source of funding of which is so designated by the Board or by the Treasurer as part of the University's capital planning process.
5. The Debt may be sold in one or more negotiated sales as determined by the Treasurer. The Treasurer is authorized to negotiate and approve the terms and conditions of the appropriate agreement or agreements with financial advisors, banks, investment banking firms, or other financial institutions, including the terms and conditions upon which their services will be rendered and the terms and conditions upon which the Debt will be sold and issued. The Treasurer is further authorized to negotiate and approve the terms and conditions of any credit support or liquidity facility for any series of Debt, if so required. Such agreements shall be in the form and contain such rights, obligations, covenants, agreements, representations and warranties of the University as are approved by the Treasurer.
6. In connection with the issuance of any series of Debt, the President and Treasurer are authorized to execute and deliver on behalf of the University the Order or any supplement or amendment thereto under which the Debt is to be issued in the form and containing such covenants, agreements, representations and warranties as are approved by the Treasurer, and the Secretary and Treasurer are authorized to execute and deliver the Debt in accordance with such Order or any supplement or amendment thereto. The signatures of the Secretary and/or Treasurer on the documents evidencing the Debt may be by facsimile.

7. The Treasurer is authorized to execute and deliver a purchase agreement with the initial purchaser or purchasers of any series of Debt in the form and containing such covenants, agreements, representations and warranties of the University as are approved by the Treasurer.
8. The Treasurer is authorized to approve the Preliminary Official Statement, final Official Statement, Offering Memorandum, Offering Circular, or other offering material, if any, or any supplements or amendments thereto to be prepared and distributed, if any, to any purchaser or potential purchaser of a series of Debt, and the President is authorized to execute and deliver the final Official Statement, if any, or any supplements or amendments thereto.
9. The appropriate University officers are authorized to execute and deliver all other documents, certificates and to take such action as may be necessary or appropriate in connection with the issuance and sale of the Debt.
10. The Secretary and other officials of the University are authorized and directed to prepare and furnish to any purchasers of the Debt certified copies of all proceedings and records of the University as may be required or appropriate to evidence the facts relating to the legality of the Debt as such facts appear from the books and records in the officers' custody and control or as otherwise known to them; and all such certified copies, certificates and affidavits, including any heretofore furnished, shall constitute representations of the University as to the truth of all statements contained therein.
11. The execution of any document by the appropriate University officers herein authorized shall be conclusive evidence of the approval of such documents in accordance with the terms hereof. In the absence of the President or Treasurer, any Order, final Official Statement, purchase agreement or any other document to be executed by the President or Treasurer in connection with the Debt may be executed by the Chair or Vice Chair instead of the President and by the Secretary instead of the Treasurer.
12. University officers are authorized and directed, prior to the expenditure of proceeds of the Debt for purposes other than payment of costs of issuance, to develop guiding principles to govern the use, investment and expenditure of the proceeds of the Debt, including principles to manage internal loans and application of repaid funds in accordance with the University's policies governing debt transactions and investments, to ensure the sound fiscal management of Debt proceeds, and to manage payment of the outstanding principal and interest.
13. The Board approves the appointment of Barclays as underwriter for the sale and issuance of the Debt or a portion thereof.
14. The Board approves the appointment of Janney Montgomery Scott as independent municipal debt advisor to assist with the sale and issuance of the Debt.

The above authorizations and resolutions shall remain in effect until February 28, 2023.

- 2) Approval of the resolution related to the Proposed Labor Agreement with AFSCME Council 5, Health Care and Non-Professional Unit Local 3260. The committee docket materials for this item can be found on page 137.

The resolution is as follows:

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

WHEREAS, AFSCME Council 5, HealthCare and Non-Professional Unit Local 3260 have ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket materials for February 10, 2022.

- 3) Approval of the resolution related to the Proposed Labor Agreement with AFSCME Council 5, Clerical and Office Support Unit Locals 3800 and 3801. The committee docket materials for this item can be found on page 137.

The resolution is as follows:

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

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

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket materials for February 10, 2022.

- 4) Approval of the resolution related to the Proposed Labor Agreement with AFSCME Council 5, Technical Unit Locals 3937 and 3801. The committee docket materials for this item can be found on page 137.

The resolution is as follows:

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

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

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket materials for February 10, 2022.

- 5) Approval of the Consent Report for the Finance & Operations Committee as presented to the committee and described in the February 10, 2022 committee minutes. The committee docket materials for this item can be found on page 144.

A motion was made, and the Board voted unanimously to approve the first five items in the committee report.

The sixth item in the committee report was voted on separately.

- 6) Approval of the amended employment agreement for Mark Coyle, Director of Intercollegiate Athletics. The committee docket materials for this item can be found on page 144.

A motion was made, and Regent Powell requested a roll call vote on the amended employment agreement.

The vote was as follows:

Regent Davenport	Yes
Regent Farnsworth	No
Regent Huebsch	Yes
Regent Johnson	Yes
Regent Kenya	No
Regent Mayeron	Yes
Regent McMillan	Yes
Regent Rosha	Yes
Regent Sviggum	Yes
Regent Thao-Urabe	Absent
Regent Verhalen	Yes
Regent Powell	Yes

The Board voted 10-2 to approve the amended employment agreement for Mark Coyle.

REPORT OF THE GOVERNANCE & POLICY COMMITTEE

Regent Verhalen, 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 Changes to Board-Required Reports. The committee docket materials for this item can be found on page 3.

The resolution is as follows:

WHEREAS, the Office of Internal Audit issued an audit of Board of Regents (Board)-required reports in April 2021; and

WHEREAS, the Governance & Policy Committee discussed principles to guide recommendations for streamlined reporting requirements that support effective oversight (principles); and

WHEREAS, the Office of the Board of Regents has drafted changes to the Board-required reports that align with those principles.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents approves the changes to Board-required reports as presented to the Governance & Policy Committee in the February 11, 2022 docket materials and directs the executive director and corporate secretary to amend the affected Board policies.

A motion was made, and the Board voted unanimously to approve the resolution.

- 2) Approval of the proposed amendments to Board of Regents Policy: *Namings*. The committee docket materials for this item can be found on page 7.

A motion was made to approve the proposed amendments to Board of Regents Policy: *Namings*, as follows:

SECTION I. SCOPE.

The policy governs the namings, renamings, and retention of namings of significant University of Minnesota (University) assets, including:

- (a) honorary namings (Section IV);
- (b) namings associated with gifts or sponsorships (Section V);
- (c) other namings (Section VI);
- (d) renamings and revocation of namings (Section VII); and
- (e) the retention of namings (Section VIII).

SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the namings, renamings, and retention of namings of significant University assets:

- (a) Community and belonging - The University is committed to fostering a welcoming community that values accessibility, equity, diversity, and dignity in people and ideas as stated in Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*.
- (b) Preservation - The University acknowledges the full, living history that formed it. Before a decision is made to name, rename, revoke, or retain a naming, care shall be

- taken that the process includes broad conversation; does not erase historical moments, persons or places; and makes room for voices held silent in the past.
- (c) Exceptionality - The naming, renaming, revocation, or retention of a naming to honor an individual or non-University entity's contribution to the University is a serious matter and should be undertaken with great care; exemplify the University's mission, guiding principles, and standards for integrity as defined by Board of Regents Policy: *Mission Statement* and Board of Regents Policy: *Code of Conduct*; advance the evolving landscape of University history and achievement, and consider the impact to University history.
 - (d) Deliberation - Each request for consideration of a naming, renaming, revocation, or retention of a naming shall be considered on its own through a careful, informed, inclusive, and deliberative approach that reflects the University's consultative and collaborative decision-making process; ensures the proper review and approval of all naming proposals; and preserves confidentiality consistent with applicable law.
 - (e) Change - Change across the University occurs continuously and the understanding and interpretation of campus history can also change over time. Consistent with the University's mission and guiding principles as defined by the Board of Regents (Board), the University benefits from examining its own long-standing history and traditions and will consider questions raised about namings granted by this policy.

SECTION III. DEFINITIONS.

Subd. 1. Significant University Assets.

Significant University assets shall mean tangible or intangible resources of the University that are of significant prominence or visibility. Assets include but are not limited to the following: colleges and schools; University-level academic programs, centers, and institutes; and buildings, significant portions of buildings, grounds, physical structures, streets, and areas.

Subd. 2. Donor.

Donor shall mean a person or entity transferring money or other property to the University or one of its recognized foundations in connection with a naming, whether or not the donor is the subject of the naming.

Subd. 3. Gift.

Gift shall mean a transfer of, or promise to transfer, money or other property to the University without reciprocal benefit to the donor.

Subd. 4. Sponsor.

Sponsor shall mean a person or entity entering into a sponsorship.

Subd. 5. Sponsorship.

Sponsorship shall mean a contract involving the provision of funds or other support with the expectation of returned benefits, public acknowledgement, or promotional opportunity.

Subd. 6. Street.

Street shall mean any private road or driveway as defined in the *Regents of the University of Minnesota Traffic Regulations Ordinances*.

SECTION IV. HONORARY NAMINGS.

Significant University assets may be named in honor of an individual or a non-University entity to recognize service, dedication, or meritorious contributions to the institution when the naming is not associated with a gift or sponsorship. Honorary namings shall remain for a duration of 75 years, unless retained as described in Section VIII of this policy.

Subd. 1. Naming of Colleges, Schools, and University-Level Academic Programs.
These assets may be named in honor of an individual or non-University entity.

- (a) Approval. The Board reserves to itself authority to name, rename, or revoke the honorary naming of these assets.
- (b) Management. The Senate All-University Honors Committee (Honors Committee) manages the process and submits recommendations to the president, who makes recommendations to the Board. Review procedures and criteria that align with Section II of this policy shall be maintained by the Honors Committee and approved by the president.

Subd. 2. Naming of Departmental Chairs.
A departmental chair may carry an honorary naming.

- (a) Approval. The president or delegate approves this naming, with concurrence of departmental chairs.
- (b) Management. The relevant unit manages this naming process.

Subd. 3. Naming of Buildings and Other Significant University Assets.
Buildings and other significant University assets may be named in honor of an individual or non-University entity. A building may not be named for a current University employee.

- (a) Approval. The Board reserves to itself authority to name, rename, or revoke the honorary naming of buildings and other significant University assets.
- (b) Management. The Honors Committee manages the process and submits recommendations to the president, who makes recommendations to the Board. Review procedures and criteria that align with Section II of this policy shall be maintained by the Honors Committee and approved by the president.

Subd. 4. Naming of Significant University Assets for Regents or Regents Emeriti.
Significant University assets may not be named in honor of current or former members of the Board except as provided in Section V of this policy. Such gift related namings may not include the title "Regent" or "Regent Emeritus."

Subd. 5. Naming of Buildings for Past Presidents.
The University may name buildings for past presidents. Consideration of a naming may not take place while a past president is employed by the University.

- (a) Approval. The Board reserves to itself authority to name, rename, or revoke the naming of buildings for past presidents.
- (b) Management. The chair of the Board convenes a committee with representatives from the Board, the Faculty Consultative Committee, and the Honors Committee to develop a recommendation. This recommendation shall be forwarded to the Honors Committee for information prior to submission to the Board for final action.

Subd. 6. Naming of Separate Building Parts.

Separate building parts that are not significant University assets may be named in honor of an individual or a non-University entity. An independent committee of the relevant academic or administrative leadership and building occupants shall manage and approve the namings.

SECTION V. NAMINGS ASSOCIATED WITH GIFTS OR SPONSORSHIPS.

University assets may be named for individuals or non-University entities to recognize significant gifts or as part of a sponsorship. Namings associated with gifts or sponsorships shall remain for the useful life of the physical campus feature or academic endeavor, unless otherwise negotiated under contract, and subject to Board approval. Colleges, schools, academic programs, centers, or institutes are not usually named for commercial entities; if the name of a commercial entity is to be considered, Board approval is required.

Subd. 1. Naming of Endowed Chairs, Professorships, Faculty Fellowships, and Other Positions.

The University seeks and welcomes private financial support for endowed chairs, professorships, faculty fellowships, and other positions that provide scholars or other leaders a continuous and reliable source of support to pursue their teaching, research, outreach, or other relevant activities. Awards established in these categories shall typically carry the name of the donor, of a person or institution designated by the donor, or of a person in whose name the University seeks funds to endow the award.

- (a) Approval. The president or delegate approves the naming of a chair, professorship, faculty fellowship, or other position.
- (b) Management. The relevant college, unit, or department establishes and manages the process for chairs, professorships, faculty fellowships, and other positions. Proposals to establish one of these institutional awards shall specify the conditions of the naming, the activities to be supported by the gift or sponsorship, and the amount of the endowment or the annual level of funding.
- (c) Candidates. The University shall have sole authority to appoint the holders of endowed chairs, professorships, faculty fellowships, and other positions.
- (d) Provisions.
 - (1) Restrictions on the Use of Title. Chairs, professorships, faculty fellowships, and other positions shall not include such terms as *University*, *distinguished*, or the title *Regents Professor*. These titles are conferred only by the Board.
 - (2) Level of Endowment.
 - (i) Endowment for Chairs. A chair may be established when \$2 million or more has been placed in an endowment that provides in perpetuity the annual funds needed for support of the chair. Alternatively, a chair may be established if a minimum of \$200,000 per year for 10 years is provided by the donor to spend for the chair's designated purpose.
 - (ii) Endowment for Professorships. A professorship may be established when \$1 million or more has been placed in a permanent endowment. Alternatively, a professorship may be established when a minimum of \$100,000 per year for 10 years is provided by the donor to spend for the professorship's designated purpose.
 - (iii) Endowment for Faculty Fellowships. A faculty fellowship may be established when \$500,000 or more has been placed in a permanent

endowment for the faculty fellowship. Alternatively, a faculty fellowship may be established when a minimum of \$50,000 per year for 10 years is provided by the donor to spend for the faculty fellowship's designated purpose.

- (iv) Other Named Positions. Other named positions may be established from time to time through endowed gifts or minimum annual funding levels as determined by the University.

Subd. 2. Naming of Colleges, Schools, Buildings, and Other Significant University Assets. These assets may be named to recognize gifts or as part of a sponsorship. No commitment regarding namings associated with gifts or sponsorships shall be made to the donor or sponsor prior to the applicable University review and approval.

- (a) Consultation. Prior to entering into substantive discussions or making an oral or written commitment regarding a naming to a donor or sponsor, any individual acting on behalf of the University or a recognized University foundation shall (1) inform the donor or sponsor of this policy; (2) consult with the president to determine whether the naming opportunity requires the review and approval process outlined below; and (3) consult with the recognized University foundations as appropriate to determine whether the proposed naming meets the guidelines of the recognized University foundations.
- (b) Review. A naming committee, with two representatives from the Honors Committee, representatives from the recognized University foundations, and relevant academic and administrative officers, shall review naming proposals and submit recommendations to the president. The president recommends namings to the Board.
- (c) Approval. The Board reserves to itself authority to name, rename, or revoke the naming of colleges, schools, buildings, and other significant University assets.
- (d) Management. For gifts, the recognized University foundations shall maintain guidelines to implement this policy in order to ensure consistency in the size of gifts relative to the significance of the asset being named. For sponsorships, the president or delegate shall ensure the consistency of the size of the sponsorship agreement relative to the overall significance of the asset to be named.

Subd. 3. Other Namings Associated with Gifts or Sponsorships.

University assets not covered by the definition in Section III., Subd. 1., may be named to recognize gifts or as part of a sponsorship, including but are not limited to the following: scholarships, fellowships, lecture series, or other named awards that may be established on occasion from endowments or annual minimum award amounts.

- (a) Approval. The president or delegate shall approve the naming of these assets.
- (b) Management. Recognized University foundations shall manage the process for the naming of these assets and maintain guidelines and criteria for these namings.

SECTION VI. OTHER NAMINGS.

This section shall govern the naming of significant University assets when the name is not in honor of an individual or non-University entity and the naming is not associated with a gift or sponsorship.

Subd. 1. Naming of Colleges and Schools.

A college or school may be named to reflect the relevant academic discipline.

- (a) Approval. The Board reserves to itself authority to name, rename, or revoke the naming of colleges and schools.
- (b) Management. The president or delegate makes recommendations to the Board.

Subd. 2. Naming of Buildings, Significant Portions of Buildings, Grounds, Physical Structures, Areas, or Streets.

These assets may be named to describe the academic or administrative purpose of the asset or to reflect a symbolic meaning appropriate for the asset.

- (a) Approval. The Board reserves to itself authority to name, rename, or revoke the naming of buildings, significant portions of buildings, grounds, physical structures, areas, or streets.
- (b) Management. The Honors Committee manages the process for the naming of buildings, significant portions of buildings, grounds, physical structures, areas, or streets and submits recommendations to the president. The president recommends namings to the Board.
- (c) Working Titles. The president or delegate may provide a working title for buildings, significant portions of buildings, grounds, physical structures, areas, or streets during planning and construction and prior to official naming by the Board.

SECTION VII. RENAMINGS AND REVOCATION.

Subd. 1. Authority.

The University reserves the right to rename or revoke any naming if for any reason the naming is inconsistent with the University's mission; jeopardizes the integrity of the University; presents risk or harm to the reputation of the University; or if the intent of a gift or the terms of a sponsorship associated with the naming cannot be fulfilled.

For all namings requiring Board approval, the Board reserves to itself authority to rename or revoke a naming, except that the Board delegates authority to the president to revoke a naming granted by the Board under Section V, Subd. 2 of this policy if the intent of the gift or the terms of the sponsorship associated with a naming cannot be fulfilled by the donor or sponsor.

Other namings not reserved to the Board may be renamed or revoked by the president or delegate consistent with the approval process for the specific naming as described in this policy.

Subd. 2. Request for Renaming or Revocation.

The president shall consider a renaming or revocation of any naming at the request of the Board. The president may also consider a renaming or revocation of any naming in response to a well-considered written request submitted by an individual or at the president's own initiative. Anonymous proposals shall not be considered. A well-considered written request shall address the factors described in Subd. 4 of this section and:

- the specific behavior of the individual or non-University entity after whom a significant University asset is named that is inconsistent with the University's mission, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University;

- the sources and strength of the information of that behavior;
- the nature, depth, and extent of the present and future harm that the continued use of the name may inflict on the University; and
- how renaming comports with the principles described in Section II of this policy.

A request to rename or revoke a naming shall include only one significant University asset per request. Upon receipt of a request for a renaming or revocation of a naming, the president may make further inquiries to its submitters before making an initial determination whether the request should proceed. If the request proceeds, the Honors Committee shall examine and research the request.

Subd. 3. Review of Request.

A review of a request for renaming or revocation of a naming by the Honors Committee shall be guided by principles described in Section II of this policy and factors described in Subd. 4 of this section.

The University, the Honors Committee, and those involved in evaluating a renaming or revocation request, shall adhere to the standards of inquiry and discourse appropriate for an institution of higher education. As a part of the review, the Honors Committee shall invite comments from all interested members of the University community, including those who were impacted by the behavior in question or their heirs and the subject of the naming or their heirs. The Honors Committee should take care that the inquiry itself does not exacerbate the harms that are being considered. Where helpful, the Honors Committee should take full advantage of the expertise of members of the University community. Review procedures shall be maintained by the Honors Committee and approved by the president.

Subd. 4. Review Factors for Renaming or Revocation.

The Honors Committee shall consider the following factors as a component of their review of a request for renaming or revocation of a naming:

- (a) Advancement of the University's mission, guiding principles, and shared history - The Honors Committee should consider the impact of the naming to University history, and whether the current naming exemplifies the highest aspirations of the institution's mission and guiding principles and advances the evolving landscape of University history and achievement.
- (b) Impact on the University's diversity, equity, and inclusion goals - In considering whether to retain or remove a name, the Honors Committee should consider how the advancement of the University's diversity, equity, and inclusion goals are relevant in these matters.
- (c) The harm caused by retaining the name, and the harmful impact of the individual's or non-University entity's behavior - This factor examines whether the individual's or non-University entity's behavior is inconsistent with the University's mission and guiding principles, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University. The case for renaming is stronger to the extent that retaining a name creates an environment that impairs the ability of students, faculty, or staff of a particular gender, sexual orientation, race, religion, national origin, or other characteristic protected by federal law or University policy to participate fully and effectively in the University's mission.
- (d) Strength and clarity of the historical evidence - The case for renaming is strongest when there is clear and unambiguous documentation of the wrongful behavior by the

individual or non-University entity and is weakest when the documentation is scant or ambiguous. The documentation shall also include the totality of an individual's or the non-University entity's public and private actions that factor in the affirmation of or against renaming.

The president may include other factors for the Honors Committee to consider based on the specific circumstances of the request. The president shall report those additional factors to the Board prior to the submission of the Honors Committee report, as outlined in Subd. 5 of this section.

Subd. 5. Report of the Honors Committee.

The Honors Committee shall submit a written report to the president that summarizes the renaming or revocation request, details how the guiding principles and factors were applied to the request and describes the committee's findings with attribution to the sources relied upon for the findings. The president may ask Honors Committee for additional information and analysis if needed.

Subd. 6. Board Action.

The president shall submit the Honors Committee's report and the president's recommendation to the Board for action, including plans for contextualization to avoid the potential for erasure and to communicate historical information if renaming or revocation is recommended. The Board may request additional information before acting on the president's recommendation.

If a request for a renaming or revocation is granted by the Board, the Honors Committee shall research and propose a new naming to the president, which promotes broad representation of the University's history, mission, guiding principles, and achievements. The president shall submit the new naming to the Board for action.

SECTION VIII. RETENTION OF HONORARY NAMINGS.

Subd. 1. Consideration of Retention.

Honorary namings, as defined by Section IV of this policy, are eligible for indefinite retention when the honorary naming reaches 75 years since it was granted. At the president's discretion, retention of an honorary naming may be considered three years before the naming's 75th year.

The president shall consider the retention of an honorary naming at the request of the Board. The president may also consider the retention of an honorary naming in response to a well-considered written request submitted by an individual or at the president's own initiative. Anonymous proposals shall not be considered. A well-considered written request shall be guided by principles described in Section II of this policy and factors described in Subd. 3 of this section. A request to retain an honorary naming shall include only one significant University asset per request.

Subd. 2. Retention Review.

A review of a request for a retention of an honorary naming by the Honors Committee shall be guided by principles described in Section II of this policy and factors described in Subd. 3 of this section.

For non-retained namings, the president shall request the Honors Committee to research and propose a new naming to the president, which promotes broad representation of the University's history, mission, guiding principles, and achievements in alignment with Sections II and IV of this policy. Approval of the new naming shall follow the process for that type of naming as defined by Section IV of this policy.

The University, the Honors Committee, and those involved in evaluating a retention request, shall adhere to the standards of inquiry and discourse appropriate for an institution of higher education. As a part of the review, the Honors Committee shall invite comments from all interested members of the University community. Where helpful, the Honors Committee should take full advantage of the expertise of members of the University community.

Subd. 3. Review Factor for Retention.

The Honors Committee shall consider the following factor as a component of their review for the retention of an honorary naming:

- (a) Extraordinary impact on the University's past, present, and future - The Honors Committee shall consider whether the honorary naming is so extraordinary that it should be sustained indefinitely beyond its 75th year. The Honors Committee shall consider if retention of the name serves as an exemplar of the University's past, present, and future and the highest aspiration of the institution's mission and guiding principles, including the University's diversity, equity, and inclusion goals, and the evolving landscape of University history and achievement, that it should be sustained indefinitely beyond its 75th year.

The president may include other factors for the Honors Committee to consider based on the specific circumstances of the request. The president shall report those additional factors to the Board prior to the submission of the Honors Committee report, as outlined in Subd. 4 of this section.

Subd. 4. Report of the Committee.

The Honors Committee shall submit a written report to the president that summarizes the retention review, details how the guiding principles and factors were applied to the review, and describes the Honors Committee's findings with attribution to the sources relied upon for the findings. The president may ask Honors Committee for additional information and analysis if needed.

Subd. 5. Board or Presidential Action.

For those honorary namings that require the Board approval, the president shall submit the Honors Committee's report and the president's recommendation to the Board for action. The president's recommendation shall include plans for contextualization to avoid the potential for erasure and to communicate historical information if the naming is not retained. The Board may request additional information before acting on the president's recommendation.

For those honorary namings that do not require Board approval, the president shall act on the Honors Committee report.

Subd. 6. Renaming or Revocation of an Indefinitely Retained Naming.

For honorary namings indefinitely retained, the University reserves the right to rename or revoke any such naming if for any reason the naming is inconsistent with the University's

mission; jeopardizes the integrity of the University; or presents risk or harm to the reputation of the University, consistent with Section VII of this policy.

SECTION IX. IMPLEMENTATION.

Subd. 1. Legal Review.

All gift agreements or contracts involving a naming are subject to this policy and must be reviewed by the Office of the General Counsel prior to approval.

Subd. 2. Administration.

The president or delegate shall establish and maintain administrative policies and procedures to implement this policy.

Subd. 3. Coordination.

The University shall ensure coordination in the following ways: (1) with the goals and priorities of the Systemwide Strategic Plan; (2) between the institution and recognized University foundations; and (3) between the fundraising and academic units in order to maintain alignment of institutional and development priorities and compliance with University policies and procedures.

Adopted: June 11, 2010, Amended: December 11, 2015; February 11, 2022, Last Comprehensive Review: 2022

The Board voted 10-1 to approve the proposed amendments to Board of Regents Policy: *Namings*. Regent Rosha voted no.

The meeting adjourned at 2:00 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

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 11, 2022

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 11, 2022

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 item is included for receipt and filing:

- A. Central Reserves General Contingency Allocations

Central Reserves General Contingency Allocations

Finance & Operations Committee

March, 2022

Fiscal Year 2022 (7/1/2021-6/30/2022)

	Recipient	Amount	Running Balance	Purpose
1	Carryforward from FY21 to FY22		\$1,325,897	
2	FY21 General Contingency Allocation	\$1,000,000	\$2,325,897	
3	New items this reporting period:			
4	Campus Response Fund	(\$32,000)	\$2,293,897	Replenishment of University Health & Safety Campus Response Fund per FY22 approved operating budget.
5	Ending Balance		\$2,293,897	
6	Board Approved Commitments*:			
7	University Services - FY22	(500,000)	1,793,897.05	Support for the Twin Cities Campus Master Plan. Commitment of \$1,000,000. \$500,000 transferred FY21 (above); \$500,000 will be transferred in FY22.
8	Projected Balance		\$1,793,897	

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

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, 2022.

B. Finance & Operations Committee Consent Report

- *Purchase of Goods and Services \$1,000,000 and Over*

The purpose of this item is to seek approval for purchases of goods and services of \$1,000,000 and over.

- To CDW-G for an estimated \$9,800,000 to provide Cisco maintenance and support for the University's network infrastructure for the Office of Information Technology (OIT) for the period April 1, 2022 through March 31, 2027. OIT will fund utilizing Operation & Maintenance funds. This purchase is budgeted for FY22. Cisco and CDW-G were selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services in 2016. Ten suppliers responded to the RFP, 3 were targeted businesses.
- To Compass Group USA, Inc. through its Chartwells Division for a contract valued at an estimated \$15,000,000 to provide Dining Services for Northrop Auditorium on the Twin Cities Campus for the period of July 1, 2022 to June 30, 2032 for the Department of Auxiliary Services. Compass Group USA, Inc. was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Three suppliers responded to the RFP; none was a targeted business.
- To LKO Enterprises, Inc., Northland Constructors of Duluth, Inc., and Ulland Brothers, Inc. for an estimated \$1,000,000 of contract machine work labor, materials, and equipment services as needed for the Department of Facilities Management on the Duluth campus for the period of March 1, 2022 through February 28, 2023 with

optional contract extensions through February 28, 2027 for an additional \$4,000,000. Total contract value, if all options are extended, would be \$5,000,000. This purchase will be funded through individual Repair & Replacement projects and Operation & Maintenance funds. LKO Enterprises, Inc., Northland Constructors of Duluth, Inc., and Ulland Brothers, Inc. were selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Three suppliers responded to the RFP; none was a targeted business.

- To The Kenwood Company for an estimated \$800,000 for maintenance of Twin Cities campus parking structure surfaces for Parking and Transportation Services (PTS) for the period of April 1, 2022, through March 31, 2023 with optional contract extensions through March 31, 2027 for an additional \$3,200,000. Total contract value, if all options are extended, would be \$4,000,000. PTS is self-funded through parking revenue. The work for the initial contract period has been included in the FY 22 and FY 23 budgets. The Kenwood Company was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Two suppliers responded to the RFP; none was a targeted business.
- To Siemens Medical Solutions USA, Inc. for an additional estimated \$1,083,000 for the renewal of the existing service contract on the Biograph mCT 64/syngo MMWP for the period of March 1, 2023, through February 29, 2028 for the Twin Cities campus Center for Clinical Imaging Research, Department of Radiology. The revenue that is generated from the PET/CT internal sales organization covers the entire cost of this service contract. The long-term five-year financial projections for this service contract will fully support this renewal and all ongoing operations. See documentation for basis of supplier selection.
- To Varian Edge for \$2,261,000 for a Varian Edge Linear Accelerator for the College of Veterinary Medicine, Veterinary Medical Center, Twin Cities campus. Funds are being provided by the Office of Academic Clinical Affairs to support this investment in collaborative interdisciplinary research. See documentation for basis of supplier selection.

- *Capital Improvement Budget Amendment*

The purpose of this item is to seek approval of capital budget amendments for the following project on the Twin Cities campus:

- Chemistry Undergraduate Teaching Laboratories

Project overviews, which provide the basis for request, project scope, cost estimate, funding, and schedule, are included in the docket. Site maps locating the project on the Twin Cities campus are also included.

- *Schematic Design*

The purpose of this item is to review and act on schematic designs for the following projects:

- Burton and Virginia Meyers Education Center, Minnesota Landscape Arboretum

Project overviews, which provide the basis for request, project scope, cost estimate, funding, and schedule, are included in the docket. Site maps showing the project location within the Minnesota Landscape Arboretum are also included.

- *Employment Agreement*

The purpose of this item is to review and act on the following amended employment agreement:

- Lindsay Whalen, Head Coach, Women’s Basketball, Twin Cities campus

- *Collective Bargaining Agreements*

The purpose of this item is review and action on collective bargaining agreements (CBA) between the University and:

- District Council No. 1 of the Graphic Communications Conference International Brotherhood of Teamsters, Unit 2 Local 1B

Covered Employees

The employees covered by this CBA are printing equipment operators. They are included in University of Minnesota Unit 2 as defined by the Minnesota Public Employee Labor Relations Act. The total number of employees is 4.

Summary Economic Highlights

During the contract year June 21, 2021 (the first day of the first payroll period in FY22) through June 30, 2022, employees in all classifications will receive a 1.5 percent salary range adjustment effective on June 21, 2021. Any potential increase(s) in FY 22-23 and/or FY 23-24 will match the salary pool percentage determined for Civil Service employees and published by the University in its spring salary memo for each of those fiscal years.

In lieu of the University’s own self-insured health benefit plan, the University will make a monthly contribution to TeamCare, the Union’s nationwide healthcare plan. Effective May 1, 2022, and continuing at the same level each year of the three-year agreement, the University will contribute \$980.00 per month to TeamCare for each covered employee. In addition, the University will pay \$41.67 per month to each employee’s health reimbursement account (HRA).

Financial Impact - Recurring Costs

This is a three-year agreement, June 21, 2021, through June 30, 2024.

Year 1 Recurring Costs:

Base Annual Payroll	\$ 202,820.80
<u>Base Salary Adjustments</u>	<u>+ \$ 3,042.31</u>
Total Recurring Cost	\$ 254,903.27

Estimated Year 2 Recurring Costs:

Base Annual Payroll	\$ 254,903,27
<u>Base Salary Adjustments</u>	+ (any FY22-23 salary pool percentage increase to base)
Total Recurring Cost	\$ 254,903.27
	+ (any FY 22-23 salary pool percentage increase to base)

Estimated Year 3 Recurring Costs:

Base Annual Payroll	\$ 254,903.27
	+ (any FY22-23 salary pool percentage increase to base)
<u>Base Salary Adjustments</u>	+ (any FY23-24 salary pool percentage increase to base)
Total Recurring Cost	\$254,903.27
	+ (any FY 22-23 salary pool percentage increase to base)
	+ (any FY 23-24 salary pool percentage increase to base)

Negotiation Timeline

Negotiations began on December 9, 2021. The parties reached a tentative agreement on February 7, 2022. On February 24, 2022, the union informed the University that the contract ratification process was complete.

- Graphic Communications Conference of the International Brotherhood of Teamsters, Unit 2 Local 1M

Covered Employees

The employees covered by this CBA are lithographers included in University of Minnesota Unit #2 as defined by the Minnesota Public Employee Labor Relations Act. The total number of employees is one.

Summary Economic Highlights

During the contract year June 21, 2021 (the first day of the first payroll period in FY22) through June 30, 2022, employees in all classifications will receive a 1.5 percent salary range adjustment effective on June 21, 2021. Any potential increase(s) in FY 22-23 and/or FY 23-24 will match the salary pool percentage determined for Civil Service employees and published by the University in its spring salary memo for each of those fiscal years.

In lieu of the University's own self-insured health benefit plan, the University will make a monthly contribution to TeamCare, the union's nationwide healthcare plan. Effective May 1, 2022 and continuing at the same level each year of the three-year agreement, the University will contribute \$980.00 per month to TeamCare for each covered employee. In addition, the University will pay \$41.67 per month to each employee's health reimbursement account (HRA).

Financial Impact

This is a three-year agreement, June 21, 2021, through June 30, 2024.

Year 1 Recurring Costs:

Base Annual Payroll	\$ 51,014.60
<u>Base Salary Adjustments</u>	<u>+ \$ 765.22</u>
Total Recurring Cost	\$ 51,779.82

Estimated Year 2 Recurring Costs:

Base Annual Payroll	\$ 51,779.82
<u>Base Salary Adjustments</u>	<u>+ (any FY 22-23 salary pool percentage increase to base)</u>
Total Recurring Cost	\$ 51,779.82
	+ (any FY 22-23 salary pool percentage increase to base)

Estimated Year 3 Recurring Costs:

Base Annual Payroll	\$ 51,779.82
	+ (any FY 22-23 salary pool percentage increase to base)
<u>Base Salary Adjustments</u>	<u>+ (any FY 23-24 salary pool percentage increase to base)</u>
Total Recurring Cost	\$ 51,779.82
	+ (any FY 22-23 salary pool percentage increase to base)
	+ (any FY 23-24 salary pool percentage increase to base)

Negotiation Timeline

Negotiations began on December 9, 2021. The parties reached a tentative agreement on February 7, 2022. On February 24, 2022, the union informed the University that the contract ratification process was complete.

C. Mission Fulfillment Consent Report

- *Request for Approval of Faculty Appointments with Tenure for Internal Hires*
 - Silvia Mangia, professor with tenure, Department of Radiology, Medical School
 - Christopher Tignanelli, associate professor with tenure, Department of Surgery, Medical School

BACKGROUND INFORMATION

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

- Purchase of Goods and Services \$1,000,000 and Over: *Reservation and Delegation of Authority*, Article I, Section VII, Subd. 6.
- Capital Budget Amendments: *Reservation and Delegation of Authority*, Article I, Section VIII, Subd. 8
- Schematic Designs: *Reservation and Delegation of Authority*, Article I, Section VIII, Subd. 9.
- Employment Agreements: *Reservation and Delegation of Authority*, Article I, Section XI, Subd. 4.
- Collective Bargaining Agreements: *Reservation and Delegation of Authority*, Article I, Section XI, Subd. 1.
- Granting of Tenure and/or Promotion: *Reservation and Delegation of Authority*, Article I, Section V, Subd. 1.

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 2022 Regents Meeting

	January		Year-to-Date	
	2022	2021	07/01/21 01/31/22	07/01/20 01/31/21
U of M Gift Receiving	\$ 610,631	\$ 37,542	\$ 1,897,528	\$ 1,366,282
Arboretum Foundation	631,380	334,129	7,889,253	5,109,232
Univ of MN Foundation	25,403,611	20,704,609	215,270,155	175,406,159
Total Gift Activity	\$ 26,645,622	\$ 21,076,282	\$225,056,936	\$181,881,673

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

Pledges are recorded when the commitment is made. 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 2022

Donor	Gift/Pledge	Purpose of Gift
\$1 Million and Over		
Anonymous Donor	Gift	Medical School
Erwin and Miriam Kelen	Gift	College of Science and Engineering
Karin L Larson Estate	Gift	College of Continuing and Professional Studies
Lynn Lin, Ph.D. and Lizbie Lin	Pledge	College of Liberal Arts
\$500,000 - \$1,000,000		
Dona M Dille Estate	Gift	Medical School
Randy Shaver Cancer Research & Community Fund	Gift	Academic Clinical Affairs
Stratasys Ltd	Gift	Medical School
\$250,000 - \$500,000		
Delores Isaacson	Gift	School of Dentistry
Engdahl Family Foundation	Pledge	Medical School
Glenn R Bergstrom Estate	Gift	Libraries
Hormel Foundation	Gift	Office of the Vice President for Research
Love Your Melon Inc	Gift	Academic Clinical Affairs; Medical School
McKnight Fdn	Pledge	University of Minnesota Extension
Optum Services Inc	Gift	College of Science and Engineering
Rainwater Charitable Foundation	Pledge	Medical School
Ronald Peltier	Gift	Intercollegiate Athletics
\$100,000 - \$250,000		
Anonymous Donor	Gift	Carlson School of Management
Anonymous Donor	Gift	College of Liberal Arts
Carol Wagner	Pledge	Office of Undergraduate Education
Cirrus Aircraft	Gift	University of Minnesota Duluth
Elliot and Eloise Kaplan	Gift	College of Education and Human Development
J A Wedum Foundation	Gift	Carlson School of Management
Janet Bohan	Gift	Carlson School of Management
John W Mooty Foundation Trust	Gift	Academic Clinical Affairs
Kidz1stFund	Gift	Medical School
Marguerite Gilmore Charitable Fdn	Gift	University of Minnesota Duluth
Medtronic Inc	Gift	Undesignated
Millicent Atkins Estate	Gift	College of Food, Agricultural and Natural Resource Sciences
Minnesota Colorectal Cancer Research Foundation	Gift	Academic Clinical Affairs
Muriel Whiteside Charitable Trust	Gift	Medical School
Robert B Henton Residuary Trust	Gift	College of Food, Agricultural and Natural Resource Sciences
Target Corporation	Gift	College of Liberal Arts; Humphrey School of Public Affairs
Theodore Pass	Gift	Office of Undergraduate Education
\$50,000 - \$100,000		
Anale Van Wagenen	Gift	College of Science and Engineering
Anonymous Donor	Gift	University of Minnesota Duluth
Arthur and Susan Sands	Gift	Intercollegiate Athletics
BioZyme Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Cynthia Rosenblatt Ross	Gift	Law School
David Knoke, Ph.D. and Joann Knoke	Gift	College of Liberal Arts
Entegris Foundation Inc	Pledge	College of Science and Engineering
Fairview Health Services	Gift	Academic Clinical Affairs
Ford Motor Co	Gift	College of Science and Engineering
Gloria and Ronald Schieck	Pledge	Intercollegiate Athletics
Irma Anderson	Gift	Academic Clinical Affairs
Jacqueline S Mithun Estate	Gift	College of Education and Human Development; Law School
Marc Hugunin	Gift	College of Liberal Arts
Marian-Ortolf Bagley	Gift	College of Design
Mary Beth Barry	Pledge	College of Education and Human Development
Michael and Alison Ross	Gift	Intercollegiate Athletics
Peter and Diane Donnino	Gift	Intercollegiate Athletics
Richard and Roberta Henderson	Gift	College of Food, Agricultural and Natural Resource Sciences
Ruth E Luren Estate	Gift	Medical School
Sharon Yson and Jonathan Sembrano, M.D.	Pledge	Medical School
Swenson Family Fdn	Gift	University of Minnesota Duluth
UNFI	Gift	Academic Clinical Affairs
Wolf Creek Charitable Fdn	Gift	College of Veterinary Medicine
World Childhood Foundation USA	Pledge	Office of the Vice President for Research

\$25,000 - \$50,000

Alan Bauer	Gift	School of Public Health
Andy Warhol Foundation for the Visual Arts Inc	Gift	College of Liberal Arts
Anonymous Donor	Gift	College of Education and Human Development
Bakken Family WRC Foundation	Gift	Intercollegiate Athletics; Medical School
Be a Hero, Become a Donor Foundation	Gift	Medical School
Braun Intertec Corp	Pledge	College of Science and Engineering
Charles Ehlen, M.D.	Gift	Medical School
Double Black Diamond Inc	Gift	Academic Clinical Affairs
Dr Jean Illsley Clarke Estate	Gift	College of Science and Engineering; University of Minnesota Extension
ESRI	Gift	College of Design
Ecolab Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Ellen and Floyd Erkel	Gift	University of Minnesota Extension
Ethan and Jenna Dabbs	Gift	College of Veterinary Medicine
Gary Rowland and Jennifer Clarke	Gift	College of Science and Engineering; College of Education and Human Development
Harold and Judy Walter	Gift	Intercollegiate Athletics
James Hansen	Gift	College of Education and Human Development
John Greene, Ph.D. and Betty Greene	Pledge	University of Minnesota Duluth
John McWilliams Estate	Gift	Medical School
John Mulrooney, M.D. and Marlene Mulrooney	Gift	Medical School
Jose R & Laura B Medina Fdn	Gift	Medical School
Leo Cheng, M.D. and Julie Cheng	Gift	Medical School
Leslie Rosenberg and David Cohoes	Gift	College of Liberal Arts
Luther I. Replogle Foundation	Pledge	College of Education and Human Development
Marjorie and David Hols	Gift	Minnesota Landscape Arboretum
Marvin and J. Christine Ballard	Gift	College of Science and Engineering
Mary V Smith Estate	Gift	College of Liberal Arts
Meta	Gift	College of Science and Engineering
Mr John M Vlahos	Gift	Unrestricted
National Multiple Sclerosis Society	Gift	Academic Clinical Affairs
Proozy	Gift	Academic Clinical Affairs
Richard Adair, M.D. and Constance Adair	Gift	Unrestricted
Richard M Schulze Family Fdn	Gift	Medical School
Rollin J Whitcomb Estate	Gift	Law School
Ruth Sorenson	Gift	Law School
SK Hynix Inc	Gift	College of Science and Engineering
Theodore and Theresa Capistrant	Gift	Medical School
Xcel Energy Fdn	Gift	Carlson School of Management

\$10,000 - \$25,000

AgriBank FCB	Gift	College of Food, Agricultural and Natural Resource Sciences
Alfred Harrison and Ingrid Lenz Harrison	Gift	Medical School
American Cancer Society Inc	Gift	Undesignated
Ann Bode, Ph.D.	Gift	Office of the Vice President for Research
Ann and David Jones	Gift	College of Science and Engineering
Augustine Temperature Management	Gift	Medical School
Aynsley Smith, Ph.D. and Hugh Smith, M.D.	Gift	University of Minnesota Rochester
Barbara M Meacham Estate	Gift	Unrestricted
Ben's Buddies	Gift	Medical School
Bettie Halverson	Gift	College of Veterinary Medicine
Betty Radcliffe	Gift	College of Food, Agricultural and Natural Resource Sciences
Brian and Susan Erickson	Gift	Academic Clinical Affairs; Medical School
Carol Buesgens	Gift	College of Education and Human Development
Carson and Amanda Kipfer	Gift	Academic Clinical Affairs
Cheryl Jones and Gordon Uttermark	Pledge	College of Veterinary Medicine
Christopher Brown and Kelly King-Ellison	Gift	Undesignated
Claudia Parliament	Gift	College of Education and Human Development
Cochineal Charitable Trust	Gift	College of Veterinary Medicine
Daniel Shogren and Susan Meyer	Gift	University of Minnesota Duluth
David Anderson, M.D. and Martha Anderson	Gift	Intercollegiate Athletics
David Johnson and Mary Phillipp	Gift	University of Minnesota Duluth
David and Judith Perreault	Gift	Medical School
David and Susan Martin	Gift	School of Public Health
Douglas and Barbara Diedrich	Gift	Medical School
Duncan Puffer, D.D.S. and Stephanie Puffer	Gift	School of Dentistry
Edward A Everett Estate	Gift	College of Food, Agricultural and Natural Resource Sciences
Edward Richardson	Gift	Medical School
Elizabeth Arendt, M.D. and James Hamilton	Gift	Medical School

\$10,000 - \$25,000

Elizabeth Draxten and Stacy Rubsam	Gift	Carlson School of Management
Elwood and Dolly Ginkel	Gift	Academic Clinical Affairs; Medical School
Fiberstar Bio-Ingredient Technologies Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Frank Janezich	Gift	College of Science and Engineering; Medical School
Gail Minerich and Phillip Minerich, Ph.D.	Gift	Office of the Vice President for Research
Gang Yin	Gift	College of Food, Agricultural and Natural Resource Sciences
Gary Finley Education Trust	Gift	University of Minnesota Duluth
George and Shirley Peterson	Gift	University of Minnesota Duluth
Ginette Aelony and Yossef Aelony, M.D.	Gift	Medical School
H H Weinert Fdn	Gift	University of Minnesota Duluth
Holly and Rick Schwarck	Gift	Office of the Vice President for Research
Hometech Development Inc	Gift	Medical School
Hugh Rouse and Leonard Olds	Gift	Libraries
James Wilcox	Gift	Academic Health Sciences
James and Jennifer Furlong	Gift	Intercollegiate Athletics
Jeff and Deborah Eckland	Gift	College of Liberal Arts
John T Donovan Estate	Gift	Academic Clinical Affairs
John and Jean Hedberg	Gift	Academic Clinical Affairs
Joseph and Kari Cotter	Gift	Intercollegiate Athletics
Joyful Women Fund	Gift	College of Veterinary Medicine
KPMG Foundation	Gift	Carlson School of Management
KPMG LLP	Gift	Carlson School of Management
Katrin Sigurdardottir and Tjorvi Perry, M.D.	Gift	Medical School
Keith and Jennifer Mueller	Gift	Intercollegiate Athletics
Kerri Cayo	Gift	Medical School; Academic Clinical Affairs
Kimberly Krabill, M.D.	Gift	Medical School
Krzysztof Burhardt, Ph.D. and April Spas	Gift	College of Science and Engineering; Global Programs and Strategy Alliance
Land O'Lakes Inc	Gift	Carlson School of Management
Louis Cornicelli, Ph.D.	Gift	College of Veterinary Medicine
Margaret Hamburg and Peter Brown, Ph.D.	Gift	School of Public Health
Mary Rosendahl	Gift	University of Minnesota Extension
Mary Thompson and Gar Hargens	Gift	Libraries
Maslon LLP	Gift	Carlson School of Management
McCulloch Char Lead Trust 1	Gift	School of Public Health
Melba J Johnson Estate	Gift	Medical School
Michael Swanoski, Pharm.D. and Diane Swanoski	Gift	College of Pharmacy
Minnesota Sports & Entertainment: Minnesota Wild	Gift	Carlson School of Management
Molin Concrete Products Co	Pledge	University of Minnesota Duluth
Myron Frans and Susan Segal	Gift	Medical School
National Recreation Foundation	Gift	Minnesota Landscape Arboretum
Nels Ojard	Gift	University of Minnesota Duluth
Olseth Family Foundation	Gift	College of Food, Agricultural and Natural Resource Sciences
Omega Psi Phi Fraternity Inc	Gift	Office of Undergraduate Education
Patricia C Ratelle Estate	Gift	Medical School; Academic Clinical Affairs
Peregrine Capital Management LLC	Gift	Weisman Art Museum
Press-Sure Printing Inc	Gift	Intercollegiate Athletics
Rene Gesell	Gift	College of Liberal Arts
Robert Flink	Gift	College of Liberal Arts
Roger Dreher	Gift	Medical School
Rollin Dennistoun	Gift	College of Science and Engineering
Rondi Erickson	Gift	College of Liberal Arts
Sit Investment Associates Fdn	Gift	Global Programs and Strategy Alliance
South Washington Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Steve and Julie Vanderboom	Gift	College of Science and Engineering; School of Nursing
Susan Gates	Gift	Medical School
Tamima Itani	Gift	College of Food, Agricultural and Natural Resource Sciences
Timothy Zuel, Ph.D. and William Sternberg	Gift	College of Education and Human Development
Troy and Elizabeth Rian	Pledge	University of Minnesota Duluth
Van Dyke/Billy Foundation	Gift	Intercollegiate Athletics
Van and Elizabeth Hawn	Gift	College of Food, Agricultural and Natural Resource Sciences
Walter Galicich, M.D. and Stefanie Swanson Galicich, M.D.	Gift	Medical School
X Out ALD Inc	Gift	Medical School
Zhao Zhang	Gift	Law School

\$5,000 - \$10,000

3M Fdn Inc	Gift	College of Science and Engineering; Various Colleges; College of Veterinary Medicine; Various Colleges
Alimanestianu-Maca Family Fund-Vanguard	Gift	School of Public Health

\$5,000 - \$10,000

Andrew and Martha Dornbusch	Gift	College of Liberal Arts
Ann Coumbe, M.D. and Matt Coumbe	Gift	College of Veterinary Medicine
Anne Graham and Elizabeth Wright	Gift	Intercollegiate Athletics
Apple inc	Gift	Various Colleges
Barbara and James Stowe	Gift	University of Minnesota Morris
Bernie and Gloria Bullert	Gift	College of Science and Engineering
Beth Bergman	Gift	College of Liberal Arts
Betty Lyle	Gift	Office of the Vice President for Research
Bradley Mundy	Gift	Undesignated
Buckland Custom Brokers LTD	Gift	School of Dentistry
Carl and Elizabeth Bergquist	Gift	Intercollegiate Athletics
Carrie Summerfield, D.V.M.	Gift	College of Veterinary Medicine
Catherine Bendel, M.D. and Joseph Nuñez	Gift	Medical School
Charles Marschke, Ph.D. and Helen Marschke	Gift	College of Biological Sciences
Chase's Toy Chest	Gift	Academic Clinical Affairs
Clifford and Laraine Hoffman	Gift	Carlson School of Management
Compeer Financial	Gift	Carlson School of Management
Craig and Joan Hanson	Pledge	Carlson School of Management
Cristine Levenduski, Ph.D.	Gift	University of Minnesota Duluth
Daniel Frankowski	Gift	College of Science and Engineering
David Christensen	Gift	Law School
Debra Oakes	Gift	Medical School
Dennis and Catherine Martenson	Gift	College of Science and Engineering
Dick & Joyce H McFarland Family Fund-Mpls Fdn	Gift	Minnesota Landscape Arboretum
Douglas and Robyn Wonnemberg	Gift	University of Minnesota Extension
Emily and Allen Anderson	Gift	School of Nursing
Erik and Janelle Rasmussen	Gift	College of Science and Engineering
Erin and Donald Phillips	Gift	Unrestricted
Evans Chan	Gift	Libraries
FMC Corporation	Gift	College of Food, Agricultural and Natural Resource Sciences
Gay Herzberg and Mark Herzberg, D.D.S.	Gift	School of Dentistry
Gunda Georg and Elaine Darst	Gift	School of Nursing
Harold and Dorothy Markowitz	Gift	Academic Clinical Affairs; College of Food, Agricultural and Natural Resource Sciences
Hidden Lane Fund-Northern Trust Giv Prog	Gift	Medical School
Hugh J Andersen Fdn	Gift	College of Veterinary Medicine
Hugo's	Gift	University of Minnesota Crookston
Ira White	Gift	College of Liberal Arts
Jacqueline Koval	Gift	Medical School
James and Janet Blanchard	Gift	Law School
James and Robin Melville	Gift	Law School
Jay Aronson, Ph.D.	Gift	College of Science and Engineering
Jennifer Martin	Gift	Weisman Art Museum
Jimeng Zheng, Ph.D. and Lian Lian, Ph.D.	Gift	College of Science and Engineering
Jon and Jean Carlson	Gift	College of Science and Engineering; Academic Clinical Affairs
Kathleen and David Carlsen	Gift	Intercollegiate Athletics
Kathy and Milo Olsen	Gift	Office of the Vice President for Research
Keith Clark Jr. and Elizabeth Clark	Gift	Intercollegiate Athletics
Kraig Larson	Gift	Law School
L'Heureux Family Fund at Morgan Stanley Trust	Gift	Minnesota Landscape Arboretum
Lasting Imprint Inc	Gift	Medical School
Laurie Brand	Gift	College of Science and Engineering
Legend Companies	Gift	Medical School
Lila Stevens	Pledge	University of Minnesota Duluth
Linda and Richard Sedgwick	Gift	College of Liberal Arts
Mark Dale	Gift	School of Dentistry
Mark Ellis, Ph.D. and Jodi Ellis	Gift	College of Science and Engineering
Mark and Andrea Bakk	Gift	University of Minnesota Duluth
Marvin Companies Inc	Gift	University of Minnesota Crookston
Mary Ann Butler	Gift	College of Design
Mary Ann Smith, Ph.D. and Lowery Smith	Gift	College of Education and Human Development
Mary and Robert Mersky	Gift	Weisman Art Museum; Carlson School of Management
Mary and William Keefer	Gift	Law School
Matthew and Theresa Mielke	Gift	Medical School
Michael Groppetti	Gift	Academic Clinical Affairs
Michael and Rebecca Thyken	Gift	Carlson School of Management
Midwest Dairy	Gift	University of Minnesota Extension
Minnesota Dental Foundation	Gift	School of Dentistry

\$5,000 - \$10,000

Mu Sigma Chapter of Phi Gamma Delta	Gift	Office for Student Affairs
Nancy Lyons	Gift	College of Science and Engineering
National 4-H Council	Gift	University of Minnesota Extension
Neil Mumm and Anna Poston-Mumm	Gift	Intercollegiate Athletics; Carlson School of Management
Nicholas and Ingrid Gangestad	Gift	Carlson School of Management
Nolan and Laura Broughton	Gift	Office of Undergraduate Education
Old Dutch Foods Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Patrick and Mary Regan	Gift	University of Minnesota Duluth
Patrick and Patti McAdaragh	Gift	Carlson School of Management
Patti and Marty Nanne	Gift	Intercollegiate Athletics
Perry Plank	Gift	Medical School; College of Science and Engineering
Randy & Katherine Schneewind Family Foundation	Gift	Minnesota Landscape Arboretum
Ray & Nylene Newkirk Family Foundation	Gift	Academic Clinical Affairs
Regina Phelps	Gift	School of Public Health
Renee Kidney, M.P.H., Ph.D. and Daniel Kidney	Gift	School of Public Health
Reuben Harris, Ph.D. and Tara Harris	Gift	College of Biological Sciences
Roberta Humphreys and Kris Davidson	Gift	College of Science and Engineering
Ronald Wheeler	Gift	Law School
Rosemary and David Good	Gift	Weisman Art Museum
Rosemary and Donald Gruber	Gift	Academic Clinical Affairs
Russell Spence Sr.	Gift	Medical School
Ruth Bauhahn	Gift	Unrestricted
Sally Dunn, M.P.H.	Gift	Minnesota Landscape Arboretum
Sandra Fuchs	Gift	College of Biological Sciences
Schneiderman Family Donor Adv Fund-Renaissance Char Fdn	Gift	Medical School
Siobahn Morgan	Gift	Intercollegiate Athletics
Stanley and Marvel Chong Foundation	Gift	Global Programs and Strategy Alliance
Stephen and Gail Craine	Gift	Intercollegiate Athletics
Susan Grey	Gift	College of Veterinary Medicine
Susan and Lyle Westrom	Gift	University of Minnesota Crookston
Tai-Ming Liang, Ph.D. and Lichun Liang	Gift	College of Science and Engineering
The Glaser Family Foundation	Gift	Intercollegiate Athletics
Thomas Crowley, M.D.	Gift	Medical School
Timothy Bartl	Gift	Law School
Todd and Susan Eckland	Gift	College of Liberal Arts
UNRL LLC	Gift	Academic Clinical Affairs
Uponor Inc (USA)	Gift	Medical School
Virginia Perman	Gift	College of Veterinary Medicine
Visa International	Gift	Various Colleges; Various Colleges
Voya Foundation	Gift	Various Colleges
Walser Foundation	Gift	Minnesota Landscape Arboretum
Warren Weck III and Paula Weck	Gift	College of Science and Engineering
Wet Paint Artists Materials	Gift	College of Liberal Arts
William Omlie, M.D. and Rhonda Omlie	Gift	Academic Clinical Affairs
William and Lori Peterson	Gift	School of Nursing
Xcel Energy	Gift	Carlson School of Management
Yvonne P Oaks Estate	Gift	Medical School

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

To CDW-G for an estimated \$9,800,000 to provide Cisco maintenance and support for the University's network infrastructure for the Office of Information Technology (OIT) for the period April 1, 2022 through March 31, 2027.

Cisco is providing hardware and software maintenance services for the University's core and edge network infrastructure on all University campuses and outreach sites. OIT originally engaged these services as part of a 2016/2017 Network RFP and the current contract for these services expires this spring. The renewal allows the University to maintain critical security and operational support to provide a robust and reliably secure network for all our instructional, research and institutional systems throughout the University. Completing the contract renewal at this time will help the University avoid a 14% Cisco contract price increase going into effect in April 2022.

Cisco and CDW-G were chosen through the competitive 2016 Network RFP process. They were evaluated and chosen over the other respondents as providing the best and most complete price and capabilities to help further the University of Minnesota core missions and the best service for its users. This contract extension continues that goal which was originally approved by the Board of Regents.

OIT will fund utilizing O&M funds. This purchase is budgeted for FY22.

Submitted by: Nicolle Peterson
Contracts Manager, OIT Finance
612-301-2172

Approval of this Item is requested by:

Bernard Gulachek
Vice President and Chief Information Officer
(Signature on file in Purchasing Services)

February 10, 2022

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

To Compass Group USA, Inc. through its Chartwells Division for a contract valued at an estimated \$15,000,000 to provide Dining Services for Northrop Auditorium on the Twin Cities campus for the period of July 1, 2022 to June 30, 2032 for the Department of Auxiliary Services.

On February 17, 2021, the University of Minnesota Twin Cities campus issued a Request for Proposal for food service for the Twin Cities campus for the core business lines of Residential, Retail and Catering as well as the Minnesota Landscape Arboretum. On March 26, 2021, Surdyk's, the contract food service provider for Northrop, notified the University they would not exercise their option to extend their agreement for the remaining three years. Auxiliary Services Contract Administration worked in conjunction with Northrop and Purchasing to develop a scope of work for Chartwells for a response as an additional location for the Food Service Agreement for campus. Northrop will receive estimated commissions of \$1.6 million from the sale of food at the café and concessions for events and \$250,000 for transition costs. This Food Service agreement provides for retail café and concessions for Northrop.

Food Service vendors bring significant resources to the University. These vendors can provide knowledge in a large variety of food service areas such as nutrition, culinary expertise, facilities, and procurement. Compass Group will leverage their core competencies and work in partnership with many departments at the University of Minnesota.

Through the request for proposal evaluation process, Compass Group USA, Inc. provided the best program and return to the University and the Northrop Auditorium

Submitted by: Laurie McLaughlin
Interim Associate Vice President
Auxiliary Services
612-626-1499

Approval for this item requested by:

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

February 10, 2022

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

To LKO Enterprises, Inc., Northland Constructors of Duluth, Inc., and Ulland Brothers, Inc. for an estimated \$1,000,000 of contract machine work labor, materials, and equipment services as needed for the Department of Facilities Management on the Duluth campus for the period of March 1, 2022 through February 28, 2023 with optional contract extensions through February 28, 2027 for an additional \$4,000,000. Total contract value, if all options are extended, would be \$5,000,000.

University of Minnesota Duluth (UMD) Facilities Management maintains, repairs and restores grounds, roads, walks, parking lots and underground utilities on UMD's primary 244 acre campus and other UMD facilities including the Research and Field Studies Center on 280 acres, Glensheen Mansion on 7.6 acres, Lower Campus on 3 acres, the Limnological Research Center and the Natural Resources Research Institute. These suppliers are needed to provide the expertise and variety of heavy equipment types that are required for specific repairs and small restoration projects.

These suppliers were selected as the result of a competitive RFP issued in January 2022 which rated them highly in available equipment, response time, and price. This is a multiple award contract so a sufficient number of suppliers will be available for various projects during the year. One supplier would not have the capacity to perform the work to the UMD standards expected in the timelines required.

This purchase of contract labor and equipment services by Facilities Management has been budgeted for FY23. It will be funded through individual Repair & Replacement projects and Operation & Maintenance funds.

Submitted by: John Rashid, Facilities Management Director
241 Darland Administration Building
1049 University Drive Duluth, MN 55812
Phone: 218-726-6930
Fax: 218-726-8127

Approval for this item requested by:

Sue Bosell
Interim UMD VCFO and Controller
(Signature of file in Purchasing Services)

February 4, 2022

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

To The Kenwood Company for an estimated \$800,000 for maintenance of Twin Cities campus parking structure surfaces for Parking and Transportation Services (PTS) for the period of April 1, 2022 through March 31, 2023 with optional contract extensions through March 31, 2027 for an additional \$3,200,000. Total contract value, if all options are extended, would be \$4,000,000.

PTS is responsible for the administration of nineteen (19) structured parking facilities located throughout the Twin Cities campus. This contract involves the annual surface cleaning, sealing, stain removal, and semi-annual hydro-mowing of concrete services within University parking facilities. In addition to improving aesthetics and safety, concrete maintenance increases facility longevity by reducing the intrusion of chlorides, automotive, and environmental by-products.

Through a competitive process, The Kenwood Company provided the best value based on a combination of price, work plan, past references, and level of equipment/staff readily available to complete the work. Work will be allocated on an as-needed basis. Above dollar values are an estimated spend with no guarantee for minimum work volume.

PTS is self-funded through parking revenue. The work for the initial contract period has been included in the FY 22 and FY 23 budgets.

Submitted by: Sandra Cullen, Assistant Director
Twin Cities Campus
Phone (612) 625-6009
Fax (612) 624-8899

Approval for this item requested by:

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

February 15, 2022

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

To Siemens Medical Solutions USA, Inc. for an additional estimated \$1,083,000 for the renewal of the existing service contract on the Biograph mCT 64/syngo MMWP for the period of March 1, 2023 through February 29, 2028 for the Center for Clinical Imaging Research (Twin Cities), Department of Radiology.

The Biograph mCT PET/CT scanner housed in the Center for Clinical Imaging Research (CCIR) is one of the most advanced scanners in the state of Minnesota, providing images for numerous medical conditions. The renewal of the service contract will directly benefit the current clinical and research studies that rely on its daily use.

The revenue that is generated from the PET/CT internal sales organization covers the entire cost of this service contract. The long term five-year financial projections for this service contract will fully support this renewal and all ongoing operations.

Submitted by: Nicole Wilkinson
Center for Magnetic Resonance Research
2021 6th Street SE, Minneapolis, MN 55455
612-626-2001
612-626-2004

Approval for this item requested by:

Jakob Tolar, PhD, MD, VP for Clinical Affairs
and Dean, Medical School
(Signature on file in Purchasing Services)

February 12, 2022

Rationale for Exception to Competitive Process

This purchase was not competitively bid because a service agreement is required as part of the operation of the PETCT Scanner and must be purchased through the supplier, Siemens Medical Solutions USA, Inc.

This annual cost of this service contract is comparable to other similar Siemens service contracts and will continue at the same annual cost as negotiated in the original contract that began in 2017.

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 Varian Edge for \$2,261,000 for a Varian Edge Linear Accelerator for the College of Veterinary Medicine, Veterinary Medical Center (Twin Cities).

The Veterinary Medical Center has the only Linear Accelerator in the state of Minnesota for the treatment of small animals. It is an important resource for clients that want to seek this treatment for their pet family members. The Department of Veterinary Clinical Sciences has strong clinical and research oncology faculty and has multiple research collaborations with other Health Science areas including the Office of Academic Clinical Affairs, the Medical School, the Masonic Cancer Center, and the Hormel Institute.

The current linear accelerator is 9 years beyond end-of-life and replacement parts are no longer made for this unit, leading to increasing numbers of nonfunctional "down" days where the linear accelerator cannot treat patients or be used for in vitro/preclinical research. Days in which the unit is nonfunctional contribute to poor patient care (treatment interruptions lead to poorer tumor control) and violations in funded study methodology. Without advancing this purchase, the University misses expanding its research mission and the discoveries that work across human and animal models in the area of radiation therapy. With this purchase, the College of Veterinary Medicine will expand partnerships with the other areas of Health Sciences; increase its research portfolio and work to develop national standing with an unparalleled translational platform that truly extends from "bench to bedside."

Funds are being provided by the Office of Academic Clinical Affairs to support this investment in collaborative interdisciplinary research.

Submitted by: Chris Dillon
Chief Operating Officer
College of Veterinary Medicine
Phone: 612-624-5877

Approval for this item requested by:

Dr. Laura Molgaardm, DVM
Dean College of Veterinary Medicine
VP or Exec. VP Title
(Signature on file in Purchasing Services)

Date: 2/10/2022

Rationale for Exception to Competitive Process

This purchase was not competitive bid because the current Linear Accelerator 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 radiation oncology 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 translational collaboration between the CVM and the greater Health Sciences at the University of Minnesota. To ensure that research projects are not compromised, securing Varian equipment will stabilize variables to ensure that the research outcomes are viable on both campus when utilizing equipment among studies across all departments and campuses. This will expand what research projects can be accomplished and the where and on which piece of equipment is not a limiting factor.

The cost of the Linear Accelerator (LINAC) is competitive with other LINAC manufacturers and is similar to a quote received from Varian Edge more than a year ago.

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

**Capital Budget Amendment: Chemistry Undergraduate Teaching Laboratories
Twin Cities Campus
Project No. 01-051-20-2302**

1. Basis for Project

The College of Science and Engineering (CSE) proposes to renovate and add to the existing Fraser Hall to:

- Replace, improve, and consolidate outdated general and organic chemistry teaching laboratories and support space currently in Smith and Kolthoff Halls.
- Provide modern chemistry teaching laboratories to support evidence-based instructional methods such as guided inquiry, active learning, and active student collaboration, as well as improved spaces for student-teacher interaction.
- Accommodate current and future projections of student demand for undergraduate laboratory instruction in the core physical sciences.

2. Scope of Project

The proposed Chemistry Undergraduate Teaching Laboratories will remove circa-1954 building additions, renovate the remaining existing 1928 Fraser Hall, and construct a new five-floor addition with penthouse. The total project includes renovation of approximately 23,470 GSF and 93,965 GSF new construction, for a total project area of 117,435 GSF.

- Renovated and new spaces will include seven general chemistry, four life sciences, and seven organic chemistry teaching labs with associated student collaboration and prep/storage
- Tutoring and informal student collaboration, professional offices
- Renovated general purpose classrooms
- Future nuclear magnetic resonance (NMR) space
- Loading, storage, and operational support spaces

Existing mechanical, electrical, and life safety systems will be replaced. This project meets B3/SB2030 guidelines.

This Amendment provides funding to finalize design and advance early construction activities including abatement and demolition.

3. Campus Plan

The project complies with the Twin Cities Campus Plan dated December 2021.

4. Environmental Issues

Geotechnical and environmental testing identified poor soils along a former railroad corridor bisecting the site, which impacts the structural design at the existing building and addition. Both the 1928 and 1954 buildings require hazardous material abatement based on the current survey by the Facilities Management Hazardous Materials Program; the project budget includes remediation costs. There are no other known environmental issues on this site.

5. Cost Estimate

Construction Cost	\$100,970,130
Non-Construction Cost	\$11,958,870
<u>Total Project Cost</u>	<u>\$112,929,000</u>

6. Capital Funding

Funding this Capital Budget Amendment:

College of Science and Engineering	\$3,000,000
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Design Funding to Date:

College of Science and Engineering	\$2,193,640
<u>State Funding</u>	<u>\$3,286,000</u>
Total Capital Funding to date	\$5,479,640

Future Funding:

State Funding	\$72,000,000
<u>Additional College of Science and Engineering</u>	<u>\$32,449,360</u>
Future Capital Funding	<u>\$104,449,360</u>
Project Total	\$112,929,000

7. Capital Budget Approvals

The FY2021 Annual Capital Budget included \$1,500,000 for project design cost through Schematic Design. In response to the State's October 2020 approval of a bonding bill, a Capital Budget Amendment was approved by the Board at its December 2020 meeting and included \$3,979,640 for design for this project, for total design funding of \$5,479,640.

This current Capital Budget Amendment is to provide funding to allow the project to finalize design and advance early construction activities including abatement and demolition. Advancing this work will allow project completion by fall semester 2024 if State bond funding for project construction is approved in the 2022 legislative session.

8. Annual Operating and Maintenance Cost

The anticipated additional operating cost is \$1,389,534 or \$11.42/sf.

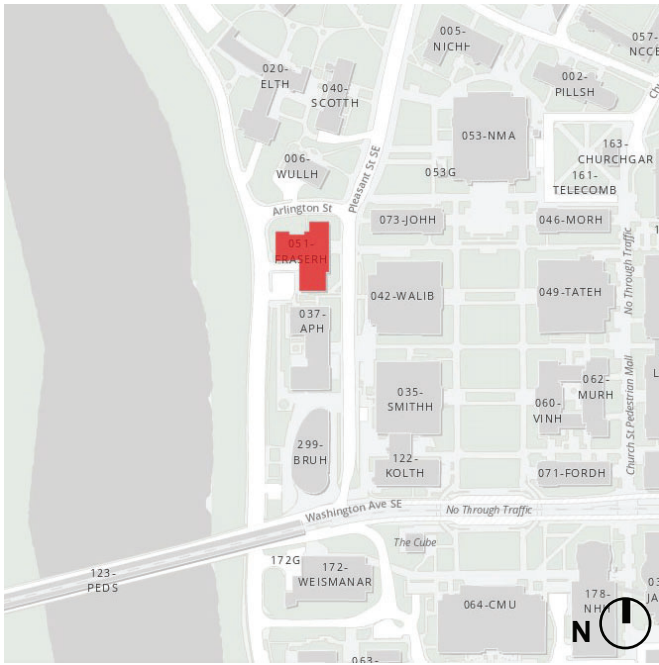
9. Time Schedule

Proposed Design Completion:	August 2022
Proposed Substantial Completion:	August 2024

10. Project Team

Architect of Record:	BWBR
Construction Manager at Risk:	Mortenson Company

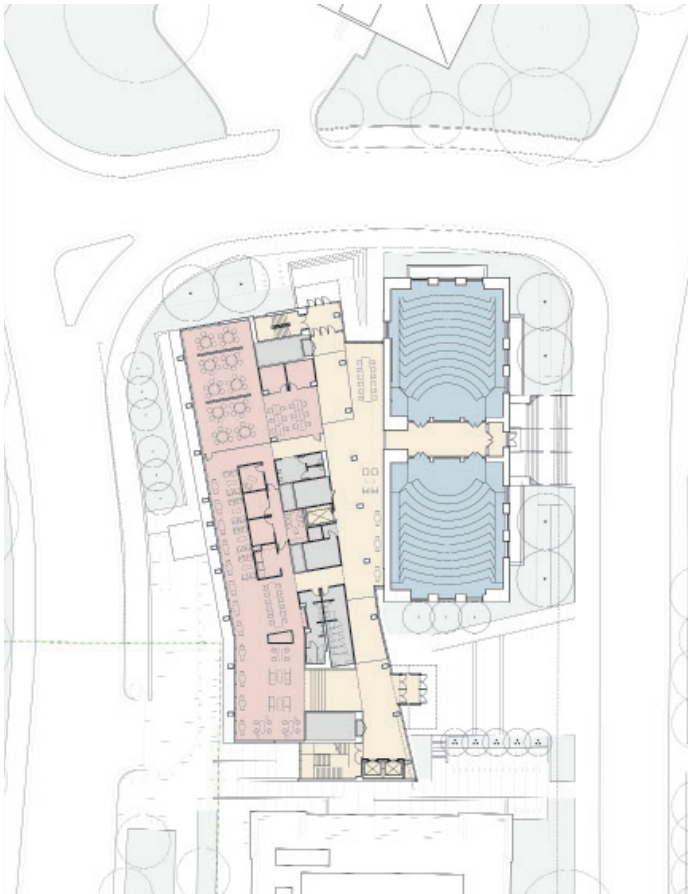
CHEMISTRY UNDERGRADUATE TEACHING LABORATORY



KEY PLAN



LABORATORY RENDERING



FLOOR 1



FLOOR 2



VIEW FROM NORTHWEST



VIEW FROM SOUTHEAST

**Schematic Design: Burton and Virginia Myers Education Center
Minnesota Landscape Arboretum
Project No. 22-063-20-4741**

1. Basis for Project

The Burton and Virginia Myers Education Center (Myers Education Center) represents an important collaboration among the University of Minnesota Landscape Arboretum, Extension, and the College of Food, Agriculture, and Natural Resource Sciences. The Myers Education Center will consolidate and support continuing education of volunteers, staff, and the public at the Arboretum. This initiative will engage a broad range of stakeholders, from Minnesota agricultural producers and associations to interested individuals who share a common interest in advancing the public's knowledge of agriculture and horticulture to:

- Inspire and Educate: horticulture, gardening, and sustainable landscape principles and practices.
- House the Master Gardener state office and Arboretum adult education staff: the activities of the University of Minnesota Extension Master Gardeners benefit schools, community gardens, youth programs, environmental education programs, and farmers markets; this new building will provide a single departmental space for the education and Master Gardner team.
- Integrate historically inspired farmhouse features with sustainable building practices.

This project was previously recorded as the Master Gardener and Farm and Garden Education Center.

2. Scope of Project

The Myers Education Center will serve as the second of a three-building complex on the 28-acre Landscape Arboretum east campus. The project is situated adjacent to the Bost Red Barn, Summer Kitchen, Event Lawns, and the Tashjian Bee and Pollinator Discovery Center.

The new building will be a 4,560 GSF single-story wood framed building. The aesthetic of the building is inspired by a farmhouse and complements the adjacent east campus structures with clean lines and simple and maintainable materials.

The interior spaces will foster three environments:

1. Public lobby and restrooms
2. Arboretum education and Extension Master Gardener offices
3. Demonstration kitchen

Included within the public space zones will be both interior as well as exterior areas to gather and teach.

3. Master Plan

The Myers Education Center complies with the Minnesota Landscape Arboretum Master Plan update dated August 2018.

4. Environmental Issues

No known environmental issues.

5. Cost Estimate

Construction Cost	\$ 2,247,000
Non-Construction Cost	\$ 733,000
Total Project Cost	\$ 2,980,000

6. Capital Funding

Arboretum	\$ 2,980,000
Total Capital Funding	\$ 2,980,000

7. Capital Budget Approvals

The project (formerly Farm and Garden Education Center) was approved in the FY2022 Annual Capital Budget in the amount of \$2,455,452. Market conditions have increased project costs.

8. Annual Operating and Maintenance Cost:

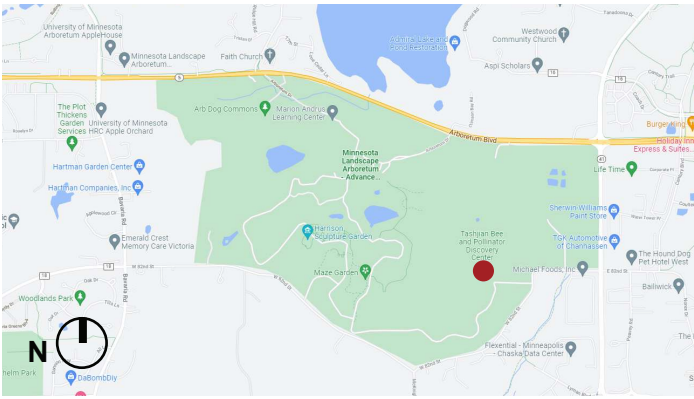
The Arboretum will cover all operating and maintenance costs for this building.

9. Time Schedule:

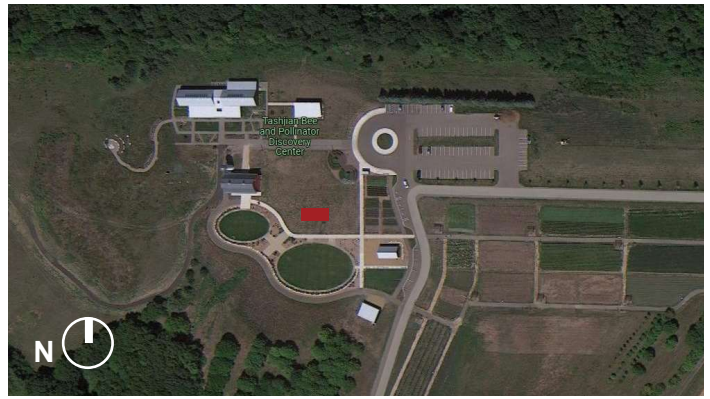
Proposed Design Completion:	April 2022
Proposed Substantial Completion:	February 2023

10. Project Team:

Architect:	Architecture Advantage
Construction Manager at Risk:	Gardner Builders



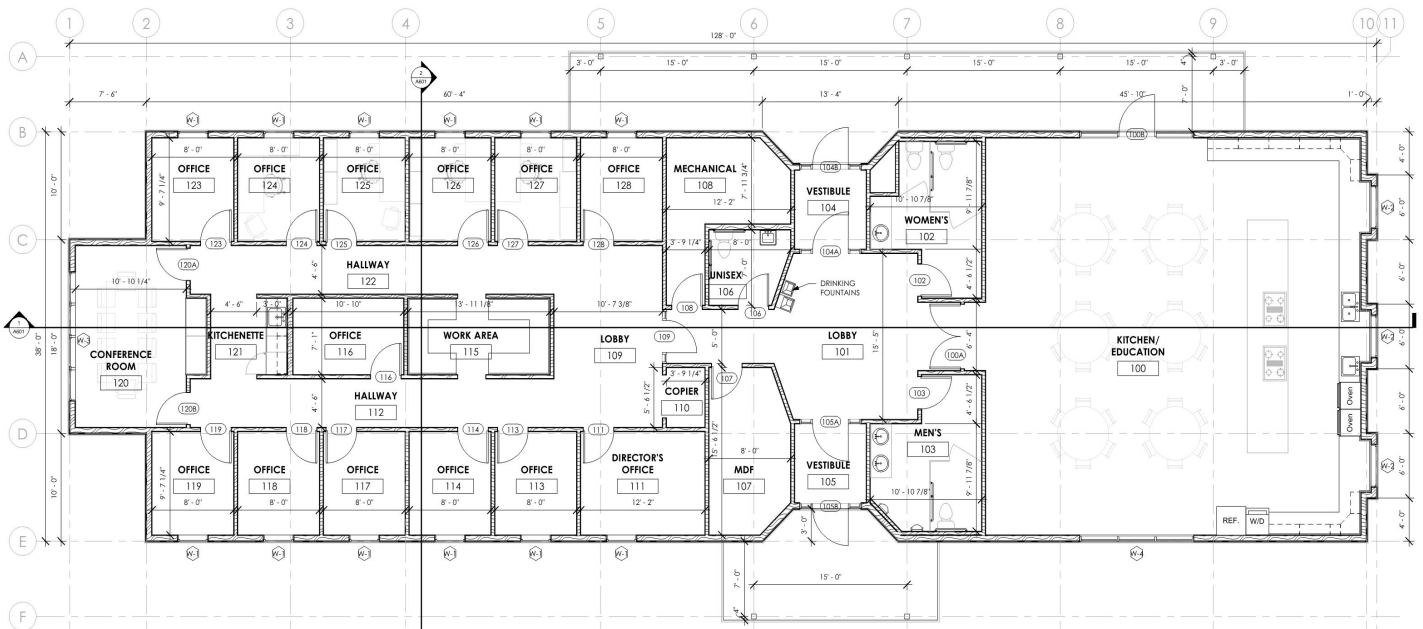
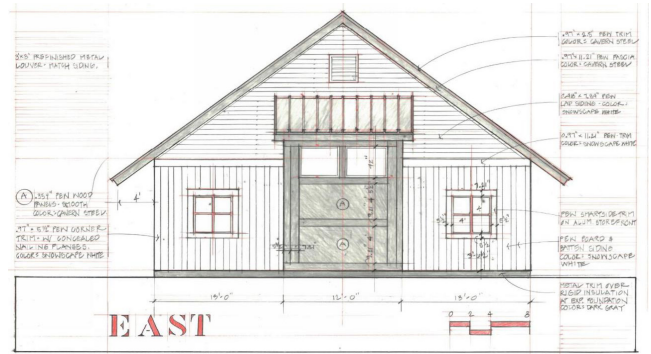
LOCATION MAP



SITE - AERIAL VIEW



RENDERING - FACING SOUTHWEST



SCHEMATIC FLOOR PLAN - NTS

PROPOSED DESIGN

**BOARD OF REGENTS FINANCE & OPERATIONS COMMITTEE
CONSENT REPORT
EXTENSION/AMENDMENT TO EMPLOYMENT AGREEMENT – LINDSAY WHALEN
MARCH, 2022**

Pending approval by the Board of Regents, Lindsay Whalen’s employment agreement as Head Women’s Basketball Coach, University of Minnesota, Twin Cities, will be extended and amended.

Position Overview

Head women’s basketball coach is a leadership position reporting directly to the executive associate athletics director and athletics director. The head women’s basketball coach must be adept at building and maintaining a women’s basketball program of 15 students and an approximate staff of six full-time staff that achieves at high levels academically, athletically, and socially.

Summary of Employment Extension/Amendments

- Term is April 13, 2020 to April 12, 2025 (1-year extension)
- Coach Whalen’s annual salaries are listed below:
 - Year 1 - \$496,500
 - Year 2 - \$521,325
 - Year 3 - \$547,391
 - Year 4 - \$574,761
 - Year 5 - \$600,000
- The University may terminate this Agreement at any time without cause upon thirty (30) days written notice to Coach. In such event, the University shall pay Coach a Termination Fee for the remaining Term of Employment based upon the following total amount available for each contract year:
 - Year 1 - \$496,500
 - Year 2 - \$330,000
 - Year 3 - \$225,000
 - Year 4 - \$215,000
 - Year 5 - \$0 - If Coaches finishes the season with a winning Big Ten Conference regular season record during any contract year, the Termination Fee for contract year five will be \$215,000, instead of \$0.
- In the event Coach terminates this Agreement during the Term of Employment without just cause (which is hereby permitted) to accept a position that involves basketball coaching at any level, regardless of the position title, Coach shall pay the University a Termination Fee for the remaining Term of Employment based upon the following total amount available for each contract year:
 - Year 1 - \$496,500
 - Year 2 - \$330,000

- Year 3 - \$225,000
 - Year 4 - \$215,000
 - Year 5 - \$0
- In the event Coach terminates this Agreement during the Term of Employment without just cause (which is hereby permitted) to accept a position that does not involve basketball coaching, Coach shall pay a Termination Fee of fifty thousand dollars (\$50,000).

AMENDMENT TO EMPLOYMENT AGREEMENT

This is an amendment to the Employment Agreement between the University of Minnesota (the “University”), on behalf of its Department of Intercollegiate Athletics on the Twin Cities campus (the “Department”), and Lindsay Whalen (“Coach”), entered into effective April 13, 2018 (the “Employment Agreement”), as amended effective May 10, 2018 (the “First Amendment”), and as amended again effective December 15, 2019 (the “Second Amendment”). The University and Coach do now mutually desire to amend certain terms of the Employment Agreement by entering into this amendment to the Employment Agreement, effective March 11, 2022 (the “Third Amendment”).

NOW, THEREFORE, in consideration of the mutual promises and covenants contained in this Third Amendment, and such other good and valuable consideration the receipt and sufficiency of which the parties hereby acknowledge, the parties agree to amend the Employment Agreement as follows:

1. Section 1.1 is deleted and replaced with the following:

1.1 Employment Term. Subject to the terms and conditions of this Agreement, the University hereby employs Coach as head coach of the Team, and Coach agrees to be so employed by the University, for a term commencing on April 13, 2020, and ending on April 12, 2025 (the “Term of Employment”). As used in this Agreement, “contract year” refers to each period from April 13 through the following April 12 during the Term of Employment (e.g., contract year one is April 13, 2020, through April 12, 2021; contract year two is April 13, 2021, through April 12, 2022; and so on).

2. Section 2.1.1 is deleted and replaced with the following:

2.1.1 Subject to the terms of this Agreement, for all services rendered by Coach on behalf of the University, Coach’s annual full-time equivalent base salary shall be:

- Four hundred ninety six thousand five hundred dollars (\$496,500) for contract year one;
- Five hundred twenty one thousand three hundred twenty five dollars (\$521,325) for contract year two;
- Five hundred forty seven thousand three hundred ninety one dollars (\$547,391) for contract year three;
- Five hundred seventy four thousand seven hundred sixty one dollars (\$574,761) for contract year four; and
- Six hundred thousand dollars (\$600,000) for contract year five.

3. Section 3.2.1 is deleted and replaced with the following:

3.2.1. The University may terminate this Agreement at any time without cause upon thirty (30) days written notice to Coach. In such event, the University shall pay Coach a Termination Fee for the remaining Term of Employment based upon the following total

amount available for each contract year: four hundred ninety six thousand five hundred dollars (\$496,500) for contract year one; three hundred thirty thousand dollars (\$330,000) for contract year two; two hundred twenty five thousand dollars (\$225,000) for contract year three; two hundred fifteen thousand dollars (\$215,000) for contract year four; and zero dollars (\$0) for contract year five. If Coach finishes a season with a winning Big Ten Conference regular season record during any contract year, the Termination Fee for contract year five will be two hundred fifteen thousand dollars (\$215,000) instead of zero dollars (\$0). So, for example, if termination occurred half-way through the end of contract year three, and Coach had not finished any season with a winning Big Ten Conference regular season record during any contract year, the payment would be three hundred twenty seven thousand five hundred dollars (\$327,500), i.e., one hundred twelve thousand five hundred dollars (\$112,500) for the remainder of contract year three; two hundred fifteen thousand dollars (\$215,000) for contract year four; and zero dollars (\$0) for contract year five. If Coach had finished any season with a winning Big Ten Conference regular season record, the amount for contract year five would be two hundred fifteen thousand dollars (\$215,000) instead of zero dollars (\$0), and the total payment would be five hundred forty five thousand five hundred dollars (\$542,500). Except for the termination fee, the University will not be responsible for any payments or benefits after the date of such a termination.

4. **Section 3.6 is deleted and replaced with the following:**

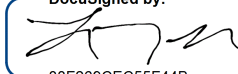
3.6. Coach's Right to Terminate Without Just Cause. In the event Coach terminates this Agreement during the Term of Employment without just cause (which is hereby permitted) to accept a position that involves basketball coaching at any level, regardless of the position title, Coach shall pay the University a Termination Fee for the remaining Term of Employment based upon the following total amount available for each contract year: four hundred ninety six thousand five hundred dollars (\$496,500) for contract year one; three hundred thirty thousand dollars (\$330,000) for contract year two; two hundred twenty five thousand dollars (\$225,000) for contract year three; two hundred fifteen thousand dollars (\$215,000) for contract year four; and zero dollars (\$0) for contract year five. In the event Coach terminates this Agreement during the Term of Employment without just cause (which is hereby permitted) to accept a position that does not involve basketball coaching, Coach shall pay a Termination Fee of fifty thousand dollars (\$50,000). The University will not be responsible for any payments or benefits after the date of such a termination. Any payment under this Section 3.6 shall be made no later than sixty (60) days from the date of notice of termination. The University and Coach agree to execute a release agreement in the form attached as Exhibit C in connection with this payment.

5. Except as expressly provided in this Third Amendment, each and every term and condition of the Employment Agreement, as amended by the First Amendment and Second Amendment, shall remain unchanged.

6. The parties acknowledge and agree that this Amendment is subject to formal approval by the University's Board of Regents (BOR). This Amendment shall not be final or binding under formally approved by the BOR.

IN WITNESS WHEREOF, the undersigned have caused this Third Amendment to be executed as of the effective date shown above.

Date: 2/28/2022

DocuSigned by:

88F269CEC55E44B...
Lindsay Whalen

REGENTS OF THE UNIVERISTY OF MINNESOTA

Date: _____

By: _____
Joan Gabel
President

Date: _____

By: _____
Mark Coyle
Athletics Director

Reviewed as to Form:

Date: _____

By: _____
Brent Benrud
Senior Associate General Counsel

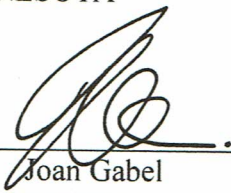
IN WITNESS WHEREOF, the undersigned have caused this Third Amendment to be executed as of the effective date shown above.

Date: _____

Lindsay Whalen

REGENTS OF THE UNIVERISTY OF
MINNESOTA

Date: 03/01/2022

By: 

Joan Gabel
President

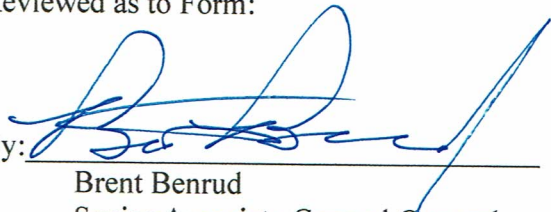
Date: 2/28/2022

By: M-K Co

Mark Coyle
Athletics Director

Reviewed as to Form:

Date: 3.1.2022

By: 

Brent Benrud
Senior Associate General Counsel



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**The Proposed Labor Agreement with District Council No. 1
of the Graphic Communications Conference International Brotherhood of
Teamsters, Unit 2 Local 1B**

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

WHEREAS, District Council No. 1 of the Graphic Communications Conference International Brotherhood of Teamsters, Unit 2 Local 1B has ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Board of Regents docket materials for March 11, 2022.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**The Proposed Labor Agreement with Graphic Communications Conference
of the International Brotherhood of Teamsters, Unit 2 Local 1M**

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

WHEREAS, Graphic Communications Conference of the International Brotherhood of Teamsters, Unit 2 Local 1M has ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the Board of Regents docket materials for March 11, 2022.

**University of Minnesota Board of Regents Meeting
March 11, 2022**

Consent Report: Request to Grant Tenure to Internal Hires

The Executive Vice President and Provost recommends Silvia Mangia and Christopher Tignanelli from the Medical School for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Silvia Mangia, professor with tenure, Department of Radiology

Dr. Mangia has an acclaimed international reputation as a leader in the development of functional magnetic resonance spectroscopy and imaging as tools to measure brain metabolism, structure and function. She earned her Ph.D. from the University of Rome in 2003. She has worked in the Department of Radiology since 2006.

Christopher Tignanelli, associate professor with tenure, Department of Surgery

Dr. Tignanelli has a distinguished record of academic achievement across both surgical and informatics disciplines. His research portfolio is notable for methodological contributions in the computer science domain and translational research that has leveraged technologies to improve health outcomes. He earned his M.D. from the University of Medicine and Dentistry of New Jersey in 2009. He has been a faculty member in the Department of Surgery since 2017.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

AGENDA ITEM: Vision for Academic Health Sciences Projects: Twin Cities and Duluth

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Myron Frans, Senior Vice President for Finance and Operations
Jakub Tolar, Vice President for Clinical Affairs and Medical School Dean

PURPOSE & KEY POINTS

The purpose of this item is an overview of two projects designed to create new space for classrooms, labs, and research with the goal of expanding the University of Minnesota’s capacity to provide world-class health care for all Minnesotans. Both projects support several of MPact 2025 goals, including focus areas of recruiting diverse students, faculty and staff; leading health care delivery models; research growth; and overall student success.

These projects were included in the University’s 2022 revised state capital request, approved by the Board in December 2021.

Academic Health Center in the Duluth Medical District

The University has requested \$12 million in state funding to design a new academic health facility in the Duluth Medical District. The University would provide \$6 million in matching funds. The new building would provide high-demand health care education and interprofessional training in collaboration with the two Duluth health care systems, Essentia Health and St. Luke’s. The project supports the vision of bringing world-class healthcare to greater Minnesota and providing patient access to groundbreaking clinical trials and subspecialists in an academic practice. If this request is successful, building design could begin this summer.

The request for funding to design an academic health center in Duluth follows recent investment by the City of Duluth and State of Minnesota. In 2019, the State designated \$97.2 million in bonding toward improvements in the Duluth Regional Exchange District, referred to now as the Duluth Medical District, for the benefit of the community, Essentia Health and St. Luke’s. This was in partnership with the City of Duluth, which invested \$10 million in public improvements. This investment by the University is consistent with the improvements for this area and would further the regional impact of the district.

Health Discovery Hub

The proposed Health Discovery Hub – formerly called the Clinical Research Facility – is the second of two facilities recommended by the 2015 Governor’s Blue Ribbon Commission. The first facility was the Health Sciences Education Center, which opened in 2020.

The University has proposed a project to fund and design a \$252 million, 275,000 square foot facility on the Twin Cities campus to improve Minnesotans’ access to advanced treatments, state-of-the-art care, and cross-collaborative health teams. The University has requested \$140 million in state funding for design and construction, and would provide \$70 million in matching funds. A portion of the building will house a community partner.

If this request is successful, this project will move up a year, enabling the University to begin schematic design immediately.

This hub will be home to patient-centered research clinics, the rural Minnesota health clinical research network, a medical device center to test new technologies, the Clinical Translational Science Institute, and the Masonic Cancer Center Clinical Trials Office.

Vision for Health Sciences Projects: Academic Health Center – Duluth Health Discovery Hub - Twin Cities

Myron Frans, Senior Vice President for Finance & Operations

Jakub Tolar, Vice President for Clinical Affairs & Medical School Dean

Board of Regents

March 11, 2022

SENIOR VICE PRESIDENT FOR FINANCE AND OPERATIONS

World Class Services for a World Class University



Setting the Stage

- High demand for quality, innovative, sustainable healthcare
- High demand for healthcare talent
- Need to attract and retain talent, especially in greater MN
- Healthcare systems need professionals trained in integrated care delivery
- State, local, and business investments



Health Sciences Today

- Training programs in the Twin Cities, Duluth, Rochester, and St. Cloud (Medicine, Pharmacy, Nursing, Dentistry)
- We train 70% of health care professionals in Minnesota
- Growing programs require more:
 - Clinical training partnerships
 - Integrated care and team training
 - Specialized facilities and support for remote connections



Once in a Generation Opportunity

- Expand our capacity to provide world-class care for all Minnesotans
- Reduce disparity in health outcomes for minority populations
- Support our land-grant mission and continued commitment to the entire state
- Provide patient access to groundbreaking clinical trials, subspecialists in an academic practice
- Enhance student experience through interprofessional education and practice collaboration





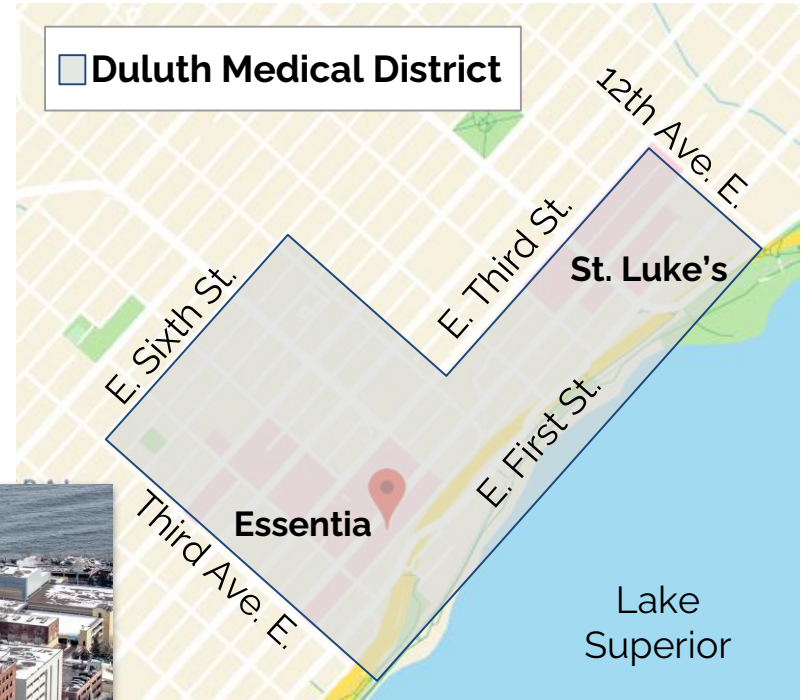
Two Projects Supporting our Health Sciences Vision



Academic Health Center - Duluth

Duluth Medical District

- Downtown Duluth
- 2 regional medical centers
- \$97.2M state investment
- \$10M City of Duluth investment



Essentia Health Investing \$900 Million

- Constructing new building to replace St. Mary's Medical Center
- Renovating existing buildings
- Expected completion: 2023



St. Luke's Campus Expansion

- Multi-year, multi-phase plan to redevelop entire medical campus
- \$37.5M emergency room expansion complete
- \$300M new hospital tower planned



U of M Academic Health Center - Duluth

- Proposal: \$12 million state, \$6 million University for design of new building in Duluth Medical Center
- Creates new space for classrooms, specialty labs, student life, and more
- Integrated teaching and clinical research with Essentia and St. Luke's
- Fully integrated with the amenities and features of the Duluth Medical District



Planning: Academic Health Center - Duluth

Activities underway

- Evaluating potential sites
- Conducting program assessment
- Engaging with legislators to support supplemental request

If design funding approved in 2022 legislative session

- Predesign (6 months)
- Design (14 months)
- Construction (27 months) - requires additional state funding





Health Discovery Hub - Twin Cities

Health Discovery Hub - Twin Cities

- Proposal: \$252M to design and construct a new facility
- 275,000 square feet
- Second of two facilities recommended by Governor's 2015 Blue Ribbon Commission



Pictured: Clinics and Surgery Center

Health Discovery Hub - Twin Cities

- Hub for statewide clinical trials and research, in partnership with the community
- Specific focus on rural clinical trials
- Integrated research and clinical care in neurosciences
- Innovation lab to partner with industry development of tools and techniques that promote independent living



Planning: Health Discovery Hub

Activities underway

- Predesign (4 months remain)
- Full facility design (commencing after Predesign)
- Engaging with legislators to support supplemental request

If construction funding approved 2022 legislative session

- Design (17 months)
- Construction (24 months)





UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

AGENDA ITEM: Supplemental Budget Request: Student Support

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Julie Tonneson, Vice President and Budget Director

Robert McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is discussion of the current status of several key University scholarship programs, focusing on the University’s legislative request for the Promise Enhancement Program and Greater Minnesota Scholarship programs.

The supplemental request to the State of Minnesota is for an expansion of the original Promise Program in two directions – the Promise Enhancement Program and the Greater Minnesota Recruitment Scholarship. The goals are to 1) target financial support to Minnesota undergraduates in a way that addresses a national problem by reducing student debt in Minnesota, and 2) bolster enrollment on the Crookston, Duluth, Morris, and Rochester campuses.

Current Promise Program

The Promise Program started in 2007 as the Founders Free Tuition Program. The program was redesigned in 2010 as the Promise Programs.

The current need-based, systemwide program supports 13,000-14,000 Minnesota families and students annually. In Fall 2021, Minnesota beneficiaries of this program were:

- 61 percent of FAFSA-filing families from Greater Minnesota (4,181 families)
- 56 percent of FAFSA-filing families from the Twin Cities Metro (8,600 families)
- 71 percent of BIPOC students whose families filed a FAFSA (5,260 BIPOC students)
- 73 percent of first-generation college students whose families filed a FAFSA (5,749 first-generation students)

In response to the MPact 2025 Systemwide Strategic Plan (MPact 2025), the Promise Program was expanded in Fall 2021 to include the [Promise Plus Free Tuition Program](#). This fall, 1,242 students whose families earn less than \$50,000 per year had their full tuition covered by a combination of federal, state, and University gift aid. These students have a guarantee from the University that their tuition will remain fully covered by this “last dollar” four-year scholarship, even if the gift aid they

receive from other sources changes, as long as they continue to meet the program criteria (see [program website](#) for full details).

Native American Free and Reduced Tuition Program

For Fall 2022, the [Native American Free and Reduced Tuition](#) program will be implemented on the Crookston, Duluth, Rochester, and Twin Cities campuses. This program will extend full tuition grants to enrolled citizens of the 11 federally recognized Tribal Nations in Minnesota who enter as new freshmen, or transfer students from the Minnesota Tribal Colleges, for those families making less than \$75,000. The program also guarantees 90 percent of tuition for families earning up to \$100,000, and 80 percent of tuition for families earning up to \$125,000.

This program supplements but does not substitute for the University of Minnesota Morris program where, because of its unique history, all Native American students are awarded a full tuition scholarship.

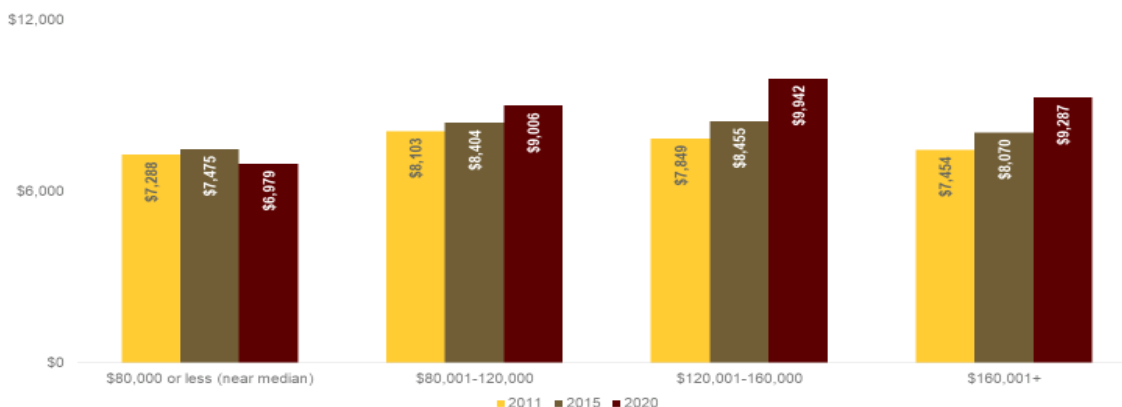
The Supplemental Request

Promise Enhancement Program

Inflation has financially stressed families currently covered by the Promise Program. This proposal will increase the amount of support offered for all who are currently covered by somewhere between \$1,100- \$2,000 per year, depending on their income level.

Although the Promise Program enables the University to minimize student loan debt for lower-income households, middle-income families continue to borrow higher amounts. The population of students with the highest level of debt come from families with incomes in the range of \$120,001 to \$160,000. Systemwide, in 2020 the average annual student loan borrowing for Minnesota families making \$120,001–\$160,000 was \$9,942. This population doesn't qualify for Pell funding or state grant funding and isn't currently covered under existing University programs. This proposal expands the Promise Program to help meet the needs of middle-income families and help them limit their borrowing.

MN Resident Systemwide Average Annual Student Loan Debt by Income (AGI)



If this expansion is funded, more Minnesota families across the state will have financial support for college. Under an expanded Promise Program, the number of Minnesota families supported will rise from just over 13,000 to around 17,000. In all, 74 percent of Greater Minnesota FAFSA-filing families and 67 percent of Twin Cities metro FAFSA-filing families would receive funding. Approximately 5,750 BIPOC and 6,270 first-generation students would be supported by the enhanced program.

The Promise Program has been extremely successful; it is an approach that allows financial support to be targeted to Minnesota resident undergraduates with the greatest financial need. The University has continued to seek ways to expand and improve its reach and impact, via Promise Plus and the Native American-targeted program. This request would allow the University to continue this series of enhancements and help reduce the net Cost of Attendance for Minnesota students. Additional funding would result in increased financial support for current participants and expansion of the set of households eligible to receive this aid, ultimately continuing efforts to increase access and reduce student debt. Middle-income students, who carry the heaviest debt levels among those who borrow, would especially benefit.

Greater Minnesota Scholarship Program

The second component of the supplemental request proposes the Greater Minnesota Scholarship Program. This program is designed to provide a significant first-year scholarship for Minnesota high school graduates enrolling on any of the four Greater Minnesota campuses. This would be followed by additional scholarship support from Year 2 to Year 4 for those students.

The objective with this scholarship program is two-fold. The first objective is to retain more Minnesota residents within the University system, which is a significant goal of the Systemwide Strategic Enrollment Plan. The second objective is to increase enrollments on the Greater Minnesota campuses, where such a scholarship program would unquestionably be a major recruitment strategy.

The current model is for first-year enrolled students to receive a \$3,000 or \$4,000 award with another \$1,000 or \$2,000 award for years 2 through 4.

BACKGROUND INFORMATION

The Board recently discussed this and closely related topics at the following meetings:

- December 2021: *President's Recommended Supplemental 2022 State Budget Request*, Finance & Operations
- October 2021: *System Strategic Enrollment Plan*, Mission Fulfillment
- June 2021: *System Undergraduate Enrollment Update*, Mission Fulfillment

Supplemental Budget Request: Student Support

Board of Regents | March 11, 2021

Julie Tonneson

Vice President and Budget Director

Robert B. McMaster

Vice Provost and Dean of Undergraduate Education



UNIVERSITY OF MINNESOTA

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Included in the University's Supplemental Request to the State:

- **Enhanced Student Services:** **\$5 Million**
- **Student Financial Support:** **\$60 Million**
 - **Enhanced Promise Program**
 - **New Greater Minnesota Scholarship Program**



U of M Scholarships

Major Scholarship Programs (Federal, State, U of M)

- Pell Grants
- Minnesota State Grant
- University of Minnesota Promise
- University of Minnesota Promise Plus
- University of Minnesota Native American Free and Reduced Tuition Program
- Philanthropic Support

Proposed and Pending (with Minnesota Legislature)

- Promise Enhancement
- Greater Minnesota Recruitment Scholarship



MPact Systemwide Student Loan Debt at Graduation for NHS Entrants

	Graduation Year										
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Number of Graduates	6,234	6,675	6,575	6,657	6,690	6,675	6,841	7,084	7,213	7,323	7,779
Number of Graduates Without Student Loan Debt	2,093	2,271	2,296	2,299	2,400	2,578	2,593	2,776	2,892	3,000	3,285
% Without Student Loan Debt	33.6%	34.0%	34.9%	34.5%	35.9%	38.6%	37.9%	39.2%	40.1%	41.0%	42.2%
Number of Graduates with Student Loan Debt	4,141	4,404	4,279	4,358	4,290	4,097	4,248	4,308	4,321	4,323	4,494
% with Student Loan Debt	66.4%	66.0%	65.1%	65.5%	64.1%	61.4%	62.1%	60.8%	59.9%	59.0%	57.8%
Average Student Loan Debt (only includes borrowers)	\$28,809	\$30,031	\$28,999	\$27,911	\$27,620	\$27,738	\$27,565	\$27,299	\$27,864	\$28,021	\$28,044
Median Student Loan Debt (only includes borrowers)	\$25,520	\$26,870	\$26,444	\$26,000	\$25,779	\$25,732	\$25,726	\$24,855	\$24,740	\$24,842	\$23,997



U of M Promise Program

- The University of Minnesota Promise Program started in 2007 as the Founders Free Tuition Program. The current version (U of M Promise Program) supports 13,000-14,000 Minnesota families annually.
- Impact of U of M Promise
 - In Fall 2021, 61% of families (4,181) from Greater Minnesota and 56% (8,600) of families from the Twin Cities Metro benefit from the existing Promise Scholarship
 - 71% of BIPOC Minnesota students benefit from the existing Promise Program.
 - 73% of first generation college students benefit from the existing Promise.

Note: Data based on FAFSA filers.



U of M Promise Plus and Native American Tuition Programs

- The Fall 2021, in response to the MPACT 2025 strategic plan, the U of M expanded Promise to include the [Promise Plus Tuition Guarantee](#).
- This Fall, 1,242 students whose families earn less than \$50,000/year had their full tuition covered by a combination of federal, state and University gift aid.
- For Fall 2022 the system will start the [Native American Free and Reduced Tuition](#) program.
 - This will ensure that enrolled citizens of the 11 federally-recognized Tribal Nations in Minnesota who enter as new freshmen, or transfer students from the Minnesota Tribal Colleges, receive full tuition grants for those families making less than \$75,000.
 - The program also guarantees 90% of tuition for families earning up to \$100,000, and 80% of tuition for families earning up to \$125,000.

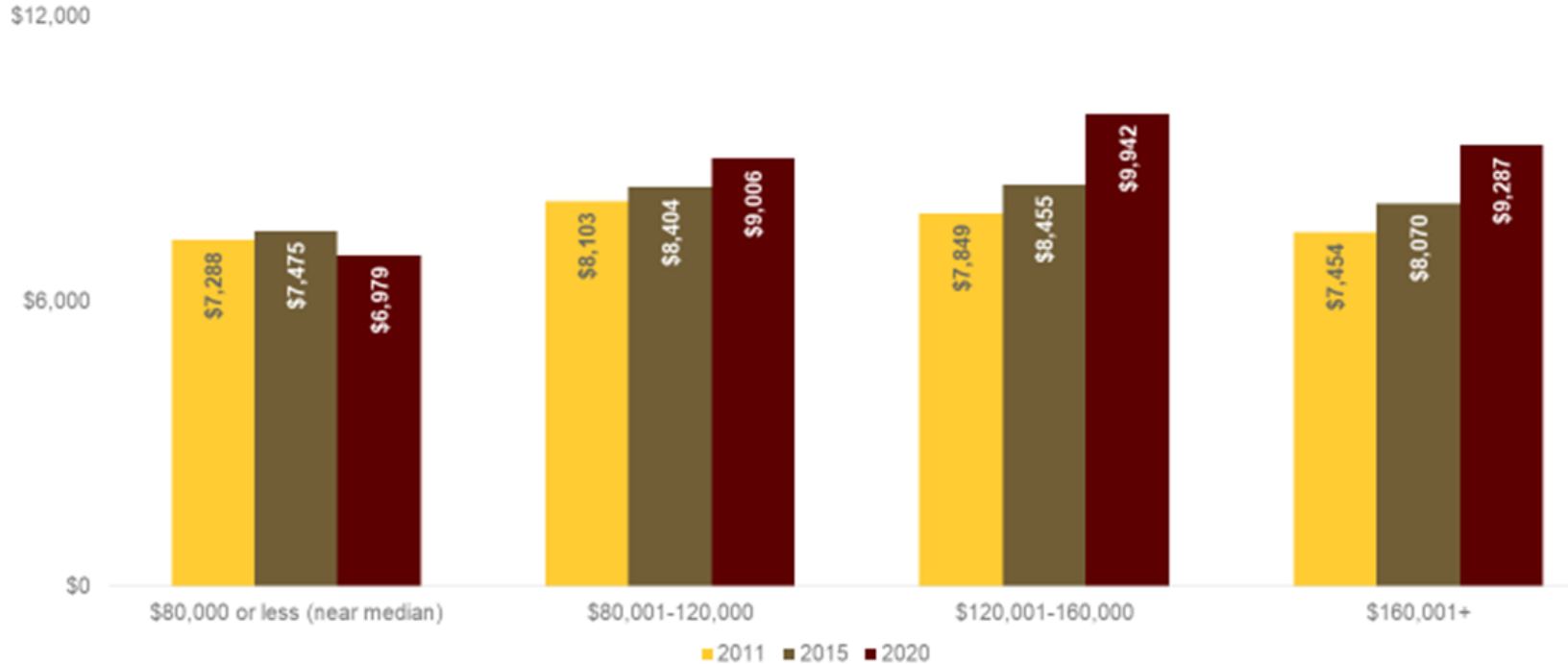


U of M Promise Enhancement

- Request 1 is for a \$30 million expansion (doubling) of the original Promise program with the ultimate goal to reduce student debt.
- This proposal will increase the amount of support offered for all who are currently covered by Promise somewhere between \$1,100 and \$2,000 per year, depending on their income level.
- Since the population of students with the highest level of debt come from families with incomes in the range of \$120,000 to \$160,000, this proposal expands the Promise program to help meet the needs of middle income families to help them limit their borrowing.
- Under this proposal, the number of Minnesota families supported will rise from just over 13,000 to around 17,000.
- Approximately 5,750 BIPOC and 6,270 first generation students would be supported by the enhanced program.



MN Resident Systemwide Average Student Loan Debt by Income (AGI)



Summary of Expanded Promise Program

	Existing Recipient Counts	% of Total Existing Recipients	Existing Promise Total Awards (in millions)	% of Existing Promise Total \$	Existing and Expanded Recipient Counts	% of Total Existing and Expanded Recipients	Existing and Expanded Promise Total Awards (in millions)	% of Existing and Expanded Promise Total \$
Pell students and Families making less than \$80,000 (near median)	9,142	65%	\$23.7	85%	9,142	54%	\$40.4	71%
Families making \$80,001-160,000 (AGI)	5,017	35%	\$4.3	15%	8,035	46%	\$16.9	29%
Total	14,159	100.00%	\$28.0	100%	17,177	100%	\$57.3	100%



Greater Minnesota Scholarship Program

- Request 2 is for the creation of the \$30 million Greater Minnesota Scholarship Program to increase enrollments on the Greater Minnesota campuses and retain more Minnesota residents in the system.
- The goal is to attract and retain students to UMC, UMD, UMM, and UMR.
- This program will allocate \$4,000 to \$5,000 in year one to every MN resident entering as a freshman on those campuses, and an additional \$1,000 to \$2,000 each year to each of those students for years 2 through 4.
- This new program is estimated to support 8,500 to 9,500 students per year when fully phased in, based on current enrollment levels.

Impact of Greater MN Scholarship

	Student N	Est. Annual Scholarship Range (Varies by Year 1-4)	Est. Total Scholarship (in millions)
Crookston	459	\$3,000 - \$5,000	\$1.6 - \$1.7
Duluth	6,126	\$3,000 - \$5,000	\$21.4 - \$23.0
Morris	882	\$3,000 - \$5,000	\$3.1 - \$3.3
Rochester	470	\$3,000 - \$5,000	\$1.6 - \$1.8
Total	7,937	\$3,000 - \$5,000	\$27.8 - \$29.8



Twin Cities Campus Debt Savings Estimate by Graduating in Four Years

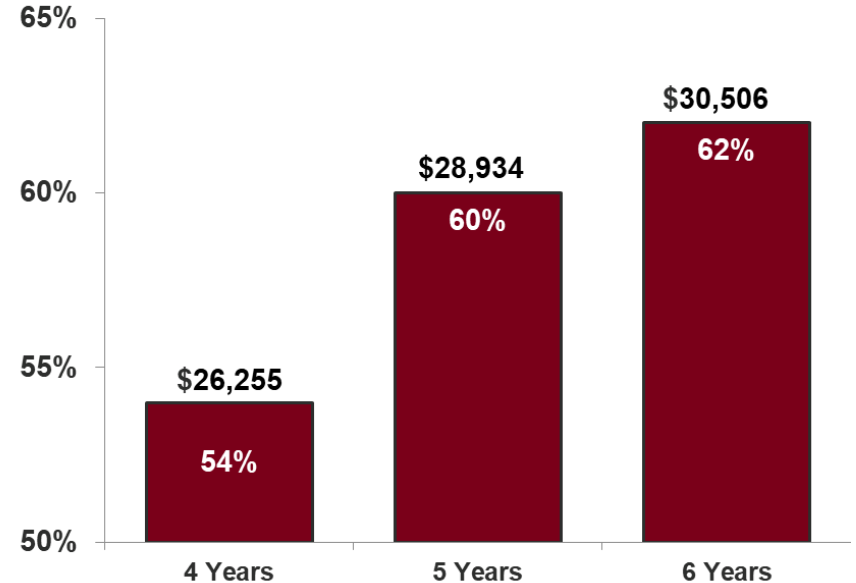
Reduced loan debt by up to
\$35 million

for students graduating 2010-2021

74.3% vs. 46.7%

four-year graduation rate change in
13 cohorts

Fall 2015 Freshmen Impact on Student Debt:
% with Debt and Average Debt



Questions



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Current Funding of Promise Scholarships:

	State Appropriation	TC Cost Pools – Largely State O&M and Tuition	Gift & Endowment Funds (primarily)
• Promise Program	\$12M	\$19M	
• Promise Plus Tuition Guarantee	Within Promise Program		
• Native American Free and Reduced Tuition			Approximately \$0.3M



Promise Recipients by Campus

	2018		2019		2020		2021	
	Student N	Total \$	Student N	Total \$	Student N	Total \$	Student N	Total \$
Crookston	468	\$0.8	547	\$1.0	547	\$1.0	502	\$0.9
Duluth	3,745	\$6.9	3,741	\$7.0	3,568	\$6.5	3,123	\$5.7
Morris	706	\$1.4	705	\$1.4	658	\$1.3	566	\$1.0
Rochester	250	\$0.5	285	\$0.6	306	\$0.7	345	\$0.8
Twin Cities	9,118	\$18.5	9,157	\$18.5	9,175	\$18.9	8,942	\$18.4
Systemwide Total	14,287	\$28.1	14,435	\$28.5	14,254	\$28.4	13,478	\$26.9



Impact of Promise Expansion

	Student N	Cost of Attendance (2021 Avg.)	Current Need-based Aid Avg.	Current Net Cost Avg.	Expanded Promise Avg.	Need-based Aid with Expanded Promise Avg.	Increase in Need-based aid Avg.	Lower Net Cost after Expanded Promise Avg.
\$80,000 or less	9,142	\$25,445	\$11,821	\$13,623	\$4,414	\$13,610	+\$1,789	\$11,853
\$80,001-120,000	4,484	\$25,891	\$2,935	\$22,955	\$2,470	\$4,408	+\$1,473	\$21,481
\$120,001-160,000	3,551	\$26,091	\$479	\$25,657	\$1,630	\$1,944	+\$1,465	\$24,192
Total	17,177	\$25,700	\$7,080	\$18,626	\$3,311	\$8,718	+\$1,638	\$16,998



Original Proposal Expanded Need Based Aid

	Current Pell, SEOG & State Grant	Current Promise Scholarship	Current Total Need Based Aid	Net Cost after Current Need Based Aid	Increase in Promise Award Amount	Expanded Promise Scholarship	Expanded Need Based Aid Total	Net Cost after Expanded Need Based Aid
Lowest Income/EFC (\$0 EFC)	\$13,549	\$4,000	\$17,549	\$12,135	\$1,300	\$5,300	\$18,849	\$10,835
Low Income/EFC but still getting Pell grant (\$5,846 EFC)	\$8,931	\$1,411	\$10,342	\$19,342	\$2,119	\$3,530	\$12,461	\$17,223
Median Income (\$81,426 and \$9,200 EFC)	\$5,681	\$1,342	\$7,023	\$22,661	\$1,358	\$2,700	\$8,381	\$21,303
\$100,000 family income (\$17,450 EFC)	\$0	\$306	\$306	\$29,378	\$1,994	\$2,300	\$2,300	\$27,384
\$120,000 family income (\$23,400 EFC)	\$0	\$306	\$306	\$29,378	\$1,794	\$2,100	\$2,100	\$27,584
\$160,000 family income (\$35,500 EFC)	\$0	\$0	\$0	\$29,684	\$1,300	\$1,300	\$1,300	\$28,384

Assumes current cost of attendance at \$29,684 at the Twin Cities campus.

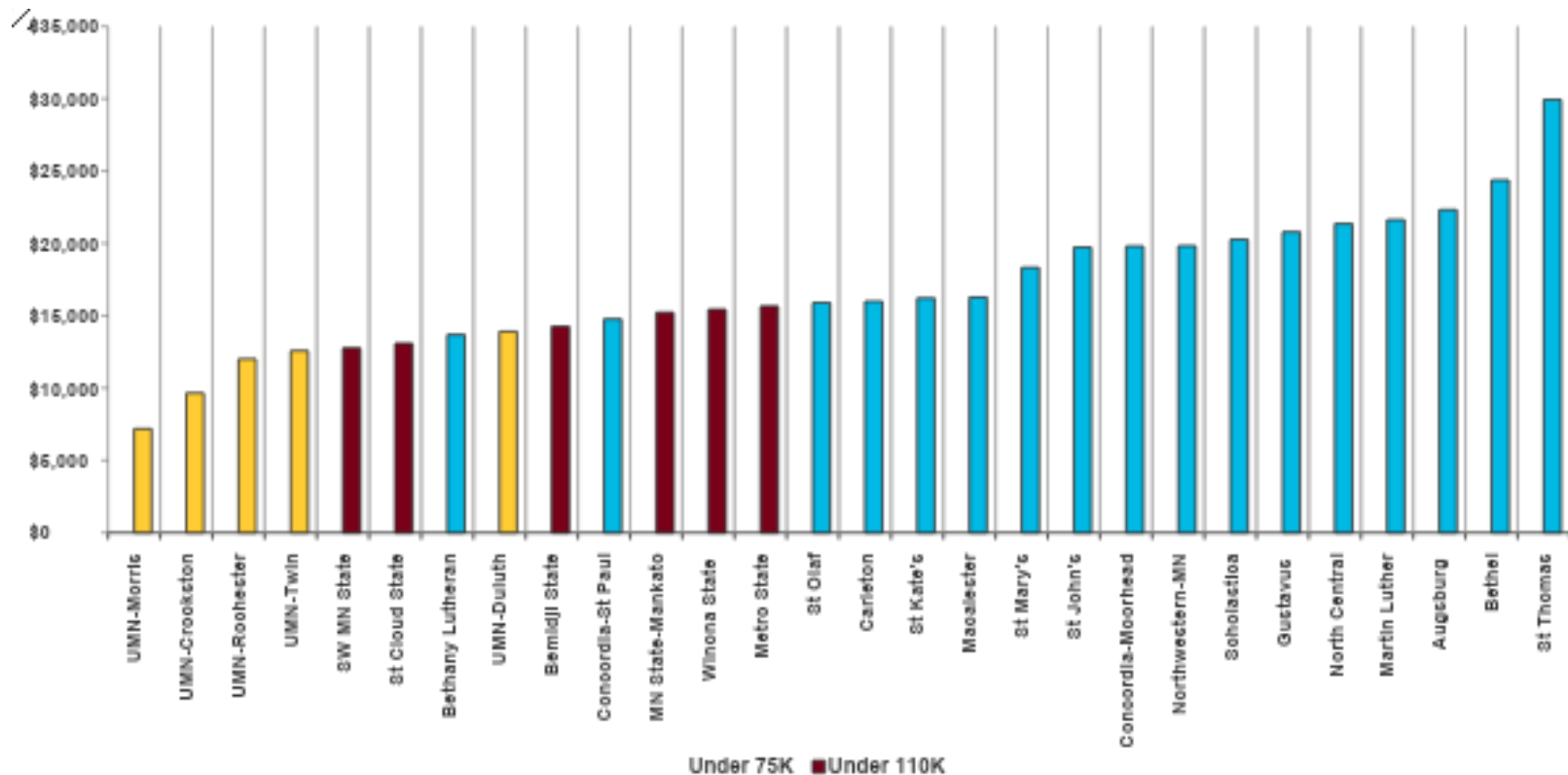


Middle Income Proposal Expanded Need Based Aid

	Cost of Attendance	Current Pell, SEOG, + State Grant	Current Promise Scholarship	Current Total Need Based Aid	Net Cost after Current Need Based Aid	Increase in Promise Award Amount	Expanded Promise Scholarship	Expanded Need Based Aid Total	Net Cost after Expanded Need Based Aid
Lowest Income/EFC (\$0 EFC)	\$29,684	\$13,549	\$4,000	\$17,549	\$12,135	\$1,000	\$5,000	\$18,549	\$11,135
Low Income/EFC but still getting Pell grant (\$5,846 EFC)	\$29,684	\$8,931	\$1,411	\$10,342	\$19,342	\$2,589	\$4,000	\$12,931	\$16,753
Median Income (\$81,426 and \$9,200 EFC)	\$29,684	\$5,681	\$1,342	\$7,023	\$22,661	\$2,158	\$3,500	\$9,181	\$20,503
\$100,000 family income (\$17,450 EFC)	\$29,684	\$0	\$306	\$306	\$29,378	\$2,694	\$3,000	\$3,000	\$26,684
\$120,000 family income (\$23,400 EFC)	\$29,684	\$0	\$306	\$306	\$29,378	\$1,694	\$2,000	\$2,000	\$27,684
\$160,000 family income (\$35,500 EFC)	\$29,684	\$0	\$0	\$0	\$29,684	\$500	\$500	\$500	\$29,184

Assumes current cost of attendance at \$29,684 at the Twin Cities campus.

Average Net Price for Fall 2019 New Freshmen From Minnesota Families Earning \$110,000 or Less

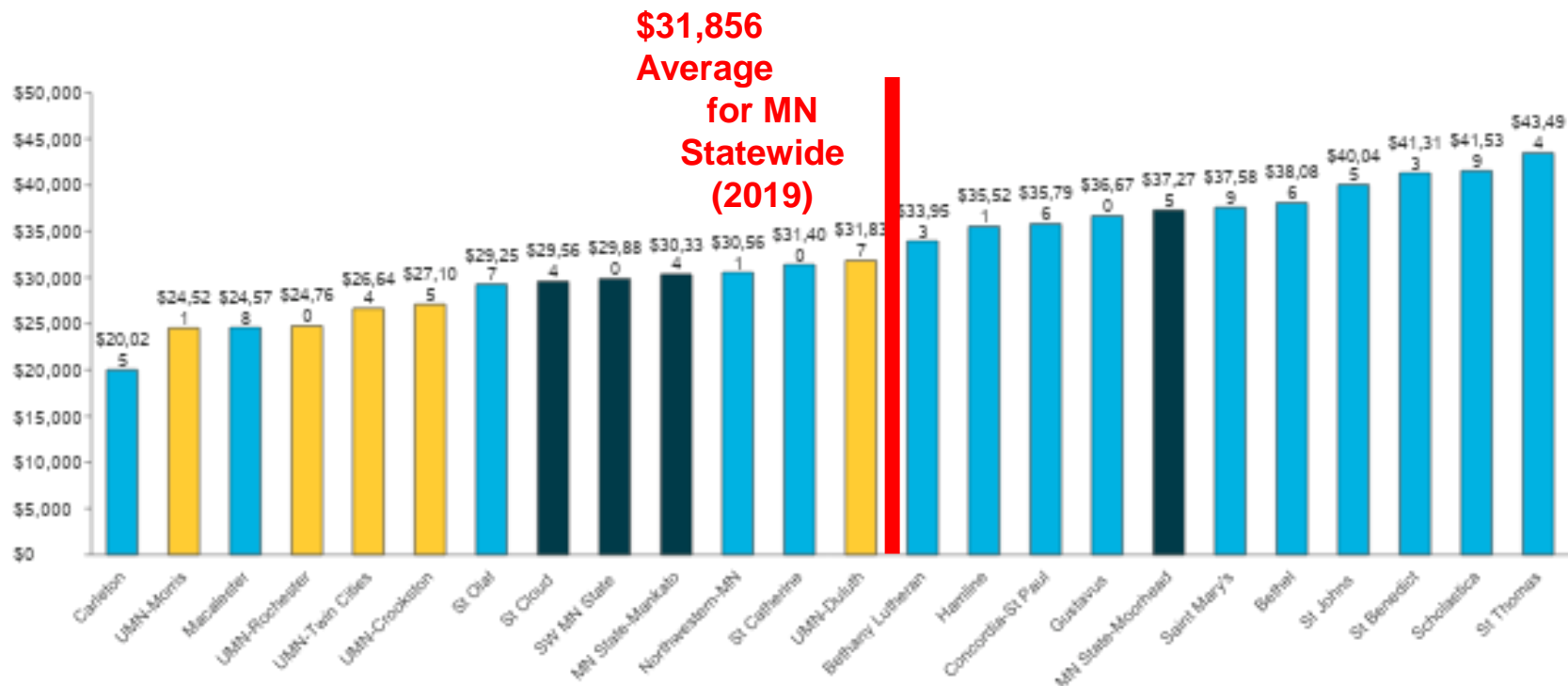


Includes all students receiving Title IV aid at private institutions and only students paying resident tuition and receiving Title IV aid at public institutions.

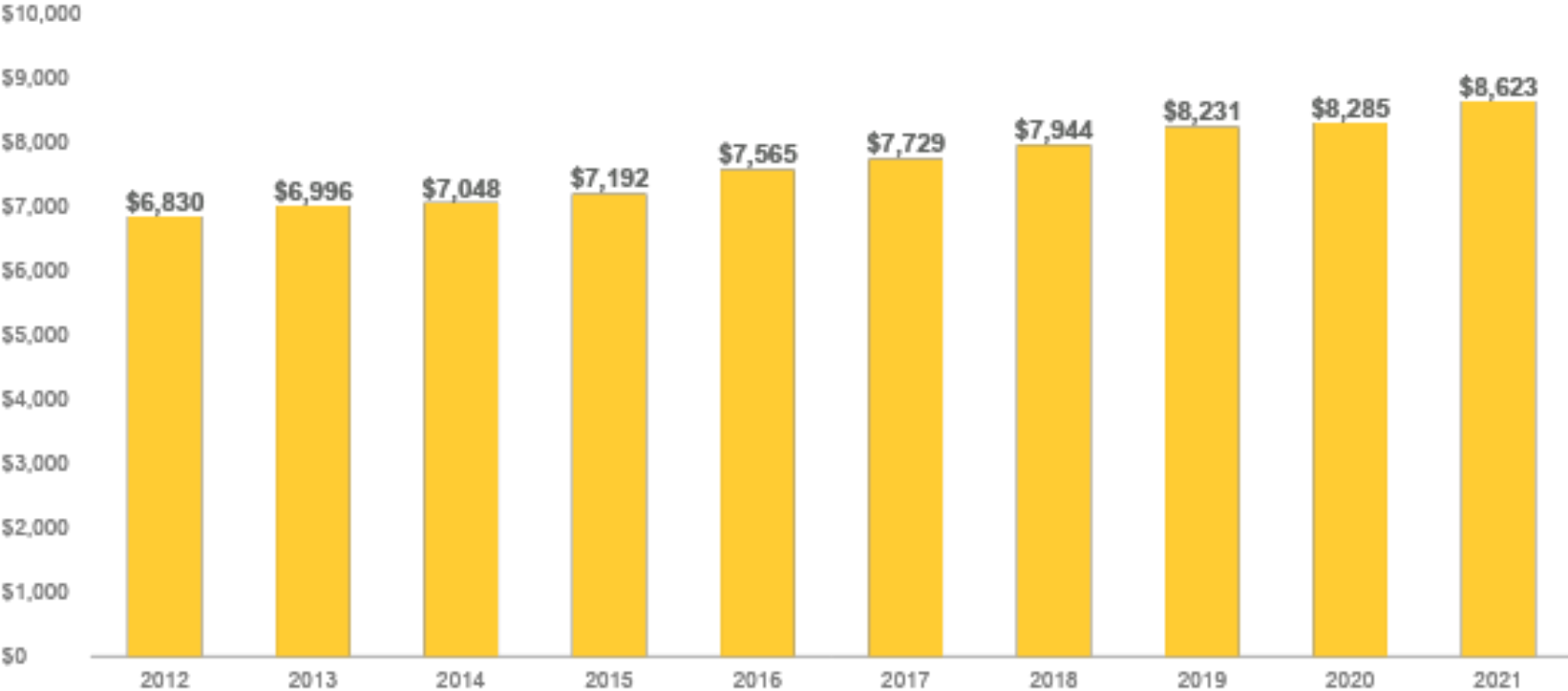


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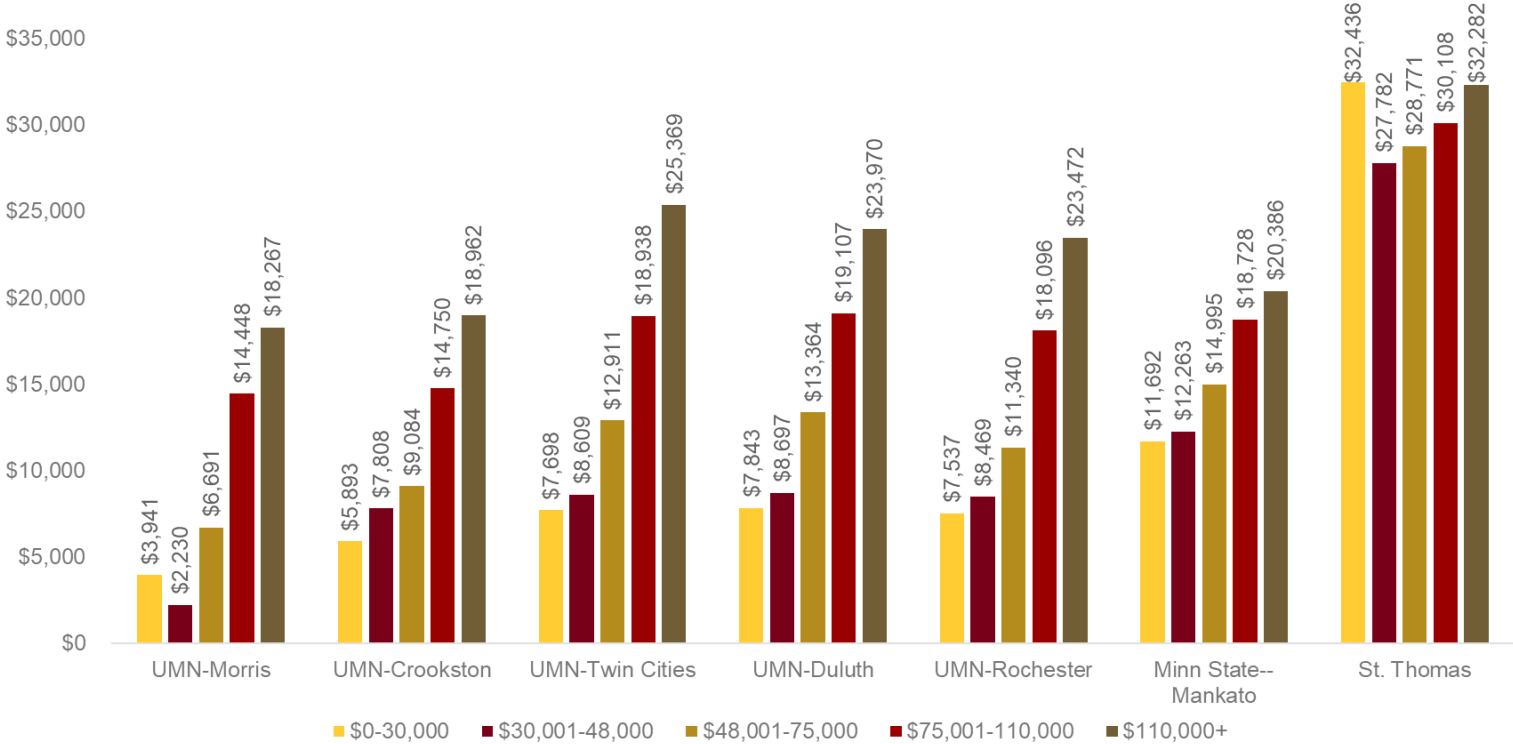
Average Student Loan Debt for 2020 Bachelor's Degree Recipients at Minnesota Colleges/Universities (only includes New Freshmen entrants)



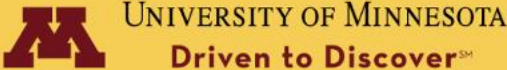
Systemwide Average NHS Borrowing at end of First-Year



Average Net Price for Fall 2019 New Freshmen at University of Minnesota and Select MN Institutions



Includes all beginning first-time students paying resident tuition and receiving Title IV aid.





BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

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: Gurtaran Johal, Chair, Student Representatives to the Board of Regents
Riley Tuft, 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:

- The Impact of COVID-19 on Students
 - Affordability at the University
 - Mental Health at the University
 - Academics and Flexibility at the University
- The University's Relationship with Underserved Populations

BACKGROUND INFORMATION

Current student representatives:

- Gurtaran Johal (Chair) - Twin Cities
- Riley Tuft (Vice Chair) - Duluth
- Seah Buttar - Twin Cities
- Emily Kurtz - Twin Cities
- Cal Mergendahl – Morris
- Amarah McDougal - Crookston
- Bridget Osei Amoah - Rochester
- Flora Yang - Twin Cities

Report of the Student Representatives to the Board of Regents 2021-2022

Gurtaran Johal, Twin Cities (Chair); Riley Tuft, Duluth (Vice Chair)

Seah Buttar, Twin Cities; Emily Kurtz, Twin Cities; Cal Mergendahl, Morris; Amarah McDougal, Crookston; Bridget Osei Amoah, Rochester; Flora Yang, Twin Cities

March 11, 2022

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INTRODUCTION

Each year, the eight Student Representatives to the Board of Regents have the opportunity to present a report to the Board, as outlined in Section V., Subd. 4 in the Board of Regents Policy: Student Representatives to the Board of Regents.¹ This is an important opportunity for Student Representatives to provide knowledge on student concerns and issues that have been most pertinent throughout the academic year.

This year, the Student Representatives have selected two topics encompassing student and updates from each student body president across the system campuses:

1. The Impact of COVID-19 on Students
 - a. Affordability at the University of Minnesota
 - b. Mental Health at the University of Minnesota
 - c. Academics and Flexibility at the University of Minnesota
2. The University's Relationship with Underserved Populations

Student concerns have only been further exacerbated by the global pandemic, which is shown through the immediacy of each of these topics. The issues outlined in this report only provide a snapshot of the challenges facing students today. The University of Minnesota must work towards providing innovative solutions and prioritizing student success and well-being in order to maintain its commitment to its most important and key stakeholder: students. This report provides tangible solutions towards meeting student needs and concerns in order to establish equitable access to the institution, maintain students' mental well-being, provide flexibility through academic programs, and engage in community-based outreach to underserved populations. The Student Representatives look forward to presenting this report and discussing the issues at hand.

¹ *Board of Regents Policy: Student Representatives to the Board of Regents.* (2017, June 20). Retrieved February 18, 2022 from, https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_representatives_to_the_board_of_regents.pdf

The Impact of the COVID-19 Pandemic on Students

I. Introduction

A. Overview

In the wake of the COVID-19 pandemic, students have felt the enormous weight of reaching their academic pursuits, keeping up with the rise in the cost of living, and enduring mental and emotional burdens. With shutdowns across the country and globe in the spring of 2020, institutions had to make the difficult decision to move to online learning, which primarily impacted students. Students completed their coursework online, whether that was done at home or in off-campus apartments. This trend continued through the summer of 2020 and throughout the 2020-2021 academic year, which included some hybrid learning options. Nationwide, students argued that online learning provided “less in-class interaction, lower engagement, and confusing expectations from professors.”² Nationally, this is a common theme among students across institutions. Since online classes did not provide the same learning experiences, many students and parents argued for lower tuition rates.³ However, many institutions failed to lower tuition costs or provide additional financial support to students. Therefore, higher education institutions became less affordable and accessible for incoming students.

The pandemic also further exacerbated the need for accessible mental health resources and services across college campuses. Students have experienced increased levels of stress and anxiety, higher rates of depression, greater worry for friends and loved ones, disruptions in sleeping patterns, less social interactions with others, and various concerns regarding their academics.⁴ In order to address the challenges brought on by the pandemic, universities must continue prioritizing student mental health and offering services that are both accessible and culturally appropriate, specifically for students who come from underrepresented communities.

Lastly, the pandemic resulted in the need for further flexibility in academic courses and responsibilities. Throughout the pandemic, institutions have provided flexibility in grading policies, course modalities, and admissions processes, which has allowed students to receive some solace in knowing there was built-in flexibility available. However, following the 2020-2021 academic year, this flexibility has diminished as higher education institutions returned to primarily in-person instruction. It is important for institutions to recognize and

² Mata, E. (2021, October 11). *How college students are dealing with covid-19*. Harvard Business Review. Retrieved February 21, 2022, from <https://hbr.org/2021/01/how-college-students-are-dealing-with-covid-19>

³ Hubler, S. (2020, August 15). *As colleges move classes online, families rebel against the cost*. The New York Times. Retrieved February 21, 2022, from <https://www.nytimes.com/2020/08/15/us/covid-college-tuition.html>

⁴ Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9). <https://doi.org/10.2196/21279> <https://www.jmir.org/2020/9/e21279/pdf>

understand the long-term impacts of the pandemic on students, which cannot be measured only within a one to two year time frame.

In the following section of the report, an overview of the state of affordability, mental health, and academics and flexibility in the wake of the COVID-19 pandemic, nationwide and within the University of Minnesota system, is presented. Recommendations are provided in order to ensure student success and well-being is put at the forefront of the University's mission.

II. Affordability at the University of Minnesota

A. Overview

As the economic impacts of the COVID-19 pandemic continue to be felt, students (as well as staff and faculty) continue to feel burdens above and beyond the usual. Increases in tuition and cost of living, coupled with stagnant student wages, continue to drive a crisis of affordability for students across the University of Minnesota system. Within the system, students with a bachelor's degree have a cumulative median debt of \$23,634.⁵ The cumulative median debt of students with master's or doctoral degrees is significantly higher, with the average being \$39,922 and \$56,101, respectively.⁶ The rising cost of higher education is not unique to the University system. Student loan debt has significant negative effects on future earnings and employment opportunities. The University's commitment to provide a world-class education and be an innovator in research requires providing financial support and transparency in its affordability for students.

This section will examine these issues on a nationwide level, as well as how they manifest themselves here in Minnesota, and what programs are currently in place or under consideration. Recommendations are provided to ensure that the University of Minnesota continues to be at the forefront of affordability and innovation, attracting students throughout Minnesota and across the Midwest.

B. Current State of Affordability Nationwide

The outbreak of COVID-19 has become a major disruption with tuition and finances increases to colleges and universities nationwide. The outbreak led to canceling in-person classes and moving to an online learning format. This forced institutions to refund their students for room and board, meal plans, and other expenses. Due to these expenses, campuses and universities nationwide have decreased pay for their staff and faculty and implemented hiring freezes.⁷ Institutions were forced to produce budget cuts and raise tuition rates, despite the reduced value in remote

⁵ Minnesota Office of Higher Education; Cumulative Median Student Loan Debt in Minnesota, 2019-2020 Academic year. Retrieved February 21, 2022, from http://www.ohe.state.mn.us/pdf/CumulativeDebt_2020_Prelim.pdf

⁶ Minnesota Office of Higher Education; Cumulative Median Student Loan Debt in Minnesota, 2019-2020 Academic year. Retrieved February 21, 2022 from http://www.ohe.state.mn.us/pdf/CumulativeDebt_2020_Prelim.pdf

⁷ Green, E. L. (2020, March 25). *Colleges get billions in coronavirus relief, but say deal falls short of needs*. The New York Times. Retrieved February 21, 2022, from <https://www.nytimes.com/2020/03/25/us/politics/colleges-universities-coronavirus.html>

learning.⁸ However, the federal government has provided over \$76.2 billion to higher education institutions in order to alleviate financial losses.⁹

Through the COVID-19 Emergency Relief and Federal Student Aid (CARES) Act, federal student loan payments have been frozen starting on March 13, 2020. The freeze has been extended to May 1, 2022 by the current U.S. administration. Additionally, interest on federal student loans has dropped to zero percent.¹⁰ This relief has been substantial in ensuring accessibility and affordability of higher education in the midst of the pandemic.

C. Current State of Affordability at the University of Minnesota

The cornerstone of the University of Minnesota's mission is to provide a high-quality, affordable education to all students at the undergraduate, graduate, and professional levels. However, the COVID-19 pandemic has resulted in significant budgetary constraints and impacts. In total, the University suffered a loss of \$213.8 million between March 2020 through June 2021.¹¹ As a result, the University implemented several solutions to alleviate these financial losses. The University utilized Central Reserves, federal institutional relief aid, furlough and temporary pay reductions, and implemented a loan for Athletics.¹² The University received federal relief money through the CARES Act, the Corona Response and Relief Supplemental Appropriate (CRRSA) Act, and the American Rescue Plan (ARP), part of which was used for institutional aid. The impact of COVID-19 on the budget has decreased significantly since FY 2020, and the University continues to address ways to alleviate budget constraints.

The University of Minnesota, starting in the Fall 2022 semester, also implemented the Native American Promise Tuition Program. This program expands upon the tuition waiver program on the Morris campus, and it provides a full-ride scholarship to first-year students on the Crookston, Duluth, Morris, Rochester, and Twin Cities campuses.¹³ Transfer students with an annual family

⁸ Dickler, J. (2021, January 22). *These colleges went to remote learning but hiked tuition anyway*. CNBC. Retrieved February 21, 2022, from

<https://www.cnn.com/2021/01/22/these-colleges-went-remote-but-raised-tuition-during-covid-pandemic.html>

⁹ Douglas-Gabriel, D. (2022, January 21). *Biden administration urges colleges to use covid relief funds to meet students' basic needs*. The Washington Post. Retrieved February 21, 2022, from

<https://www.washingtonpost.com/education/2022/01/20/colleges-pandemic-aid-students-biden/>

¹⁰ U.S. Department of Education. (2022). *COVID-19 Emergency Relief and Federal Student Aid*. Federal Student Aid. Retrieved February 21, 2022, from <https://studentaid.gov/announcements-events/covid-19>

¹¹ Board of Regents. (2022). Item 1 "Ongoing Impacts of Covid-19 on University Finances." In Finance and Operations meeting, 10 February 2022. University of Minnesota: Boardroom, McNamara Alumni Center.

<https://regents.umn.edu/sites/regents.umn.edu/files/2022-02/docket-fin-feb2022-final.pdf>

¹²Ibid

¹³ Service, U. R. N. (2021, November 1). *U of M establishes nation-leading Tuition Assistance Program for Native American students*. University of Minnesota. Retrieved February 21, 2022, from

<https://twin-cities.umn.edu/news-events/u-m-establishes-nation-leading-tuition-assistance-program-native-american-students>

income under \$75,000 also receive the full-ride scholarship. For students with an annual family income of up to \$125,000, they will receive highly discounted tuition.¹⁴ This program is an important stepping stone towards prioritizing the financial needs of underrepresented students and fulfilling the University's mission as a land-grant institution.

Among its Big 10 peers, the University of Minnesota is the fifth highest in resident tuition and fees for undergraduate students at an average of \$15,027.¹⁵ For full-time graduate students, the University ranks the fourth highest in resident tuition and fees within the Big 10.¹⁶ For non-resident students, the University is relatively affordable and ranks the fifth lowest and fourth lowest in tuition and fees compared to Big 10 peers, respectively.¹⁷

The University of Minnesota's tuition has increased steadily throughout the years. There has been an increase to undergraduate resident and nonresident tuition on each of the system campuses for four of the last five years.¹⁸ The University Board of Regents voted to freeze tuition for the 2020-2021 academic year, which applied to undergraduate and graduate tuition across the system. However, this freeze did not apply to professional schools, including the Medical School, Dentistry School, and three Professional Masters programs through the College of Science & Engineering.¹⁹ Additionally, for the 2021-2022 academic year, the Board of Regents voted to increase tuition by 1.5% for all students across the University system.²⁰

With the rising cost of tuition in the midst of a pandemic, the student minimum wage has failed to keep pace with the rising inflation rates. The minimum student wage remains at \$10.33, with the average ranging from \$11.43 to \$12.66.²¹ However, there are certain programs that have announced a student minimum wage of \$15/hour. The College of Biological Sciences on the Twin-Cities campus has implemented a \$15 minimum wage for student positions, while the

¹⁴ Service, U. R. N. (2021, November 1). *U of M establishes nation-leading Tuition Assistance Program for Native American students*. University of Minnesota. Retrieved February 21, 2022, from <https://twin-cities.umn.edu/news-events/u-m-establishes-nation-leading-tuition-assistance-program-native-american-students>

¹⁵ University of Minnesota Institutional Data and Research. (2022). *Tuition and fees*. Tuition and Fees | Institutional Data and Research. Retrieved February 21, 2022, from <https://idr.umn.edu/reports-by-topic-tuition-fees/tuition-and-fees>

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Board of Regents Special Meeting. (2020). Item 3: "Operating Budget Assumptions and Options- Review." 21 April 2020. University of Minnesota: Videoconference. <https://regents.umn.edu/sites/regents.umn.edu/files/2020-04/docket-bor-apr212020.pdf>

²⁰ Board of Regents Special Meeting. (2021). Item 1: "Resolution Related to Fiscal Year 2022 Annual Operating Budget." 29 June 2021. University of Minnesota: Boardroom, McNamara Alumni Center. <https://regents.umn.edu/sites/regents.umn.edu/files/2021-07/docket-bor-special-june2021-final.pdf>

²¹ Office of Human Resources, U. of M. (2016, January 12). *Student wages*. Office of Human Resources. Retrieved February 21, 2022, from <https://humanresources.umn.edu/student-jobs/student-wages>

UMN Institute on the Environment pays an average of \$15.91 for student positions.^{22, 23} Changes made within colleges and programs at the University illustrate the continued need to prioritize student workers and wages in order to keep up with the pace of inflation and ensure affordability.

D. Current Efforts to Advance Affordability

1. Duluth

The cost of tuition and fees for full University of Minnesota Duluth (UMD) students is \$13,850 for Minnesota residents and \$19,148 for non-Minnesota residents.²⁴ Similarly to the other system campuses, UMD offers a host of different types of financial aid to its students including scholarships, grants and waivers, loans, and work-study. 62% of UMD students receive federal loans with 24% of students receiving Pell Grant Federal Loans.²⁵ Regardless of financial aid and scholarships awarded to students, UMD graduates have a median debt of \$22,514.²⁶ This median debt is the highest among all the system campuses.²⁷

2. Crookston

The University of Minnesota Crookston (UMC) has consistently been placed as one of the most affordable institutions, particularly for incoming freshmen with financial need.²⁸ The Crookston campus prides itself on being a small campus that provides rich learning and research resources for students. The institution has the lowest tuition and fees rate compared to the other five system campuses, with tuition and fees for the 2021-2022 academic year being \$12,514 for Minnesota residents and non-residents.²⁹ With the COVID-19 pandemic, UMC provided emergency assistance to students through the Higher Education Emergency Relief Fund III (HEERF III). Funds from this emergency grant could be applied to any part of a student's cost of attendance, and eligible students must have been enrolled in the institution and completed the application to

²² Carpentier, B. (2021, December 22). *College of Biological Sciences raises wages to \$15 an hour for some student employment opportunities*. The Minnesota Daily. Retrieved February 21, 2022, from <https://mndaily.com/270329/news/college-of-biological-sciences-raises-wages-to-15-an-hour-for-some-student-employment-opportunities/>

²³ Email to Undergraduate Students, Twin Cities Campus

²⁴ Office of Admissions, U of M, Duluth. *Costs & Aid*. Retrieved February 21, 2022 from <https://admissions.d.umn.edu/undergraduate-admissions/costs-and-aid>

²⁵ U.S. Department of Education: College Scorecard: University of Minnesota Duluth. Retrieved February 19, 2022 from <https://collegescorecard.ed.gov/school/?174233-University-of-Minnesota-Duluth>

²⁶ Ibid

²⁷ Ibid

²⁸ Tollefson, E. (2017, February 23). *Named among most affordable colleges for incoming freshman with financial need*. University of Minnesota Crookston. Retrieved February 21, 2022, from <https://crk.umn.edu/news/most-affordable-colleges-incoming-freshman-financial-need>

²⁹ One Stop Student Services, U. of M. C. (2022). *Cost of attendance*. One Stop Student Services - Crookston. Retrieved February 22, 2022, from <https://onestop.crk.umn.edu/finances/cost-attendance>

request funding.³⁰ In addition, students could receive block grants, if eligible. The University of Minnesota's Office of Student Finance calculated which students were eligible and notified students via email.³¹

Additional assistance was provided through the CARES Act. A portion of the funding provided by the CARES Act was set aside for students who encountered unforeseen circumstances as a result of the pandemic. Eligible students could apply for this grant and help receive funds for housing, food, course materials, technology, health care, and other unexpected educational expenses.³²

3. Morris

One of the advertised selling points of the Morris campus is its relative affordability in comparison to other Minnesota colleges and universities, both within and outside the University of Minnesota system. Nevertheless, the total tuition and fees for the 2021-2022 school year was estimated to be \$13,848 for Minnesota residents and \$15,940 for non-residents.³³ To offset this, a wide variety of merit and need-based scholarships are available.³⁴ Additionally, 96 percent of Morris students receive financial aid.³⁵

One unique program that predates the Morris campus in its current form is the American Indian Tuition Waiver, a federally-mandated program that provides free tuition to any student who is either an enrolled member or a direct descendent of an enrolled member of any federally recognized American Indian Tribe, Alaska Native Village, or Canadian First Nation.³⁶ This program has significantly lowered the financial bar for many Native American students, who compromise about 25% of the overall student body.

Since March of 2020, the financial challenges for Morris students have increased significantly, and new resources have, unfortunately, not necessarily risen to the task of handling financial need. The foremost resource that has been promoted for student use is the Student Assistance

³⁰ One Stop Student Services, U. of M. C. (2021, March 26). *Heerf III emergency grants*. One Stop Student Services - Crookston. Retrieved February 21, 2022, from <https://onestop.crk.umn.edu/heerf-iii-emergency-grants>

³¹ One Stop Student Services, U. of M. C. (2021, March 26). *Federal Coronavirus Relief Funds*. One Stop Student Services - Crookston. Retrieved February 21, 2022, from <https://onestop.crk.umn.edu/federal-coronavirus-relief-funds>

³² One Stop Student Services, U. of M. C. (2020, May 26). *Cares act*. One Stop Student Services - Crookston. Retrieved February 21, 2022, from <https://onestop.crk.umn.edu/cares-act>

³³ Admissions, U. of M. M. (2021, October 14). *Tuition and costs*. University of Minnesota, Morris. Retrieved February 21, 2022, from <https://morris.umn.edu/admissions/tuition-and-costs>

³⁴ Admissions, U. of M. M. (2022, February 3). *Scholarships*. University of Minnesota, Morris. Retrieved February 21, 2022, from <https://morris.umn.edu/admissions/scholarships>

³⁵ Admissions, U. of M. M. (2020, October 27). *Admissions & Aid*. University of Minnesota, Morris. Retrieved February 21, 2022, from <https://morris.umn.edu/admissions-aid>

³⁶ Policy Library, U. of M. M. (2022). *American Indian tuition waiver: Morris*. Policy. Retrieved February 21, 2022, from <https://policy.umn.edu/morris/amindianwaiver>

Grant for Emergencies (SAGE), which processes and allocates money based on student requests for aid.³⁷ Additional resources, including an on-campus food shelf and a burgeoning student-run food rescue program, provide food to students in direct need.³⁸ Although anecdotal evidence indicates that these services are seeing use, there are not currently statistics available to demonstrate the extent to which they are used, nor how successful they have been in addressing food insecurity.

4. Rochester

The University of Minnesota Rochester (UMR) total tuition and fees for the 2021-2022 academic year is \$13,032 for Minnesota residents and non-residents.³⁹ UMR has programs to assist students in need of financial assistance. Through CARES Act funding, a portion has been set aside for student emergency funds who have endured unforeseen circumstances as a result of the pandemic.⁴⁰ Similar to the Crookston campus, there are emergency grants and block grants available for students with financial need.⁴¹

UMR does not provide a dining program for students. Therefore, UMR has provided a food pantry to help lessen the cost of food. The UMR food pantry is funded through donations from Mayo Clinic, Channel One Food Bank of Rochester, People's Food Co-Op, and The Village Community Garden and Learning Center.⁴² It is open from 12 p.m. - 10 p.m. weekdays throughout the semester and provides numerous items ranging from kitchen supplies to hygiene products.

5. Twin Cities

Graduate Students

Cost of attendance for graduate students varies by graduate programs. However, the average full-time graduate tuition and fees for Minnesota residents is \$19,221, while the average for non-Minnesota residents is \$28,845.⁴³ A primary concern among graduate

³⁷ One Stop Student Services, U. of M. M. (2016, July 27). *Grants and waivers*. Morris. Retrieved February 21, 2022, from <https://onestop.morris.umn.edu/finances/grants-and-waivers>

³⁸ Health and Wellness, U. of M. M. (2021, August 11). *Healthy eating*. Student Life. Retrieved February 21, 2022, from <https://students.morris.umn.edu/health-and-wellness/healthy-eating>

³⁹ <https://onestop.r.umn.edu/finances/cost-attendance>

⁴⁰ One Stop Student Services, U. of M. R. (2020, May 26). *Cares act*. One Stop Student Services - Rochester. Retrieved February 21, 2022, from <https://onestop.r.umn.edu/cares-act>

⁴¹ One Stop Student Services, U. of M. R. (2021, March 26). *Federal Coronavirus Relief Funds*. One Stop Student Services - Rochester. Retrieved February 21, 2022, from <https://onestop.r.umn.edu/federal-coronavirus-relief-funds>

⁴² Food, U. of M. R. (n.d.). *Food Resources*. Food Resources | University of Minnesota Rochester. Retrieved February 21, 2022, from <https://r.umn.edu/student-life/office-residential-life/guide-campus-living/dining>

⁴³ Institutional Data and Research, U. of M. (2022). *Tuition and fees*. Tuition and Fees | Institutional Data and Research. Retrieved February 21, 2022, from <https://idr.umn.edu/reports-by-topic-tuition-fees/tuition-and-fees>

students is tuition increases. The University raised tuition by 1.5% for all students, which significantly impacted graduate students.⁴⁴ Graduate students receive work study funds through student employment. The salary floor for graduate teaching assistants and graduate instructors is \$41,527.30 to \$66,101.67 based on hourly rates on a 100%-time appointment and a 12-month term.⁴⁵ However, graduate students typically receive a 50%-time appointment for a nine-month term, resulting in significantly less income. Graduate students are eligible for tuition benefits and medical and dental coverage through the Graduate Assistant Health Insurance Plan. However, for many graduate students, MyU does not remind them to enroll/re-enroll in the health insurance program. As a result, many go through a semester without health insurance, which has created significant financial burdens.

Professional Students

Professional students are similarly worried about the impact of salary increases that trickle down to influence the University when it comes to setting tuition and initiating cost saving measures. This is especially true for professional students given that the previous COVID related 2020-2021 tuition freeze did not apply to students in the medical, dental and other professional programs.⁴⁶ Further, concerns that have arisen since the onset of the pandemic include, but are not limited to, decreased clinical time or rotations, limited in person experience with standardized patients, necessity of purchasing their own / additional PPE, limited campus study spaces to facilitate group learning and team building, and limited exposure to necessary skill building workshops. Recognizing that the ongoing pandemic presents many unique administrative challenges and that schools are doing what they can to address these challenges as they come up, professional students understand, but are worried about the impact of increased cost of attendance on their quality of education.

The tuition among professional schools ranges significantly across the professional schools. For example, the Executive Masters of Business Administration program at the Carlson School of Management tuition and fees total \$31,365 per semester, while the Law School's tuition and fees total \$23,246.⁴⁷

⁴⁴ Board of Regents Special Meeting. (2021). Item 1: "Resolution Related to Fiscal Year 2022 Annual Operating Budget." 29 June 2021. University of Minnesota: Boardroom, McNamara Alumni Center.

<https://regents.umn.edu/sites/regents.umn.edu/files/2021-07/docket-bor-special-june2021-final.pdf>
⁴⁵ Office of Human Resources: 2021-22 Academic Salary Floors. Retrieved from https://humanresources.umn.edu/sites/humanresources.umn.edu/files/academic_salary_floors_fy22.pdf

⁴⁶Board of Regents Special Meeting. (2020). Item 3: "Operating Budget Assumptions and Options- Review." 21 April 2020. University of Minnesota: Videoconference.
<https://regents.umn.edu/sites/regents.umn.edu/files/2020-04/docket-bor-apr212020.pdf>

⁴⁷ One Stop Student Services, Twin Cities. *Cost of attendance for graduate students*. One Stop Student Services, Twin Cities. Retrieved February 20, 2022, from <https://onestop.umn.edu/finances/cost-attendance-graduate-students>

Undergraduate Students

University of Minnesota Twin Cities students are facing significant challenges with the rising cost of tuition, stagnant student wages, and rising cost of living. Undergraduate tuition increased by 1.5 percent from the 2020-2021 to 2021-2022 academic year.⁴⁸ A tuition freeze was implemented for the 2020-2021 academic year; however, tuition has steadily increased since the 2015-2016 academic year during which the average tuition rate was \$12,546 for Minnesota residents. Currently, the average tuition rate for Minnesota residents is \$13,520.⁴⁹ For Twin Cities undergraduate non-resident, non-reciprocity students, tuition hikes have included 7.0 percent to 15 percent increases. Currently, non-resident students pay \$32,096.⁵⁰ The total tuition and fees for Minnesota residents is \$15,368, while the total for non-resident students is \$33,958.⁵¹ As a result of the rising cost of attendance in the midst of a pandemic, accessibility has become a growing issue for students across all campuses.

In addition to the rising cost of tuition, students have felt the increased financial burdens of living in a metropolitan area. An average one-bedroom apartment off-campus estimates \$899/month, which is difficult for student workers receiving a minimum wage of \$10.33/hour.^{52, 53} However, similar to the other system campuses, there are emergency and block grants for students affected by the pandemic. These issues illustrate the need for further financial assistance and collaboration with administrators to find effective solutions to ensure affordability.

⁴⁸ University of Minnesota Annual Tuition Rates: 1960-61 to 2021-22: Twin Cities Campus. Retrieved from https://idr.umn.edu/sites/idr.umn.edu/files/tuition-umn-tc_0.pdf

⁴⁹ Ibid

⁵⁰ Ibid

⁵¹ One Stop Student Services, Twin Cities. *Cost of Attendance*. One Stop Student Services- Twin Cities. Retrieved February 21, 2020, from <https://onestop.umn.edu/finances/cost-attendance>

⁵² School of Public Health, U. of M. (2021, November 16). *Cost of living in Minnesota - tuition & finances - school of public health - university of minnesota*. School of Public Health. Retrieved February 21, 2022, from <https://www.sph.umn.edu/prospective/tuition-finances/cost-living-minnesota/>

⁵³ Office of Human Resources, U. of M. (2018, September 20). *Student jobs*. Office of Human Resources. Retrieved February 21, 2022, from <https://humanresources.umn.edu/find-job/studentemployment>

III. Mental Health at the University of Minnesota

A. Overview

The mental health of students at the University of Minnesota has been an ongoing concern for several years. In previous years, Student Representatives to the Board of Regents have reported on the mental health of students and called for action by the University to improve conditions within the system. The COVID-19 pandemic has proven to be a new obstacle in all areas of student life, and it has exacerbated the challenges faced by students. Through further collaboration with University leadership and administrators, effective and accessible resources can be distributed in order to better represent and support the student population.

The following section provides an overview of the current state of mental health at the University of Minnesota, the impact of the pandemic on student mental health, student perspectives, and current efforts to provide resources and mental health services.

B. Mental Health at the University of Minnesota

The rate of reported mental health conditions in the Minnesota student population is similar to national rates. Every three years, Boynton Health compiles a report measuring the health of Minnesota post-secondary students. Thirteen university campuses, including all five University of Minnesota system campuses, were included in the 2018 College Student Health Survey Report. The sample represents 108,728 Minnesota post-secondary students, of whom 60,533, or about 56%, attend the University of Minnesota system.⁵⁴

The report measures student health along seven categories including mental health. Statistics are reported for eleven mental health diagnoses, including Anorexia, Anxiety, Attention Deficit Disorder, Bipolar Disorder, Bulimia, Depression, Obsessive-Compulsive Disorder, Panic Attacks, Post-Traumatic Stress Disorder, Seasonal Affective Disorder, and Social Phobia/ Performance Anxiety.⁵⁵ Of these, the most common diagnoses were of anxiety and depression, with 33.1% and 29.4%, respectively, of Minnesota students receiving such diagnoses.⁵⁶ Nineteen stressors were identified as contributing factors, with about two-thirds of students reporting at least one of these stressors and about a quarter reporting three or more stressors. The most common stressors were conflicts with family (15.2%), conflicts with roommates (20.0%), serious illness of loved ones (16.4%), and death of loved ones (18.1%).⁵⁷ These data come from *before* the COVID-19 pandemic. Financial and academic struggles of various types are also common

⁵⁴ 2018 College Student Health Survey: Health and Health- Related Behaviors. Retrieved from <https://boynton.umn.edu/sites/boynton.umn.edu/files/2019-09/CSHS-2018-Minnesota-Post-secondary.pdf>

⁵⁵Ibid

⁵⁶Ibid

⁵⁷Ibid

stressors, both contributing to mental health conditions and being impacted in turn by mental health conditions.⁵⁸

Not all students are equally likely to report mental health conditions. Female students report higher rates of mental health concerns than male students do.⁵⁹ Age does not appear to be a major factor, with depression diagnosis rates within the past year holding steady at about 10% over all age groups.⁶⁰ The report does not break the data down across any other factors.

D. Mental Health and COVID-19

Mental Health has and always will be a problem, especially during times of uncertainty, such as during a pandemic. The Minnesota Safe Learning Survey, released in February of 2022, revealed that mental health is consistently one of the biggest, if not the biggest, challenges that faces students, teachers, administrators, and support professionals. Approximately 46% of students chose mental health assistance as one of top three most challenging things during the Fall semester.⁶¹ Additional mental health support is needed and that, to do so, teaching and learning environments need to experience certain changes.

Due to the recent nature of this pandemic, we understand that we have not yet realized the full scale of mental health issues specifically caused by the effects of COVID-19. Many institutions are focusing on comparing pre-pandemic mental health measures with current pandemic mental health measures. On account of the lack of comparable data due to the modernity of this pandemic, we have elected to present a host of individual student experiences to provide The Board with insight into the student experience of navigating college during this unprecedented time.

The following are statements from a variety of students from different University campuses concerning the experience each of these individuals have had over the past two years.

“For me it was just constant stress. The stress of getting COVID, the stress of not being able to hang out with friends outside my bubble, the stress of having to adapt to new learning formats when professors weren’t willing to be flexible, and the stress of knowing that people were getting sick and even dying in my extended family. It all just combined into a constant state of brain fog where I only had the mental energy of either going to class or going to work. I needed money to survive, so I had to choose work over class.” They added, “Financial assistance probably

⁵⁸Ibid, 14

⁵⁹Ibid, 14

⁶⁰Ibid, 14

⁶¹ Minnesota Safe Learning Survey: Educators’, Families’, and Students’ Experiences with Education in 2021. Retrieved from: <https://drive.google.com/file/d/1xwxx4dj9fH1zFWEa9-vtcb2I8kg1optA/view>

would've helped ... I could've taken significant time off of my job and instead focused on school and self-care.” - Morris Student, 3rd year

“The COVID-19 pandemic has had a drastic impact on my mental health as a student. For starters, the amount of time I spent in my room on virtual classes and meetings was unhealthy and was inevitable to have a negative impact on my wellbeing. However, the ever changing policies, procedures, and state-wide mandates proved to have a worse effect on my mental health than did the amount of time I spent locked away in my room; the unstable and unpredictable state of the world, and consequently the University, proved to be a huge challenge for my mental health.” - Duluth Student, 4th year

“The fear surrounding the pandemic made it really hard to meet new people and make friends, and because of that I just felt so sad and lonely by the end of fall semester 2020 that I made the decision to move back home and attend remotely for spring of 2021. I was able to be with my family and friends [back home], which helped pull me back out of that crisis, but that did lead to my grades and school experience suffering pretty badly. I have ADHD (which I didn't figure out until summer of 2021) and online schooling is definitely something I just can't do.” - Morris Student, 2nd year

“For me, the COVID-19 pandemic has meant loss of connection. I had just begun my freshmen year when we were suddenly told to move out and not to plan on returning for the remainder of the academic year. I was just settling in at UMD and beginning to make friends and get involved when all of that was put on hold. The loss of connection has been a struggle. The feeling of being isolated from my friends and family definitely impacted me and it impacted my academics as well. As a student who struggles with anxiety, the entire pandemic has been incredibly trying. Myself and my peers have talked about uncertainty during this time as the most detrimental to our mental well-being.” - Duluth Student, 3rd year

“My mental health journey began shortly after my father unexpectedly passed away during my sophomore year in college. Once I was finally ready to seek therapy through Boynton, I had to wait nearly two months before my first therapy session. Furthermore, I found myself having to constantly having to educate my therapist, a cisgender white woman, about my cultural identity and cultural norms, rather than actually processing my lived experiences. After almost a year of therapy through Boynton, I realized that it wasn't working for me. I was fortunate enough to have found a Southeast Asian therapist outside of Boynton who is culturally sensitive and trauma informed. She has cultivated a safe and inclusive space for me which has greatly helped me reflect on my lived experiences, reframe my narratives, and reclaim my identity. Needless to say, therapy has been a transformative experience for me. I just wish that Boynton would have created that for me.” - Twin Cities Student, 4th year

E. The President’s Initiative for Student Mental Health

In February of 2021, President Gabel launched the President’s Initiative for Student Mental Health known as PRISMH.⁶² This initiative was created to address student mental health issues throughout the system.⁶³ A task force was created to further the efforts of this initiative and continues to discuss all matters related to mental health of students. This task force is made up of administrators, faculty, staff, and students primarily from the Twin Cities campus, with a few members from each of the remaining system campuses.⁶⁴ The task force is charged with addressing prevention efforts, mental health research, allyship, resources and services, and effective communication.⁶⁵

We applaud the efforts of President Gabel and the PRISMH task force to research, de-stigmatize, and centralize mental health conditions. We encourage the task force to continue to be inclusive of the student perspective from all system campuses.

F. Current Efforts

1. Duluth

The University of Minnesota Duluth has an excellent staff of counselors who work to support students through various services. These counselors offer both in-person and online counseling appointments. UMD counseling services report that counseling appointments are full and that students are utilizing a variety of counseling services. These services include traditional counseling appointments, “Let’s Talk,” which is a brief, informal drop-in counseling consultation available online four days a week, and grief support groups. UMD counselors also work to connect students with other therapy and mental health resources within the greater Duluth community.

The Duluth Office of Student Life and Vice Chancellor Dr. Lisa Erwin have worked to prioritize student well-being through creating the Student Life Wellbeing Initiative. This initiative began in the Spring of 2019. The program has focused on creating wellness measures as well as identifying “facilitators of wellness and wellbeing,” and to subsequently find new ways to aid in overall student wellness and wellbeing.⁶⁶

⁶² *U of M launches collaborative approach to supporting student mental health.* (2021, February 19). Twin Cities. Retrieved February 21, 2022, from <https://twin-cities.umn.edu/news-events/u-m-launches-collaborative-approach-supporting-student-mental-health>

⁶³ Office of The President. *PRISMH: The President’s Initiative for Student Mental Health.* Office of The President. Retrieved February 21, 2022, from <https://president.umn.edu/prismh-presidents-initiative-student-mental-health>

⁶⁴ Ibid

⁶⁵ Ibid

⁶⁶ Office of Student Life, Duluth. *Student Wellness and Wellbeing Initiative Info.* Office of Student Lif, Duluth. Retrieved February, 21, 2022 From

The work to improve student mental health and well-being extends far beyond that of the work of the counselors and UMD administration. Students and student groups have proven to be successful in raising awareness for mental health conditions and for providing support to fellow students. The Green Bandana Project is a student-athlete led initiative that supports spreading mental health awareness. This group works with UMD athletics and various other UMD organizations to decrease the stigma associated with mental health, spread mental health awareness, and to support students struggling with mental health issues. This group, alongside UMD Athletics, was recently awarded the NCAA Division II Award of Excellence for their outstanding work.⁶⁷

Various other student led organizations host a wide variety of events to aid in supporting the mental health of students. These events range from mental health yoga practices, to events held in collaboration with counseling services, from self care activities to “Speak Out” mental health awareness nights. UMD students have empowered themselves and their peers to discuss mental health and support one another.

Regardless of all the efforts from students and administration, the mental health of UMD students has been declining in recent years. 1,130 UMD students respond to the College Student Health Survey (CSHS), and the UMD specific results are as follows: In 2021, 41.3% of UMD students report being diagnosed with anxiety within their lifetime as opposed to 21.2% in 2015. In 2021 32.9% of UMD students reported being diagnosed with depression in their lifetime as opposed to 20.6% in 2015. Additionally, 51.1% of UMD students reported they struggled to manage their stress in the past 12 months.⁶⁸

At the Duluth Medical School, its mental health services are primarily provided through the Twin Cities campus. Duluth medical students have access to the Twin Cities PAWS (Pet Away Worry and Stress) program and telehealth counseling services.⁶⁹ Additionally, they have access to Boynton Health’s de-stress program, which is composed of trained graduate students who provide free and confidential stress check-ins through Zoom.⁷⁰

<https://student-life.d.umn.edu/initiatives/student-wellness-and-wellbeing/student-wellness-and-wellbeing-initiative-info>

⁶⁷ University of Minnesota Duluth Bulldogs. (January 22, 2022) *UMD Named Division II 2022 Award of Excellence Recipient*. Retrieved February 20, 2022, from

<https://umdbulldogs.com/news/2022/1/22/general-umd-named-division-ii-2022-award-of-excellence-recipient.aspx>

⁶⁸ 2021 College Student Health Survey Report: Health and Health-Related Behaviors. Retrieved from <https://health-services.d.umn.edu/sites/health-services.d.umn.edu/files/2021-11/2021%20Boynton%20Results%281%29.pdf>

⁶⁹ University of Minnesota, Medical School. *Mental Health*. University of Minnesota Medical School. Retrieved February 21, 2022 from,

<https://med.umn.edu/md-students/personal-and-professional-wellbeing/wellbeing/health/mental-health>

⁷⁰ University of Minnesota, Boynton Health. *Boynton Health’s De-Stress*. University of Minnesota, Boynton Health. Retrieved February 21, 2022, from <https://boynton.umn.edu/de-stress>

2. Crookston

The mission of counseling services at the University of Minnesota Crookston is to support and improve student mental health. Counseling services are for students experiencing a personal crisis and in need of developmental counseling.⁷¹ At the Crookston campus, referrals and consultations through the community-based mental health providers are confidential as well. The services and resources at UMC are free of charge for all enrolled students. UMC provides a “Let’s Talk” program where students can informally stop by and see a counselor, similar to the other system campuses.⁷²

3. Morris

The overall state of mental health on the Morris campus mirrors trends seen nationwide. In a recent meeting, the Activity Fee Review Committee voted to accept a \$20 (17%) increase in the Health and Wellness fee, which funds student counseling and psychiatry services in addition to the on-campus Health Services clinic.⁷³ Although the primary purpose of the fee increase was to relieve a significant budget deficit rather than to expand services, the report provided to the Committee in defense of the fee increase provides a useful summary of relevant mental health information.

In line with national trends, the percentage of students on the Morris campus with a diagnosed mental illness has “increased significantly” over the past 15 years. As of Spring 2021, over 50% of Morris respondents to the College Student Health Survey reported that they had been diagnosed with a mental condition at some point in their lifetime, almost double the number from 2007. 43.6% of Morris students reported an anxiety diagnosis, along with 40.1% reporting a depression diagnosis. Additionally, nearly 25% of Morris students report taking medication for a mental condition.⁷⁴ Physical access to prescription medications presents an additional stressor for many of the most vulnerable students on campus; the nearest pharmacy is on the far side of town from campus, nearly a mile away and across a busy highway, making it inaccessible to foot traffic.

In their summary for the Activity Fee Review Committee, Student Counseling reported facing serious challenges in accomplishing their mission:

⁷¹ Counseling, U. of M. C. (2015, July 27). *Counseling services*. University of Minnesota Crookston. Retrieved February 21, 2022, from <https://crk.umn.edu/units/counseling-services>

⁷² Counseling, U. of M. C. (2021, March 1). *Let's talk: Drop-in consultation*. University of Minnesota Crookston. Retrieved February 21, 2022, from <https://crk.umn.edu/units/counseling-services/lets-talk>

⁷³ AFRC Administrative Fee Review. Retrieved from <https://drive.google.com/file/d/1C3WqvTBBihRTPDTemmK8AIOX9yE9Yp6I/view>

⁷⁴Ibid

“With the demand for student mental health support clearly rising and very limited community resources available in West Central Minnesota, we continue to struggle to meet Morris student needs.”

Telehealth psychiatry services have been available on the Morris campus since November of 2017, with Boynton Health psychiatrist Dr. Steve Herrman holding appointments one afternoon per week “with the [initial] ability to accommodate between 128-150 appointments per year.” Demand for this service has increased; during the 2020-2021 academic year, 211 appointments were held. “Discussions are beginning with Dr. Herrman about whether one afternoon per week is enough to meet the needs of Morris students.”⁷⁵

4. Rochester

The University of Minnesota Rochester (UMR) has counselors that help students learn ways to cope and manage their mental health. Counseling services are free for all students and are provided via zoom and in-person. They provide services in life stressors, anxiety, depression, relationship, coping skills, and other areas.⁷⁶ Mental health issues can impact physical health. To help sustain physical health, UMR has provided classes and fitness activities such as yoga, meditation, treadmills, and bikes.⁷⁷ Until recently, UMR students were supported by YMCA staff. YMCA recently closed, and all students have lost all access to it. UMR is now looking to offer classes on campus to recreate these opportunities for its students.

5. Twin Cities

According to the 2021 College Student Health Survey Report, over half of University of Minnesota students on the Twin Cities campus have been diagnosed with at least one mental health condition in their lifetimes, and 28% of the student population was diagnosed with at least one condition within the twelve months prior to the report.⁷⁸ Half of students report being unable to manage their stress. Students in the age range of 30 to 39 seem to be most impacted by depression, with over 15% of students in this age range reported a diagnosis in the year leading up to the report.⁷⁹ The numbers in this report are often higher than those in the 2018 College Student Health Survey Report, though this could be due to the slight differences in student population (Minnesota students at 13 campuses vs. University of Minnesota Twin Cities

⁷⁵Ibid, 19

⁷⁶ Counseling Services, U. of M. R. (2022). *Counseling services*. Counseling Services | University of Minnesota Rochester. Retrieved February 21, 2022, from <https://r.umn.edu/student-life/services/counseling-services>

⁷⁷ Health and Wellbeing, U. of M. R. (2022). *Health, Wellness and Recreation*. Health, Wellness and Recreation | University of Minnesota Rochester. Retrieved February 21, 2022, from <https://r.umn.edu/student-life/health-wellness-recreation>

⁷⁸ 2021 College Student Health Survey Report: Health and Health- Related Behaviors. Retrieved from https://boynton.umn.edu/sites/boynton.umn.edu/files/2021-11/UMNTwinCities_CSHSReport_2021.pdf

⁷⁹Ibid

students) or the year (2018 vs. 2021). Nonetheless, the current numbers are alarming, and graduate students, professional students, and undergraduate students have come up with some unique strategies and goals to address their obstacles.

Graduate Students

When asked how they felt over the past two weeks, 19% of graduate students reported having little interest in doing things more than half of the days, 17% reported feeling depressed or hopeless more than half of the days, 31% felt nervous or anxious more than half of the days, 24% were unable to stop worrying over half of the days, and 20% felt lonely or isolated more than half of the days.⁸⁰ Anxiety and depression are common in the graduate student population, with 27% and 20%, respectively, of the student population currently receiving treatment for the conditions.⁸¹

Graduate student stressors come from many sources. Many graduate students must balance being students, workers, researchers, parents, caretakers, and more. Graduate students are thus concerned with having the support necessary to perform their duties as workers and researchers, to make adequate progress in their programs as students, and to take care of their families, especially given the obstacles to completing research that COVID-19 has introduced. Specifically, graduate students worry about whether necessary classes will be offered, if researchers will be able to travel to complete field work, and how to balance being a student and researcher and a parent when daycares are closed. Graduate students are facing increases in the cost of basic necessities like housing and food but are not seeing commensurate pay raises; food in the Twin Cities area is 7.2% more expensive than it was last year⁸² and rent has increased by 3.5% since last January,⁸³ but graduate students are left wondering if pay raises will come at all. Faced with these increased costs, pay will need to be increased beyond the 1.5% raise most

⁸⁰ Health and Wellness, M. (2021). *Anxiety, Depression, and Loneliness*. Tableau.umn.edu. Retrieved February 21, 2022, from <https://tableau.umn.edu/#/site/OIR/views/gradSERU2021MinnesotaPublicDashboards/AnxietyDepressionandLoneliness?.iid=1>

⁸¹ Mental Health, M. (2021). *Mental Health Treatment*. Tableau.umn.edu. Retrieved February 21, 2022, from <https://tableau.umn.edu/#/site/OIR/views/gradSERU2021MinnesotaPublicDashboards/MentalHealthTreatment?.iid=1>

⁸² Midwest Information Office, U. S. B. of L. S. (2022, February 10). *Consumer price index, Minneapolis-St. Paul-Bloomington Area – January 2022 : Midwest Information Office*. U.S. Bureau of Labor Statistics. Retrieved February 21, 2022, from https://www.bls.gov/regions/midwest/news-release/consumerpriceindex_minneapolis.htm#:~:text=Prices%20for%20food%20at%20home,food%20prices%20rose%207.6%20percent.

⁸³ Midwest Information Office, U. S. B. of L. S. (2022, February 10). *Consumer price index, Minneapolis-St. Paul-Bloomington Area – January 2022 : Midwest Information Office*. U.S. Bureau of Labor Statistics. Retrieved February 21, 2022, from https://www.bls.gov/regions/midwest/news-release/consumerpriceindex_minneapolis.htm

graduate students saw last year⁸⁴ to break even. To that end, 27% of the population reported being worried about being able to pay rent and 11% being worried about being able to afford food before nationwide inflation took hold.

Professional Students

Professional students, like graduate students, face challenges as workers, students, and caretakers. Many professional students work full time outside of the University while seeking a higher education degree and participate in professional and networking events. Professional students are in a unique position to both recognize the effects on mental health of current events, such as the Pandemic, and inform and guide the student population through them. Professional students have taken a lead by keeping students informed on latest guidance, letting students know what resources are available, and where testing and vaccinations are being offered. Professional students are also working on an ongoing initiative to provide COVID grab bags including antigen at home tests, medical grade masks, etc. to a large number of professional students to help address limited community resources and concerns with in-person learning and/or clinical required experiences.

The Humphrey School of Public Affairs hosts BIPOC mental health initiatives through their Public Affairs Student Association. However, there is a lack of available channels connecting incoming students of color to current students, and current students to alumni.

The University of Minnesota Medical School provides an important resource and bridge for counseling services to students. Specifically, Dr. Maryanne Reilly-Spong is a licensed psychologist who is privileged to work in medical education. She runs the Confidential-Bridging Counseling (CBC) Services, which is free, confidential, and conveniently provided in the Mayo Building or through telehealth services.⁸⁵ She has worked with diverse communities in the area of behavior change to improve quality of life (anxiety, depression, sleep symptoms) and well-being. The medical school has placed a strong emphasis on student mental health, as stated on its website:

“Wellbeing and academic performance are interrelated. With that in mind, the Medical School has a multi-layered approach to supporting your mental health, of which CBC service is one key resource. At the foundation of promoting wellbeing

⁸⁴ Kian, A. (2021, June 30). *UMN approves 1.5 percent tuition increase at all campuses*. Twin Cities. Retrieved February 21, 2022, from

<https://www.twincities.com/2021/06/29/umn-approves-1-5-percent-tuition-increase-at-all-campuses/>

⁸⁵ University of Minnesota, Medical School. *Confidential-Bridging Counseling Services*. University of Minnesota, Medical School. Retrieved February 19, 2022, from

<https://med.umn.edu/md-students/academic-success-assistance/learner-development/confidential-bridging-counseling-cbc-services>

are medical school initiatives (supported by the Office of Learner Development) to promote a more effective learning environment such as reducing cognitive load in the curriculum and integrating clinical utility of foundational coursework, pass/fail assessments in pre-clerkship training, and the duty hours policy for students in clerkship training. These layers also include community resources such as Student Affairs initiatives (academic advising and career planning resources), many student-led support resources [e.g., Peer Mentors, academic coaching (tutors), K-Coop, the Wellbeing Committee and Peers Supporting Peers], and active initiatives with the many student groups that reflect the rich diversity of medical students. Lastly, we also support students in creating their own individualized health and wellness plans that are reflective of their unique needs and preferences.”⁸⁶

The University of Minnesota School of Dentistry offers a similar “in-house” mental health resource. The school has a student mental health advocate who offers support to students with confidential concerns and connects them with the appropriate resources on campus.⁸⁷

The University of Minnesota Law School offers a Lawyers Concerned for Lawyers (LCL) program that provides free and confidential assistance for Minnesota law students who have experienced negative effects on their mental health.⁸⁸ Additionally, a new mental health clinic opened in Wilson Library on the West Bank in July 2021, which currently provides two mental health counselors who offer telehealth and in-person counseling sessions.⁸⁹ This has been an important resource for law students who face challenges accessing resources on the East Bank.

The College of Veterinary Medicine (CVM) chose to dissolve the position of their dedicated veterinary social worker this year with a partial contingency plan in place. Many students were upset by this decision, and the 2021-2022 school year has felt challenging without this dedicated support system. However, things are improving as a part-time counselor was hired on through Student Counseling Services and began seeing short-term appointments a few weeks ago. The new Director of Student Wellbeing and Success will also begin in April. Both of these new positions are CVM specific and add mental health support to students. A student advocate from CVM comments:

⁸⁶Ibid, 22

⁸⁷ University of Minnesota, School of Dentistry. *Office of Student and Resident Affairs*. University of Minnesota, School of Dentistry. Retrieved February 21, 2022, from <https://dentistry.umn.edu/degrees-programs/current-students/office-student-and-resident-affairs>

⁸⁸University of Minnesota, Law School. *Wellness and Wellbeing*. University of Minnesota, Law School. Retrieved February 21, 2022, from <https://law.umn.edu/current-students/student-affairs/student-life/wellness-wellbeing>

⁸⁹ Campbell-Jensen, Allison. (2021, July 9). *New clinic opens in Wilson Library*. Twin Cities Library. Retrieved February 23, from <https://www.continuum.umn.edu/2021/07/new-clinic-opens-in-wilson-library/>

“I think the current plan in place for our wellbeing and counseling services will work eventually. It is very different from what we had before - which was an embedded counselor who saw students in years 1-3 and a counselor for the Vet Medical Center who saw staff and 4th year students. The restructuring was done in a way that was really disconcerting to the student body. Basically we were told that our embedded year 1-3 counselor would be leaving and new positions would be made and filled at some point. I think a lot of students had a feeling of having the rug pulled out from underneath them. There has since been more transparency and student involvement in how the positions are being restructured and in filling the positions. This has helped and like I first said, I believe the structure will work eventually once students are used to it and all positions are filled, but it has been a rocky transition.”

Undergraduate Students

Undergraduate students on the Twin Cities campus have various mental health resources, which has all been compiled on a Student Mental Health website.⁹⁰ Students can access counseling services through Student Counseling Services and the Mental Health Clinic at Boynton Health. At Boynton, students are allowed up to eleven counseling visits in a 12-month time period, which is not sufficient for most students.⁹¹ Other accessible resources include PAWS (Pet Away Worry & Stress), which provides registered therapy animals for students to pet.⁹² Resources for stress management related to academics can be accessed through the Student Academic Success Services (SASS).⁹³ Lastly, the Aurora Center is an important resource for victim-survivors of sexual violence, domestic violence, or stalking who need free and confidential support. Walk-ins are available from 8:00 am - 4:30 pm in Appleby Hall on the Twin Cities campus, and an advocate hotline is available 24 hours/day.⁹⁴

For students of color, the BIPOC Mental Health Collective was formed in January 2019 that provides space for Black, Indigenous, and People of Color to speak about their

⁹⁰ University of Minnesota, Twin Cities. *Student Mental Health*. University of Minnesota, Twin Cities. Retrieved February 21, 2022, from <http://www.mentalhealth.umn.edu>

⁹¹ University of Minnesota, Twin Cities. *Student Mental Health: Counseling*. University of Minnesota, Twin Cities. Retrieved February 21, 2022, from <http://www.mentalhealth.umn.edu/counseling/index.html>

⁹² University of Minnesota, Twin Cities. *Student Mental Health: Stress Management*. University of Minnesota, Twin Cities. Retrieved February 21, 2022, from <http://www.mentalhealth.umn.edu/stressmgmt/index.html>

⁹³ Ibid

⁹⁴ University of Minnesota, Twin Cities. *Student Mental Health: Crisis/ Urgent Consultation*. University of Minnesota, Twin Cities. Retrieved February 21, 2022, from <http://www.mentalhealth.umn.edu/crisis/index.html>

experiences in a comfortable environment.⁹⁵ This group has meetings once a month, which includes a wellness activity and breakout discussions regarding the needs of the folks present.⁹⁶ For many students of color, it is difficult to access counseling services on campus due to a lack of culturally-competent mental health providers and counselors, and this collective provides a space for students from various backgrounds to feel comfortable discussing their struggles and needs.

⁹⁵ Student Counseling Services, U. of M. (2022). *BIPOC Mental Health Collective*. BIPOC Mental Health Collective | Student Counseling Service. Retrieved February 21, 2022, from <https://counseling.umn.edu/bipoc-mental-health-collective>

⁹⁶ Student Counseling Services, U. of M. (2022). *BIPOC Mental Health Collective*. BIPOC Mental Health Collective | Student Counseling Service. Retrieved February 21, 2022, from <https://counseling.umn.edu/bipoc-mental-health-collective>

IV. Current State of Academics and Flexibility at the University of Minnesota

A. Overview

As a result of the COVID-19 pandemic, flexibility in academic preferences and modalities have been implemented at the University and nationwide. In the section below, this topic discusses the state of academics nationwide and the policies and practices implemented across the University of Minnesota system. These policies and practices include S/N (pass/fail) grading, shifts in learning modalities, and changes to the admissions process. This topic aims to advance a critical conversation around the need for further academic flexibility, especially amid the ongoing pressures of the pandemic.

B. Current State Nationwide

The COVID-19 pandemic has required colleges and universities nationwide to adapt to a novel learning model. In the Spring of 2020, over 1,300 colleges and universities nationwide shifted from in-person classes to solely online learning for the safety of faculty, staff, and students.⁹⁷ Here, it is important to note that only one-third of U.S. college students took an online course prior to the pandemic, which illustrates the gravity of this shift in learning.⁹⁸ In the 2020-2021 academic year, universities changed their course modalities to hybrid learning, with online learning remaining a key cornerstone in course offerings.⁹⁹

Following the initial success of the 2020-2021 academic year with online and hybrid learning, most universities returned to primarily in-person instruction, including all Big 10 institutions. The University of North Carolina at Chapel Hill moved 91 percent of its classes to in-person learning in the fall, while Pennsylvania State University offered 94 percent of its courses in-person.¹⁰⁰ Although these institutions have not provided flexibility in learning options, especially for students who are exposed or in quarantine, others have included online learning as an important part of the classroom experience. The California State University system, for example, offered 80 percent of its courses in-person and 20 percent online, while the City

⁹⁷ Smalley, A. (2021, March 22). *Higher Education Responses to Coronavirus (COVID-19)*. Higher education responses to coronavirus (COVID-19). Retrieved February 21, 2022, from <https://www.ncsl.org/research/education/higher-education-responses-to-coronavirus-covid-19.aspx>

⁹⁸ Gallagher, S., & Palmer, J. (2020, September 29). *The pandemic pushed universities online. the change was long overdue*. Harvard Business Review. Retrieved February 21, 2022, from <https://hbr.org/2020/09/the-pandemic-pushed-universities-online-the-change-was-long-overdue>

⁹⁹ Selingo, J. J., & Clark, C. (2021, October 8). *Imagining the hybrid college campus*. Harvard Business Review. Retrieved February 21, 2022, from <https://hbr.org/2021/10/imagining-the-hybrid-college-campus>

¹⁰⁰ Redden, E. (2021, September 3). *With momentum behind an in-person fall, where does online learning fit?* Retrieved February 21, 2022, from <https://www.insidehighered.com/news/2021/09/03/momentum-behind-person-fall-where-does-online-learning-fit>

University of New York (CUNY) offered 45 percent in-person and 55 percent online.¹⁰¹ Flexibility in modality practices have allowed for these universities to meet student needs for online and hybrid learning options.

In addition to modality changes, many universities adjusted grading policies in favor of a pass/fail option. For many students, the pandemic brought numerous challenges and personal difficulties, and the pass/fail option provided light and compassion during a time of great uncertainty.¹⁰² Universities that implemented this option in the Spring of 2020 included Harvard University, Yale University, Dartmouth College, Columbia University, Stanford University, University of Nebraska Lincoln, and over 150 others.¹⁰³ Many maintained this policy throughout the 2020-2021 academic year, while others shifted their policies. Many, including Harvard and Cornell, also waived SAT/ACT requirements for the admissions process, allowing high school students to have greater access to higher education.¹⁰⁴

This nationwide context provides an initial outlook of how the pandemic has shifted academic policies and priorities. The remainder of this section provides a comprehensive, but non-exhaustive, overview of current efforts around academic flexibility on each University system campus.

C. Current Efforts

1. Duluth

The University of Minnesota Duluth changed grading policies to provide more flexibility through a Satisfactory/Non-Satisfactory (S/N) grading basis. In the fall of 2020 and throughout the 2020-2021 academic year, students had the option to select the S/N grading basis for any of their classes, including for courses required for a major and/or minor. Classes taken on an S/N grading basis did not count towards the maximum number of credits that could be earned through S/N. For each semester, the deadline for changing grading options was approximately a

¹⁰¹ Redden, E. (2021, September 3). With momentum behind an in-person fall, where does online learning fit? Retrieved February 21, 2022, from

<https://www.insidehighered.com/news/2021/09/03/momentum-behind-person-fall-where-does-online-learning-fit>

¹⁰² Tamez-Robledo, N. (2021, May 26). *Pass/Fail Grading was an act of pandemic compassion. is it here to stay?* - *edsurge news*. EdSurge. Retrieved February 21, 2022, from

<https://www.edsurge.com/news/2021-05-26-pass-fail-grading-was-an-act-of-pandemic-compassion-is-it-here-to-stay?>

¹⁰³ Basken, P. (2020, April 9). US colleges adopt pass-fail rules, stirring wider reform. *Times Higher Education (THE)*. Retrieved February 21, 2022, from

<https://www.timeshighereducation.com/news/us-colleges-adopt-pass-fail-rules-stirring-wider-reform>

¹⁰⁴ Vigdor, N., & Diaz, J. (2020, April 15). More colleges are waiving SAT and ACT requirements. *The New York Times*. Retrieved February 21, 2022, from

<https://www.nytimes.com/article/sat-act-test-optional-colleges-coronavirus.html>

week before the start of finals. However, flexibility in S/N grading did not extend past the spring of 2021.¹⁰⁵

Other efforts have been made to aid students in their academics during the COVID-19 pandemic. Students who must miss class times or meetings due to COVID-19 related circumstances are excused from class and are not required to provide documentation to their instructor.¹⁰⁶

Students also receive numerous academic support services on their campus. The Academic Writing and Learning Center provides tutoring services through the Tutoring Center and the Writers' Workshop.¹⁰⁷ The Tutoring Center provides free tutoring services to all undergraduates in a variety of courses, and online and in-person tutoring is provided.¹⁰⁸ The Writers' Workshop provides free, one-on-one tutoring to undergraduate and graduate students, staff, and faculty. Online and in-person writing services are provided. Additionally, English as a Second Language (ESL) tutors are available for ESL learners, and they can also visit an ESL Specialist in the office to gain additional support on writing assignments.¹⁰⁹

The University of Minnesota Duluth adopted a test optional admissions process in the spring of 2021 and continues to review the policy.¹¹⁰ Applications are reviewed through a holistic process by looking at the rigor of one's academics in high school and other supporting documentation.¹¹¹

2. Crookston

University of Minnesota Crookston (UMC) made policy changes to their academic grading system in the spring of 2020, providing the S/N grading option to all undergraduate students for all courses. Courses taken through S/N grading did not count towards the limit of classes that could be taken in an S/N grading format.¹¹²

UMC provides class modalities in three ways. First, *in-person classes* are provided during which students and professors meet in person at UMC regularly on scheduled days and times. In *blended classes*, professors provide rules and details for each class, which includes information

¹⁰⁵ Email Sent to Duluth Students on Monday, March 22, 2021

¹⁰⁶ <https://evcaa.d.umn.edu/excused-absences>

¹⁰⁷ The University of Minnesota . (2021). For students. For Students | Academic Writing and Learning Center | UMN Duluth. Retrieved February 22, 2022, from <https://awlc.d.umn.edu/tutoring-center/students>

¹⁰⁸ The University of Minnesota . (2022). Tutoring center. Tutoring Center | Academic Writing and Learning Center | UMN Duluth. Retrieved February 22, 2022, from <https://awlc.d.umn.edu/tutoring-center>

¹⁰⁹ The University of Minnesota . (2021). For ESL writers. For ESL Writers | Academic Writing and Learning Center | UMN Duluth. Retrieved February 22, 2022, from <https://awlc.d.umn.edu/writers-workshop/esl-writers>

¹¹⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2022-02/docket-mis-feb2022-final_0.pdf

¹¹¹ The University of Minnesota . (2022). Test-optional. Admissions. Retrieved February 22, 2022, from <https://admissions.d.umn.edu/undergraduate-admissions/apply/test-optional>

¹¹² Message from the Office of the President. Retrieved from <https://drive.google.com/file/d/1RHCTtwdbkycgW6-Jz7MCwrTOMRyOylxs/view>

on when the class will meet in-person and online. In *remote-instruction classes*, the course is completely online with a set class-time through Zoom learning. This is conducted through a synchronous format. Lastly, *online classes* provide fully online instruction without set class or instructor meeting times. All class assignments are available online anytime. The professor will provide a syllabus of the course. These courses are provided in an asynchronous format.

UMC also provides numerous academic support resources through the Student Success Center. The Student Success Center provides career services, multicultural education, tutoring, and writing support.¹¹³ Each of these services are provided through online and in-person appointments.

The University of Minnesota Crookston has a test optional admissions process, which began in the fall of 2019. SAT or ACT scores are not considered during the admissions process, and the admissions team focuses on conducting a holistic assessment of an applicant.¹¹⁴ However, there are a few exceptions to the policy. Students applying to the Veterinary Food Animal Scholars Track (VetFAST) must provide test scores. Additionally, students applying to the Teacher Education track can submit their “ACT with Writing” score, and if their score meets a certain passing requirement, they can bypass taking the MN NES Essential Skills (Reading, Writing, Math).¹¹⁵

3. Morris

At the University of Minnesota Morris, absences due to COVID-19 are considered excused absences and dealt with under the University Policy: Makeup Work For Legitimate Absences.¹¹⁶ Absences due to COVID-19 include, but are not limited to, being in quarantine or isolation, testing positive for COVID-19, having a vaccine appointment, experiencing negative effects from a vaccination, or caring for a family member who is sick. No additional policies are currently in place to handle absences due to COVID-19.

Data provided by the Office of Academic Affairs indicates that in the fall semester for 2021, 70.4 percent of classes were offered in an in-person format, 9.8 percent in a blended format, 16.8 percent in an online, synchronous format, and 3.1 percent in an online, asynchronous format.¹¹⁷ For the spring semester of 2022, 83.6 percent of classes were listed as being in-person. 2.1

¹¹³ University of Minnesota, Morris. (2021, August 9). Self-reported test score and academic record (SRAR). University of Minnesota, Morris. Retrieved February 21, 2022, from <https://crk.umn.edu/units/student-success-center>

¹¹⁴ University of Minnesota, Crookston. (2022). Holistic Admissions. University of Minnesota Crookston. Retrieved February 21, 2022, from <https://crk.umn.edu/admissions/holistic-admissions>

¹¹⁵ Albailey. (2021, March 9). Holistic admissions. University of Minnesota Crookston. Retrieved February 22, 2022, from <https://crk.umn.edu/admissions/holistic-admissions>

¹¹⁶ The University of Minnesota . (2022). Makeup work for legitimate absences: Twin Cities, Crookston, Morris, Rochester. Policy. Retrieved February 22, 2022, from <https://policy.umn.edu/education/makeupwork>

¹¹⁷ Peh Ng (Acting Vice Chancellor for Academic Affairs), in discussion with Cal Mergendahl, February 2022.

percent in a blended format, 10.9 percent in an online, synchronous format, and 3.3 percent in an online, asynchronous format.¹¹⁸ Lastly, professors are not required to provide remote instruction for students affected by COVID-19, but they have autonomy in providing that format if desired.¹¹⁹ Additionally, it is important to note that many classes officially listed as in-person in the course catalog continue to offer a synchronous, remote option that is accessible for all students, regardless of their COVID-19 status.

S/N grading was made available to students for all classes, including those within the major, during the spring of 2020. In fall of 2020, grading policies reverted to the norm, with two major exceptions: all F grades were automatically converted to N grades (not counting against GPA), in addition to the creation of a petition form designed to add flexibility and enable students to change their grading to S/N after the typical deadline. In spring of 2021, these policies were retained. Additionally, S/N grades were not counted towards the overall total of S/N credits permitted to count toward a degree requirement, and it was left up to each discipline to decide whether S/N credits would be permitted to fulfill specific program requirements.¹²⁰

At the University of Minnesota Morris, the admissions process moved to a test optional admissions process for the spring and fall of 2022.¹²¹ Standardized tests are not required on the application, and students have full autonomy over each section of their application. The Morris campus is continuing to review the test optional policy for future years.

4. Rochester

The policies surrounding make-up work are identical on the Twin Cities, Morris, Crookston, and Rochester campuses. The University cannot penalize students for missing classes as a result of reasons that qualify as an excused absence. Under special circumstances, however, the senior academic office for the campus or the officer's designee could waive the requirements that students provide verification of illness from health care providers for the health and safety of the campus.¹²²

As a way to provide students with some academic assistance, the Rochester campus employs the JustASK program as well as Student Success Coaches.¹²³ Students on the Rochester campus seem to reflect positively on these programs. One student remarks, "JustASK is one of my

¹¹⁸ Peh Ng

¹¹⁹ Peh Ng

¹²⁰ https://drive.google.com/file/d/1H3D5O5PjIbuEOkqgTly_ywImofAee4iE/view

¹²¹ *Self-Reported Test Score and Academic Record (SRAR)*. (2022). Morris Department of Admissions. Retrieved February 2, 2022, from <https://morris.umn.edu/admissions/self-reported-test-score-and-academic-record-srar>

¹²² University of Minnesota, Office of Institutional Compliance. *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*. University of Minnesota, Office of Institutional Compliance. Retrieved February 21, 2022, from <https://policy.umn.edu/education/makeupwork>

¹²³ University of Minnesota, Academic Resources. Retrieved February 21, 2022, from <https://r.umn.edu/academics-research/academic-resources>

favorite aspects about UMR. The professors are available to help students with anything they need. The sessions are held in public spaces on campus making it easy to reach out to them and get the help I need with my classes.”

As a result of COVID-19, students have also had more flexibility in selecting S/N grading for their spring 2020 classes. Students could select S/N grading for an unlimited amount of courses, which will all be accepted for major and minor requirements. All students on the Rochester campus were eligible for this new academic grading policy aside from BSHP students. Incompletes will be assigned at the discretion of the instructors and will require a contract that details the deadline to complete the course.¹²⁴ Instructors are not required to use pluses and minuses when grading on the A-F scale, and grade points are the same regardless of the level of difficulty of the course at both the undergraduate and graduate level.¹²⁵

The University of Minnesota Rochester is currently test optional through the fall of 2022 and continues to review its policy. On a student’s application, he can indicate whether or not he would like ACT and/or SAT scores to be part of the holistic review.¹²⁶

5. *Twin Cities*

The University of Minnesota Twin Cities provides academic flexibility at the undergraduate, graduate and professional levels. Depending on the academic program, students were provided with varying levels of academic flexibility in terms of course modalities, grading policies, student resources, and the admissions process. The following discussion of the policies and programs provide important insight into the levels of academic support available within each degree level.

Graduate Students

Beyond the issues articulated above, graduate students are growing increasingly anxious about whether they can successfully obtain their degrees, since research projects are a requirement for graduation. Specifically, for master’s and all doctoral degrees, dissertation approval is required to graduate.¹²⁷ These concerns fall mainly in two categories. Firstly, graduate students that need to collect data in the field experienced

¹²⁴ One Stop Student Services, Rochester. *Grading Policies*. One Stop Student Services, Rochester. Retrieved February 21, 2022, from <https://onestop.r.umn.edu/academics/grading-policies>

¹²⁵ University Policy Library. *Grading and transcripts: Twin Cities, Crookston, Morris Rochester*. Retrieved February 21, 2022, from <https://policy.umn.edu/education/gradingtranscripts>

¹²⁶ *Application Checklist and Timeline* | University of Minnesota Rochester. (2022). UMR Department of Admissions. Retrieved February 22, 2022, from <https://r.umn.edu/umr-admissions/undergraduate-admissions/bachelor-science-health-sciences/checklist>

¹²⁷ *Degree completion steps*. (2022). One Stop Student Services - Twin Cities. Retrieved February 22, 2022, from <https://onestop.umn.edu/academics/degree-completion-steps>

severe travel restrictions, which set back crucial aspects of their research, especially if it was time-sensitive. Secondly, many students, especially those in the physical sciences, had their entire experiments ruined due to the inability to come back to campus. These issues, along with many more, have significantly increased the amount of time it takes to complete degrees. As a result, many graduates are wary of being kicked out of the program, and this leaves a lot of ambiguity for students who have experienced significant setbacks in the past several years.

Additionally, S/N grading for classes during Spring 2020 and the 2020-2021 academic year was dependent on the particular graduate program.¹²⁸ Certain programs provided this flexibility, while others did not.

COVID-19's impact on graduate students is not limited to their role as students, however. As teaching assistants and instructors, graduate students face a lot of the same challenges that faculty face in this pandemic era. The abrupt shift to online learning in March 2020 had educators scrambling to learn new technologies and maintain the quality and energy that is seen in in-person instruction. Many graduate students report minimal aid in learning new technologies and methods for maintaining instruction quality, and unpleasant consequences, such as very low attendance and participation, for both instructors and students.

Professional Students

Professional students have received certain accommodations throughout the pandemic, which are contingent upon the specific professional school. Below, a non-exhaustive list of examples are provided from various professional schools at the University. Although there are no specific statistics available online, student testimonials state that hybrid options have been available. Within the School of Dentistry, they offer hybrid courses, which were re-implemented earlier this year. The School of Public Health also offers hybrid options, which is contingent upon professor approval. From student experience, the Carlson School of Management MBA program provides flexibility in that a majority of classes are recorded and uploaded to Canvas. Lastly, in the University of Minnesota Medical School, the first two years are measured by a pass/fail grading school. In the final two years of medical school, grades are measured using an Honors, Excellent, Satisfactory and No Pass, or Pass/Fail scale. These measures of flexibility were implemented before the start of the pandemic.¹²⁹ Clinical requirements have not changed

¹²⁸ *Grading policies*. (2022). One Stop Student Services - Twin Cities. Retrieved February 22, 2022, from <https://onestop.umn.edu/academics/grading-policies>

¹²⁹ University of Minnesota, Medical School. (2022). *Satisfactory Academic Progress*. University of Minnesota, Medical School. Retrieved February 21, 2022, from <https://med.umn.edu/md-students/financial-aid/how-aid-works/satisfactory-academic-progress>

significantly with the pandemic, but students can still be approved for an excused absence if they have/have been exposed to, or are greatly affected by, COVID-19.¹³⁰

However, the University of Minnesota Law School has had a lack of flexibility in its programs. The grading basis has remained on an A/F scale, and under certain circumstances, an instructor can receive permission from the Education Policy Committee to use an alternative method of grading.¹³¹ Law classes are curved such that the mean grades in a course must fall between a 3.200 and a 3.333 (B+), while no more than 39 percent of students can achieve a grade in the A-range.¹³² Additionally, the Law School Admission Test (LSAT) is still required in the admissions process.¹³³ Lastly, there are certain extenuating circumstances under which online options are available in courses, but this is under the discretion of the professor.

Undergraduate Students

Course Modalities. In the summer of 2020, the Academic Scenarios Advisory Team was created to “develop a framework of recommendations for delivery of academic mission in fall of 2020 in the context of COVID-19.”¹³⁴ This team worked with various governance groups across the University in addition to guidance by public health experts. In their report to the Board of Regents on June 11, 2020, they recommended that the University return to in-person instruction with the re-opening of campus services, including residential halls and dining facilities. Professors had the autonomy to develop their own course modalities, and in-person instruction was limited to various public health guidelines, including classroom occupancy limits, social distancing, and mask requirements.¹³⁵ Although a majority of classes in the fall of 2020 were held in an online environment, the in-person and hybrid options were available. There were no reported cases of COVID-19 transmission during in-person or hybrid classes in the fall of 2020.¹³⁶

¹³⁰ University of Minnesota, Medical School. *Clinical Experiences*. University of Minnesota, Medical School. Retrieved February 21, 2022, from <https://med.umn.edu/md-students/academics/clinical-experiences>

¹³¹ University of Minnesota Law School: Academic Rules. Retrieved from https://www.law.umn.edu/sites/law.umn.edu/files/academic_rules.pdf

¹³² University of Minnesota Law School: Grading F.A.Q.s. Retrieved from https://www.law.umn.edu/sites/law.umn.edu/files/2019/12/31/grades_faq.pdf

¹³³ University of Minnesota Law School. *How to Apply*. University of Minnesota Law School. Retrieved February 21, 2022, from <https://law.umn.edu/admissions/jd-admissions/how-apply>

¹³⁴ *Academic Scenarios Advisory Team | Executive Vice President and Provost*. (2022). Academic Scenarios Advisory Team. Retrieved February 22, 2022, from <https://provost.umn.edu/covid19-response/academic-scenarios-advisory-team>

¹³⁵ *COVID-19 Pandemic: Framework for Delivering Academic Mission in Fall 2020*. (2020, June 11). University of Minnesota Board of Regents Mission Fulfillment Committee. Retrieved February 22, 2022, from https://provost.umn.edu/sites/provost.umn.edu/files/Academic%20Framework%20Fall%202020_BOR-MIS%20docket%20June%202020.pdf

¹³⁶ *Finalizing Spring 2021 Instruction Modalities | Executive Vice President and Provost*. (2021). Finalizing Spring 2021 Instruction Modalities. Retrieved February 22, 2022, from <https://provost.umn.edu/finalizing-spring-2021-instruction-modalities>

These policies continued in the spring of 2021. Courses were held “fully in-person; fully online (asynchronous); remote (synchronous); or blended/hybrid.”¹³⁷ However, the majority of classes were held in an online environment again.

With increased vaccination rates and lower COVID-19 cases throughout the metropolitan area, the University President sent a message to students, faculty, and staff announcing that courses in the fall of 2021 would be held through an in-person format.¹³⁸ Students returned to primarily in-person instruction this past fall, during which 77.6 percent of classes were offered in-person.¹³⁹ Professors were still provided with the opportunity to work with leadership in their department to choose the modality of their courses, which has continued in the spring of 2022. Safety measures were implemented for in-person courses, including requirements regarding masks¹⁴⁰ and social distancing. However, there were challenges faced by students in terms of receiving accommodations when they were exposed to COVID-19 or tested positive. According to language provided by the Provost’s office, testing positive for COVID-19 is not considered a disability “such that the University would need to provide reasonable accommodations.”¹⁴¹ Instructors allowed students to make up missed work from classes based on the University’s Administrative Policy: Makeup Work for Legitimate Absences.¹⁴² However, a Zoom option for students in quarantine or isolation was not a requirement and, oftentimes, unavailable in classes throughout the semester.

Grading Policies. Following the impacts of the COVID-19 pandemic in the spring of 2020, the Twin Cities campus adjusted the grading basis for undergraduate courses. Starting on April 1st, 2020, undergraduate students could log into their MyU accounts and adjust their course grading basis from A-F to S/N grading, if desired.¹⁴³ Following the posting of final grades for the spring semester, May 22nd was the last day for undergraduates to change their preferred course grading basis. Step-by-step instructions for changing one’s course grading basis before April 30th, 2020 was provided on the One

¹³⁷ *Finalizing Spring 2021 Instruction Modalities | Executive Vice President and Provost.* (2021). Finalizing Spring 2021 Instruction Modalities. Retrieved February 22, 2022, from <https://provost.umn.edu/finalizing-spring-2021-instruction-modalities>

¹³⁸ *Message from the Office of the President.* (2021, March 12). Office of the President. Retrieved February 22, 2022, from https://drive.google.com/file/d/1v8gL_0_Ihhoit3sVtxNN7AG1OexdsoQa/view

¹³⁹ *Spring 2022 course modalities | Executive Vice President and Provost.* (2022). Spring 2022 Course Modalities. Retrieved February 22, 2022, from <https://provost.umn.edu/spring-2022-course-modalities>

¹⁴⁰ *Face Covering Protocol.* (2022, January 12). Safe Campus | University of Minnesota. Retrieved February 22, 2022, from <https://safe-campus.umn.edu/return-campus/face-coverings>

¹⁴¹ *COVID-19 Academic Planning FAQ | Executive Vice President and Provost.* (2020). Regents of the University of Minnesota. Retrieved February 22, 2022, from <https://provost.umn.edu/covid19-response/covid-19-academic-planning-faq>

¹⁴² *Policy | Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester.* (2020, October 24). Academic Policies. Retrieved February 22, 2022, from <https://policy.umn.edu/education/makeupwork>

¹⁴³ *Spring 2020 S/N grading basis FAQ for the Twin Cities campus.* (2020). S/N Grading. Retrieved February 22, 2022, from https://docs.google.com/document/d/1mCdXeOAWFe6HP44Zd2bKB_VxWw5dYo4yTVzJrsD6cOc/edit

Stop Student Services website. For students requesting a change in their course grading basis after final grades were posted, students simply had to email One Stop Student Services.¹⁴⁴ These policies surrounding S/N grading were provided for the spring and summer of 2020, and they were applied to all undergraduate classes. If a student chose to take a class through S/N grading, these courses did not count towards the limit on the number of classes a student could take on the S/N grading basis. Courses taken on the S/N grading basis also counted towards major/minor requirements.

This policy was not extended to the fall semester of 2020. However, following the passage of a University Senate resolution on December 3, 2020, grading policy changes were made for undergraduate students. Therefore, for the fall of 2020 and spring and summer of 2021, undergraduate students had the ability to choose to change from A-F grading to S/N grading. This change only applied to undergraduate courses on the Twin Cities campus, and the number of S/N credits taken did not count towards the cap of S/N credits allowed.¹⁴⁵

S/N grading flexibility was not extended past the summer of 2021.

Admissions Process. The Twin Cities campus moved towards a “test optional” admissions process for students applying for admission for the fall of 2021 and fall of 2022. That is, students were not required to submit their ACT or SAT test scores, and all students received “full consideration” for admission regardless of whether or not they submitted these scores.¹⁴⁶ At the February Mission Fulfillment Committee meeting on February 10, 2022, Provost Croson informed the University community that test optional admissions would extend to 2023 first-year classes as well.¹⁴⁷ This is a temporary measure that has been implemented in response to the challenges posed by the pandemic. Additionally, the Office of Admissions conducts a holistic review of a student’s application. This includes looking at academic factors, such as high school coursework, grades, and class rank, and context factors, such as an individual’s personal experiences and circumstances.¹⁴⁸

¹⁴⁴ *Spring 2020 S/N grading basis FAQ for the Twin Cities campus.* (2020). S/N Grading. Retrieved February 22, 2022, from https://docs.google.com/document/d/1mCdXeOAWFe6HP44Zd2bKB_VxWw5dYo4yTVzJrsD6cOc/edit

¹⁴⁵ *Additional Grading Changes for Fall 2020 and Spring 2021 | Executive Vice President and Provost.* (2021). Grading Policies. Retrieved February 22, 2022, from <https://provost.umn.edu/additional-grading-changes-fall-2020-and-spring-2021-0>

¹⁴⁶ *Freshman Admissions Overview | Office of Admissions.* (2022). Department of Admissions. Retrieved February 22, 2022, from <https://admissions.tc.umn.edu/admissions/freshman-admission/freshman-admissions-overview>

¹⁴⁷ Board of Regents. (2022, February 10). *MPACT 2025*. Board of Regents - Mission Fulfillment Committee. Retrieved February 22, 2022, from https://regents.umn.edu/sites/regents.umn.edu/files/2022-02/docket-mis-feb2022-final_0.pdf

¹⁴⁸ *Holistic Review | Office of Admissions.* (2022). Office of Admissions. Retrieved February 22, 2022, from <https://admissions.tc.umn.edu/holistic-review>

V. Recommendations

Based on research surrounding the effects of COVID-19 on students and student experiences, we propose the following recommendations surrounding affordability, mental health, and academics/flexibility.

A. Affordability Recommendations

1. Tuition Freeze for the 2022-2023 Academic Year

We recommend that the University of Minnesota implement a tuition freeze for the 2022-2023 academic year and reevaluate incremental tuition increases, thereafter. We recommend that this tuition freeze be more comprehensive and include all undergraduate, graduate, and professional programs, as the previous tuition freeze for the 2020-2021 academic year did not cover all professional programs. This tuition freeze should also apply to non-resident, non-reciprocity students (NRNR). In previous years, tuition has increased incrementally by 2.0-2.5 percent, which has not been sustainable for student populations.¹⁴⁹ With the rising cost of living on each system campus and stagnant student wages, tuition increases affect the University's mission to be an accessible institution for all students, especially those coming from low-income and underrepresented backgrounds. These economic hardships have only been heightened since the beginning of the pandemic. Inaccessibility affects student retention rates, which are already lower due to the pandemic. Therefore, this freeze would further the University's commitment to serving students and ensuring accessibility is at the forefront of its mission.

2. Student Wage Increase to Meet the Rising Cost of Living

We recommend that the University of Minnesota implement a systemwide increase for student wages in order to reduce the burdens caused by the pandemic, increasing cost of living, and increasing tuition. We recommend that the University incrementally increase the student minimum wage to reach a living wage of \$15/hour. Students have been pushing for this issue for over half a decade, demands that have not been met by University administrators. To keep up with rising inflation and to ensure that student workers receive equitable pay, it is imperative that the University increase student wages.

3. Continued Institutional Support for Emergency Grants

We recommend that the University of Minnesota continue providing institutional support for emergency grants. The University has implemented emergency grants in the wake of

¹⁴⁹Ibid, 14

the pandemic, which can be utilized by students who have experienced unforeseen circumstances as a result of the pandemic. In addition to seeing continued institutional support, we recommend providing a report regarding student usage of these emergency grants and how this money has been used to support student needs and costs. These findings would provide important information regarding the accessibility and future needs of these grants.

B. Mental Health Recommendations

1. Offering Telehealth Options Indefinitely

We recommend the University of Minnesota offer telehealth options to its students indefinitely. As stated, counseling services across the system campuses have provided telehealth options in place of in-person counseling. With the unpredictability of the pandemic, telehealth provides a safe and accessible option for students. Having the ability to attend a counseling session online provides students with flexibility and may encourage more students to utilize counseling services. Students have found that having the option of telehealth, especially in the case of counseling appointments, is extremely beneficial.

2. Funding for More Culturally-Specific Counseling

We further recommend the University of Minnesota provide funding to hire more culturally-specific counseling and mental health providers within the counseling services on each system campus. Among students coming from underrepresented communities, which includes students of color, LGBTQIA+ students, students with disabilities, many argue that the current services offered through counseling services on their respective campuses do not provide sufficient resources for their personal needs. As the student body becomes more diverse, it is important for the University to recognize the need for culturally-specific mental health providers who can better identify with the concerns of students coming from various backgrounds. Students have many concerns around receiving counseling from Boynton Health, Student Counseling Services, and other counseling services due to the lack of diversity and understanding of their personal needs. Through funding for these services, students from underrepresented communities would feel comfortable accessing mental health resources on their respective campus.

3. In-House Mental Health Services for Graduate and Professional Schools

We additionally recommend that graduate and professional schools at the University of Minnesota receive funding to implement in-house mental health services within the

graduate and professional schools. The medical school recently began an innovative in-house program through which students now have the opportunity to meet with Dr. Reilly-Spong to attain short-term support services relating to mental health. In this program, students have easy access to mental health support in times of need. This program is one of the first of its kind. We encourage the Board to explore expanding this program within each of the eleven professional schools to have their own in-house counseling clinic program to address the challenges of availability and accessibility.

C. Academics/Flexibility Recommendations

1. Test Optional Expansion for Undergraduate, Graduate, and Professional Students

We recommend that the Board of Regents institute a permanent test optional admissions process for all system campuses for undergraduate students. The COVID-19 pandemic has only further exacerbated the inequities in standardized testing, especially among students without access to test resources. Standardized testing does not provide a proper marker for future student success, and the University has provided greater equitable access through the omission of this requirement throughout the pandemic.

We further recommend that the Board of Regents expand the scope of test optional admissions to cover all graduate and professional students. Students from the graduate school and professional schools across the University have argued for test-optional admissions due to the exacerbation of inequity in testing caused by the pandemic. By removing this barrier to admission, the University's graduate programs and professional schools would ensure greater accessibility of their higher education programs.

2. Tracking Guidelines for Graduate Research

We propose that the University of Minnesota implement guidelines and regulations surrounding COVID-related academic and research leniency for graduate students. The pandemic set back numerous students in graduate programs who were trying to complete their research projects, as many required being in the field and being exposed to other individuals. Regulations from the University would provide an important foundation for ensuring that research projects are completed in time and do not face major setbacks as a result of health and safety protocols. This would also support the University's cornerstone of being a research institution.

3. Encouraging Classroom Accessibility

Finally, we recommend that the University of Minnesota support greater accessibility and accommodations for courses at the undergraduate, graduate, and professional levels. Professors should continue providing accessibility to classrooms through policies regarding online options due to COVID-19-related absences. Although some courses provide a hybrid format, this does not apply uniformly across courses. We recommend applying a uniform policy to ensure students receive classroom instruction in an equitable manner. By providing this option, students do not have to worry about missing class due to COVID-related reasons as the online option provides an important mechanism for accessibility. Providing a “best practice” guide for professors would ensure student needs in academics and flexibility are effectively met.

The University's Relationship with Underserved Populations

I. Introduction

A. A Call for Action: Centering Those We Impact and Serve.

The University of Minnesota, as a higher education institution, is primarily tasked with educating and preparing its future generations of graduates to enter careers and professions. These prospective and current students, across the University's system, will learn and potentially work within a host of communities across the state of Minnesota. Our impact on these communities as individuals or learners associated with the University must be prioritized. In particular, attention must be provided to minority or traditionally underrepresented populations and communities given the host of societal, economic, health and educational inequities they have faced within and by institutions including higher education institutions like the University of Minnesota. It is critical for the University to recognize and intentionally define, in a standardized way, the most vulnerable populations that their students and staff interact with, learn from and eventually serve.

Within the US and Minnesota, there is a plethora of distinctive populations and communities.

Racial and Ethnic Minorities

The Minority Rights Group, last updated July 2020, defines key minority and indigenous groupings including, "Latinos (including Puerto Ricans), African Americans, Asian Americans, Arab and other Middle Eastern Americans, Native Americans, Native Hawai'ians and other Pacific Islanders, and Alaska Natives. In most cases, these groupings include multiple distinct communities".¹⁵⁰ The Minnesota Legislature similarly has a page in their reference library referencing ethnic minorities and providing resources for education purposes on populations identifying as, "American Indians, Asians, Blacks, Hispanics/Latinos/Latinas, and other."¹⁵¹ Per current data compiled by Minnesota Compass from the U.S. Census Bureau and Minnesota State Demographic Center, "More than 1.3 million people of color live in Minnesota" with an estimated 24% of Minnesotans identifying as people of color. A breakdown of Persons of Color as a percentage of the population by county data from 2020 indicates that Duluth (St. Louis County) is at 12% Persons of Color ranking 45/87, Crookston (Polk County) is at 14.9% ranking 30/87, Morris (Stevens County) is at 16.3% ranking 24/87, Rochester (Olmsted

¹⁵⁰ Minority Rights Group International. (2021, July 28). *United States of America- World Directory of Minorities & Indigenous Peoples*. Minority Rights Group. Retrieved February 20, 2022, from <https://minorityrights.org/country/united-states-of-america/>

¹⁵¹ Minnesota Legislative Reference Library. *Ethnic Minorities*. Retrieved February 21, 2022, from <https://www.lrl.mn.gov/links/links?links=minority>

County) is at 23.4% ranking 11/87, and the Twin Cities is at 34.4% ranking 4/87 for Hennepin County and 42% ranking 3/87 for Ramsey County.¹⁵²

In December 2021, President Gabel and Executive VP and Provost Croson reviewed the 2021 *University Performance and Accountability Report* which showed systemwide, the incoming class was composed of the most Minnesotans it has had in the previous 50 years.¹⁵³ Further, this report indicated that systemwide, recruitment of diverse (defined as BIPOC) students has increased by 129%, more than doubling over the past 2 years. Per the MPact progress card, Commitment 4 metrics on recruiting diverse students, faculty and staff, performance drivers/outcomes for the undergraduate freshman class, incoming graduate and professional students, faculty hired and staff hired are all inside the targeted range meaning they have increased year to year.¹⁵⁴ Currently, the percentage of BIPOC undergraduate students in the freshman class and percentage of BIPOC staff hired are at 29.1% and 27.3% respectively which is higher than the Minnesota average of 24%. However, the percentage of BIPOC incoming graduate and professional students as well as the percentage of BIPOC faculty hired sit at 22.4% and 18.8% respectively which is below the Minnesota average. Beyond recruitment, success and retention as well as belonging must be prioritized. Again within Commitment 4 of MPact, we can see that currently, the strategic focus of climate survey and job satisfaction are outside of the targeted range and require additional attention with a nearly 10% decrease in the percentage of students with a favorable sense of belonging on the Twin Cities campus since baseline.¹⁵⁵

Other Underrepresented Identities

The grouping of various underrepresented and underserved groups under one heading is intentional given the limited system wide data on recruitment, retention and belonging metric for underrepresented students beyond racial and ethnic minorities. This is being called out not to minimize or negate the importance of the aforementioned priorities and metrics, but to encourage parallel prioritization, implementation and systemwide evaluation of initiatives and resources directed towards students, staff and faculty from all backgrounds and belonging to all underrepresented identities.

¹⁵²Minnesota Compass. (2020). *Persons of color as a percentage of the population: rank of minnesota counties, 2020*. Minnesota Compass. Retrieved February 21, 2022, from <https://www.mncompass.org/chart/k199/race#1-5053-g>

¹⁵³ Board of Regents (2021) Item 8: “MPact 2025 Update.” Board of Regents Meeting December 17, 2021. University of Minnesota: Boardroom, McNamara Alumni Center. Retrieved February 22, 2022, from https://regents.umn.edu/sites/regents.umn.edu/files/2022-01/docket-bor-dec2021_final.pdf

¹⁵⁴ University of Minnesota: University Progress Card. Retrieved from <https://president.umn.edu/progress-card>

¹⁵⁵Ibid

The Office of Equity and Diversity (OED) lists three strategic priorities 1) Increase Representational Diversity, 2) Improve Campus Climate, and 3) Build, Support and Align Partnerships.¹⁵⁶ Within their definition of diversity, the OED includes the following groups: American Indians and other indigenous populations; people of color, including underrepresented groups and new immigrant populations; people with both apparent and non-apparent disabilities; people who identify as women; people of various gender and sexual identities and expressions; and first-generation students. Beyond this, they recognize that issues of access and climate extend beyond the aforementioned populations into those who encounter barriers associated with their religious expression, age, national origin, ethnicity, or veteran status. Finally, the OED addresses the importance of working with individuals who claim more than one of the above identities as can be seen on their mission, vision and values page.¹⁵⁷

The University trains prospective and current undergraduate, graduate and professional students who will, in a variety of capacities, serve populations across Minnesota, nationally and internationally. Those who are most vulnerable and underrepresented within these spaces must be centered especially given the University's land grant obligation. As a land grant University, the University of Minnesota must center communities in their decision making and practices. Per the Board's 2017 news release entitled, "U of M Board of Regents to focus on land-grant mission", the Board discussed how to address the needs of communities within the University and across the state in the system-wide strategic plan, named MPact 2025.¹⁵⁸ Housed under Commitment 4: Community and Belonging, President Gabel prioritizes several ways in which this is done. Recruiting, retaining and ensuring the ongoing success and wellbeing of students who identify as individuals within and/or members of traditionally underserved populations within Minnesota is a critical component for the University to prioritize to achieve their land-grant mission and obligation to the state of Minnesota. In various ways showcased throughout this past year during Board meetings and other public meetings or press releases, the University and Board of Regents are continuously working to improve upon this in meaningful, impactful and sustainable ways. For instance, the systemwide strategic focus within Commitment 4 to address Institutional history has been completed. However, through other included metrics and beyond, it is clear that there is room for continued improvement and progress.

B. Overview

¹⁵⁶University of Minnesota: Office for Equity and Diversity. *Mission, Vision, & Values*. University of Minnesota: Office for Equity and Diversity. Retrieved February 21, 2022, from <https://diversity.umn.edu/mission-vision-values>

¹⁵⁷ Ibid

¹⁵⁸ University of Minnesota: News and Events. (5 May 2017). *U of M Board of Regents to focus on land grant mission*. University of Minnesota: News and Events. Retrieved February 21, 2022, from <https://twin-cities.umn.edu/news-events/u-m-board-regents-focus-land-grant-mission>

To further assess the University's relationships with underserved populations, we will focus our attention to two specific topics - COVID-19 and Community Outreach. These two topics were intentionally selected given the timely and ongoing nature of discussions within the context of COVID-19 and the most recent wave for social justice reform. These movements have, once again, brought systemic racism and pervasive inequities to the forefront of our student body's, state's and nation's collective consciousness. The COVID-19 pandemic has, over the past two years, continuously required considerations as to how to best address and mitigate barriers students, staff and faculty face as direct and indirect result of health and societal impacts of living through a pandemic of catastrophic proportions.

COVID-19

COVID-19's impact on Minnesota's underrepresented and underserved is both notable and actionable. The state has called out how the COVID-19 pandemic has exposed Minnesota's racial disparities within healthcare access and outcomes in recognizing that "racism is pervasive and persistent".¹⁵⁹ When looking at mortality and morbidity data stratified by race/ethnicity in MN, Indigenous Minnesotans have the highest proportion of hospitalized and ICU cases. Also at higher rates than the general population, Black and Latinx Minnesotans are also testing positive, being hospitalized and are requiring ICU care at higher rates. COVID-19 also disrupted Minnesota's labor force with many individuals, 1 out of 3 Minnesotans, requiring public assistance in the form of unemployment.¹⁶⁰ Exacerbating existing inequities in wealth and employment, Asian, Black and Indigenous communities applied at higher rates. Additionally, when looking at the labor force, BIPOC community members comprising larger proportions relative to their population proportions were more likely to work in occupations classified as essential services or businesses. This means higher exposure to COVID-19 and less flexibility in working from home to care for children or elderly loved ones. Finally, the Minnesota state government provides data showing the racial disparities within group settings including congregate care for homeless individuals. A striking data point published by MDH, "While less than 2% of the state's population is Indigenous, nearly 1 in 4 individuals experiencing homelessness are Indigenous."¹⁶¹ It is critical that the University, to best serve underrepresented and underserved Minnesota populations, recognizes the context and persistent inequities faced by certain populations and communities.

¹⁵⁹Minnesota Covid-19 Response. (21 September 2021) *Data by Race/ Ethnicity*. Retrieved February 22, 2022, from <https://mn.gov/covid19/data/data-by-race-ethnicity/index.jsp>

¹⁶⁰ Ibid

¹⁶¹ Ibid

Recognizing and addressing this both within and outside of the student, staff and faculty bodies is essential to making a sustainable and meaningful impact. Below, we will highlight specifically how the University has approached communication, testing and vaccinations across the system. It is critical that, while amplifying successes, we view the University's response to COVID-19 with a lens for if and how inequities - geographically, racial, economic, etc - were addressed or considered. Further, many individuals who represent the University in various capacities identify with or as members of communities that, as described above, have been disproportionately impacted by COVID-19. This necessitates thoughtful and intentional implementation of initiatives that ensure that all students have equitable access to and are able to receive communications and COVID-related care in appropriate and acceptable ways. Beyond this, many students (especially at graduate and professional levels), staff and faculty work within or have required clinical experiences that necessitates interactions with the larger Minnesota communities. Ensuring that they are protecting the health and wellbeing of the community, while minimizing harm, is a critical responsibility of the University. Below, we will highlight how students have perceived University and program specific communication on COVID-19 while also touching on access to testing, vaccinations and PPE throughout system campuses and at the three levels of undergraduate, graduate and professional education.

Community Outreach

In addition to applying a critical equity based lens onto the University's response to COVID-19, we want to focus attention onto community engagement. Within President Joan Gabel's MPact 2025, Commitment 2: Discovery, Innovation and Impact goal 3 is to engage and impact Minnesota at a world-class level. Within this goal, the University wants to actively enhance their Carnegie Community Engagement designation which is given to Universities that indicate an institutional commitment to community engagement. Similarly, the University aims to act fiscally by increasing funding for MnDRIVE.¹⁶² MnDRIVE is a partnership between the University of Minnesota and the State of Minnesota that lists five strategic areas of focus, "Robotics, Global Food, Environment, Brain Conditions, and Cancer Clinical Trials."¹⁶³ The Office of the Vice President for Research is measuring outcomes and monitoring for accountability reporting milestones and highlights to the President and Regents. Additionally, Commitment 4: Community and Belonging of MPact 2025 includes a goal to advance understanding and nurture enduring partnerships. Specifically noted action items include strengthening collaborative relations with Tribal Nations and driving mutually beneficial relationships with underserved local communities and strategic partners to enhance

¹⁶² MnDRIVE. *About MnDrive*. MnDRIVE. Retrieved February 21, 2022, from <https://mndrive.umn.edu/about>

¹⁶³ Ibid

society, access to higher education, and safe campus environments. A final example of the President and Board's commitment to community engagement is the 2021 report to the Legislature on the Minnesota P-20 Education Partnership.¹⁶⁴ The partnership developed equity principles after proposing that their "mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice."¹⁶⁵ Within the COV and DCEC section, there are specific recommendations along with short and long-term actions. The aforementioned are a few of relevant and largely impactful ways in which the University is prioritizing community engagement to work towards the betterment of Minnesota for all communities.

Within the student perspectives highlighted below, we hope to encourage further prioritization of ensuring partnerships, initiatives and evaluative metrics are sustainable and intentional in their purpose and mission. Uniquely, as students, we get to, along with staff and faculty, engage firsthand with the above partnerships and commitment action items. While the purpose of initiatives engaging in various aspects of the community are largely forward looking and positive in their aspirations, it is critical to adequately assess the true impact these initiatives have and if all stakeholders, particularly community based stakeholders, were and are continuously engaged. When discussing community engagement efforts at the University of Minnesota, it is critical to come back to evaluating the weight of the scale between benefits and risks is in favor of the communities with which we build and want to foster relationships with. One way the University can do this, while fostering community and belonging within the student, staff and faculty body is through opportunities for University affiliated individuals who identify as members of underrepresented and underserved populations to be key stakeholders when it comes to deciding what outreach efforts are being undertaken and how they will be evaluated for harm and success. This is a way to leverage our own University body to protect communities they identify with, while working to ensure sustainable, meaningful community partnerships are built and fostered. Below, student perspectives from the system campuses as well as from undergraduate, graduate and professional school will be shared to highlight both opportunities and barriers presented to us when it comes to engaging with underrepresented and underserved communities and populations within Minnesota.

¹⁶⁴ Board of Regents. (2021). Item 3: Educational Collaborations- Minnesota P-20 Education Partnership 2021 Report to the Legislature. In Mission Fulfillment Committee meeting 9 September 2021. University of Minnesota: Videoconference & Boardroom, McNamara Alumni Center.

<https://regents.umn.edu/sites/regents.umn.edu/files/2021-09/docket-mis-sep2021-v2.pdf>

¹⁶⁵ Ibid

C. COVID-19

Communications and Messaging

For campuses including Duluth, Crookston, Morris and Rochester, the majority of communications have been through systemwide messaging.¹⁶⁶ This is similar to the Twin Cities campus with the addition of messaging from Dr. Jakub Tolar, the Campus Public Health Officer. Given the requirements for clinical rotations within many graduate and professional programs, there has been specific messaging to provide clarity on how to safely complete those graduation requirements. Specifically, graduate students also have received messaging more broadly on classroom management and best practices as well as exposure notifications in the learning environment. Similarly, professional students have also received program specific communications regarding COVID safety and best practices when learning and working within the community through clinical opportunities. Importantly and notably, the University's communications systemwide have been clear and consistent with recommendations from the Minnesota State Health Department as well as largely in line with federal public health governing bodies.

Access to Testing and Vaccinations

1. Duluth

Duluth provides on campus testing that is billed to student's insurance.¹⁶⁷ The city of Duluth provides free covid testing at the DECC in downtown Duluth. Both rapid and saliva testing are available at the DECC. There are various other testing locations within the Duluth community. On-campus vaccine clinics have been available to UMD students a number of times the past two academic years. In the fall 2021, six different vaccine clinics were offered for first, second, and booster doses. Notably, during the on-campus vaccine clinic hosted on December 8, 2021, over 350 vaccines and boosters were administered. KN95 masks are available free of charge to all students. The enhanced masks have been circulated at various campus locations that are heavily utilized by students, faculty and staff.¹⁶⁸

2. Crookston

¹⁶⁶ University of Minnesota, Safe Campus. *Covid-19 Updates*. University of Minnesota, Safe Campus. Retrieved February 21, 2022, from <https://safe-campus.umn.edu/return-campus/covid-19-updates>

¹⁶⁷ University of Minnesota Duluth, Health Services. *Covid- 19 Testing*. University of Minnesota Duluth, Health Services. Retrieved February 21, 2022, from <https://health-services.d.umn.edu/covid-19/covid-19-testing>

¹⁶⁸ University of Minnesota, Safe Campus. *Prevention and Wellbeing*. University of Minnesota, Safe Campus. Retrieved February 22, 2022, from <https://safe-campus.d.umn.edu/covid19/prevention-and-wellbeing>

The Health Services at Crookston have partnered with Polk County Public health to offer a limited supply of free at home testing to students. These testing kits are available to students through curbside pick-up.¹⁶⁹ Testing is also available at various off campus locations. Throughout the school, community health providers do pop-up shops on campus for free vaccine shots. If students living in residential housing test positive for COVID-19, residential houses have isolation rooms.

3. Morris

There is a Minnesota Department of Health testing site in Morris at National Guard Armory that students have access to.¹⁷⁰ Additionally, vaccines are available through Stevens Community Medical Center (SCMC), Prairie Ridge Healthcare, Thrifty White pharmacy all within accessible locations to the Morris student, staff and faculty body.^{171, 172}

4. Rochester

There are Minnesota Department of Health testing sites located in Rochester as well. Students can get tested or vaccinated at Olmsted Medical Center, Mayo Clinic or local chain pharmacies.¹⁷³ Mayo Clinic provides walk-in vaccine clinics, and appointments can also be made for the Rochester Northwest Clinic.

5. Twin Cities

Despite efforts from the undergraduate, graduate, and professional student government to bring light to the significant lack of testing and vaccination sites at St. Paul and Duluth, access to testing and vaccines has been, as a student put it, “truly terrible” on the St. Paul campus.¹⁷⁴ Students stated that vaccines “have never been available, testing was available for a brief time last year, and N95s not available”. Many of our students cannot take the time out of our schedule to travel to Minneapolis campus for these services. Further, students brought up that the St.

¹⁶⁹ University of Minnesota, Crookston. *Covid-19 Testing/ Protection/ Symptoms*. University of Minnesota Crookston. Retrieved February 21, 2022, from <https://protectthenest.crk.umn.edu/health-safety/covid-19-testingprotectionsymptoms>

¹⁷⁰ Stevens County, MN. *Morris Armory Testing Site*. Stevens County, MN. Retrieved February 22, 2022, from <https://www.co.stevens.mn.us/1152/Morris-Armory-Testing-Site>

¹⁷¹ Stevens Community Medical Center. Retrieved February 21, 2022, from <https://www.scmcinc.org>

¹⁷² Prairie Ridge health care. Retrieved February 21, 2022, from <https://www.prairiehealth.org/contact-us/>

¹⁷³ University of Minnesota, Rochester. *Covid health and Safety*. University of Minnesota Rochester. Retrieved February 22, 2022, from <https://r.umn.edu/COVID-19-Expectations-and-Guidelines/health-and-safety>

¹⁷⁴ Resolution Concerning Increased Covid-19 Testing Sited: Student Senate: University of Minnesota. Retrieved February 21, 2022, from https://docs.google.com/document/d/1WlfESWnczASYEySjuos5Wc6Om2WYKa8JbyI9_87FtnA/edit

Paul campus Boynton Health Clinic was closed for a long time leaving many students unsure about the timeline for when it would open again. Even after that, there was confusion as to what you could be seen for at that location and what days they were open. Summed up by various students, “all in all, it has been very difficult to receive health services without traveling all the way to East Bank.”

Similarly, professional programs that are housed out of the Duluth campus include pharmacy and medicine. Students from these programs indicated barriers to receiving timely and appropriate COVID care and resources including, but not limited to, no school based testing and scarce communication regarding vaccination eligibility and logistical considerations.

D. Community Outreach and Impact

Given how vast the University’s partnerships range, we will be honing our attention on community outreach opportunities for professional students and student perspectives on these opportunities.

Professional Students

There are various existing and working community-based partnerships that the eleven professional programs have allowing students to engage in service learning and community outreach. Given that several of the professional programs are health sciences schools and provided the fact that 70% of Minnesota’s health care practitioners including pharmacists, dentists and veterinarians, are trained by the U of M it is critical that the University graduate professional students who are trained in interacting in meaningful and sustainable ways with the community.¹⁷⁵ The dental school offers outreach rotations in urban and rural areas (with underserved communities) that are meaningful and relevant to our careers. The School of Dentistry also hosts their annual Give Kids a Smile day providing free oral health to children in need throughout the community.¹⁷⁶ Medical School co-director of the University of Minnesota Medical School’s Diversity, Equity, and Inclusion (DEI) Thread, Dr. Brooke Cunningham MD, PhD is making an impact on a population level through her newly announced position as leader of the newly created Health Equity Bureau within the Minnesota Department of Health.¹⁷⁷ Additionally, the Medical School requires, as a graduation requirement, completion of a service learning

¹⁷⁵ Ibid, 45

¹⁷⁶ University of Minnesota, School of Dentistry: News and Events. (8 February 2021) *Facing COVID-19, Give Kids a Smile gets creative*. University of Minnesota School of Dentistry. Retrieved February 21, 2022, from <https://dentistry.umn.edu/news-events/facing-covid-19-give-kids-smile-gets-creative>

¹⁷⁷ Minnesota Department of Health. (1 February 2022) *MDH adds new senior leader to accelerate progress towards health equity*. Minnesota Department of Health. Retrieved February 21, 2022, from <https://www.health.state.mn.us/news/pressrel/2022/equity020122.html>

course dedicated to ensuring that graduates of the program have developed and practiced competencies around appropriate and effective community engagement. Over recent years, this course and associated graduation requirements have evolved based on student input to ensure that harm is minimized and communities are prioritized when students enter. On the Duluth Medical School campus, one of the major community outreach initiatives is Hope Clinic, which provides free medical care to people experiencing homelessness.¹⁷⁸ This program has been closed for the last few months due to COVID.

The Law School engages and encourages community outreach through their community facing clinics.¹⁷⁹ Additionally, the Black Law Student Association student group does a lot of work with social justice and news outlets and organizing marches for justice with a recent published open letter following the murder of Amir Locke.¹⁸⁰ The Carlson School of Management housing the Masters in Business Administration professional program takes part in many outreach activities including an annual charity auction for Inner City Tennis.¹⁸¹ There is also Graduate Volunteer Consultants, which is an organization where students volunteer their time to recommend improvements to small businesses in the Twin Cities area. Finally, there are Carlson graduate students who volunteer their time with local Twin City organizations that serve underserved populations. Within the School of Veterinary Medicine, students have the opportunity to engage with SIRVS (Student Initiative for Reservation Veterinary Services). The mission of SIRVS is "to build and strengthen partnerships between Indigenous communities and future veterinarians through reciprocal learning, veterinary care, and service". This club has built relationships with a number of Indigenous communities throughout Minnesota over the last 12 years. Various clinics are held throughout each school year where students are able to serve these communities through no-cost wellness and spay/neuter services under the supervision of licensed veterinarians and veterinary technicians.¹⁸² The School of Veterinary Medicine also runs a joint clinic with SIRVS and VeTouch that serves the Little Earth community in Minneapolis twice each year, too. VeTouch also works with Aliveness (a cooperative that serves clients living with HIV/AIDs). VeTouch has hosted

¹⁷⁸ Hope Clinic. Retrieved February 21, 2022, from https://www.d.umn.edu/medweb/hope_clinic/

¹⁷⁹ University of Minnesota, Law School. *Clinics*. University of Minnesota, Law School. Retrieved February 21, 2022, from <https://law.umn.edu/academics/experiential-learning/clinics>

¹⁸⁰ University of Minnesota Black Law Student Association. (4 February 2022). *Minnesota Black Law Students Association: Amir Locke's killing myst lead to real change in police practices and discipling*. Sahan Journal. Retrieved February 21, 2020, from <https://sahanjournal.com/community-voices/amir-locke-minnesota-black-law-students-letter/>

¹⁸¹ University of Minnesota, Carlson School of Management. *Carlson 4 Community*. University of Minnesota, Carlson School of Management. Retrieved February 21, 2022, from <https://carlsonschool.umn.edu/degrees/master-business-administration/full-time-mba/student-life/clubs-organizations/c4c>

¹⁸² University of Minnesota, Student Initiative for Reservation Veterinary Services (SIRVS). Retrieved February 21, 2022, from <https://sirvs.umn.edu/>

one clinic for them so far with more in the works.¹⁸³ Finally, Phillips Neighborhood Clinic is an opportunity for many of the professional school programs to engage with community outreach through volunteering their time, in an interprofessional way, to address barriers to health care present in the twin cities.¹⁸⁴ Within this student-run clinic, there are opportunities and specific roles for students and faculty within the school of social work, nursing, law, dental, medical, public health, and pharmacy. The mission of Phillips Neighborhood Clinic as noted on their webpage is to (1) Increase accessibility of comprehensive, patient-centered, quality health services to patients with unmet needs; (2) Develop compassionate, culturally sensitive future health professionals in an interprofessional, team-based learning environment; and (3) Support community partnerships and promote overall health and wellbeing in the communities we serve.

It is clear that the University's and program specific partnerships provide professional students at the University of Minnesota with ample opportunities to engage with and learn from various communities across a host of sectors. Students seemed overwhelmingly appreciative of having these opportunities and being able to readily provide feedback on the sustainability of student, program or University led initiatives. With that being said, however, students across various professional programs expressed concerns over the training, or lack thereof, needed to enter into service learning and community outreach opportunities. Trainings, per the opinions of professional students, are essential in ensuring that student representatives of the University enter communities in a culturally competent, appropriate way that is intentional, meaningful and sustainable. Further, these trainings should be validated, in a compensated manner, by community partners and they should be standardized across programs, if not at a greater University level. A focus should also be placed on prioritizing grassroots partnerships within which students can develop critical skills required to work professionally within and being advocates for equity amongst outcomes for underrepresented and underserved communities of Minnesota in particular. This prioritization allows benefits to be maximized and risks to be minimized for our community partners as it allows them to be centered in the planning, decision making, implementation and evaluation of initiatives impacting the wellbeing of communities. Altogether, students shed light on the need for a standardized reframing - on a program specific, if not University level - of what community engagement and outreach looks like when sustainable and fruitful.

¹⁸³ University of Minnesota, Veterinary Treatment Outreach for Urban Community Health. Retrieved February 21, 2022, from <http://vetouch.umn.edu/>

¹⁸⁴ Phillips Neighborhood Clinic. *Homepage*. Retrieved February 21, 2022, from <https://sites.google.com/view/phillipsneighborhoodclinic/about-us>

II. Recommendations

By viewing the University's COVID-19 messaging and testing accessibility as well as its relationship with underserved communities, we have provided the following recommendations.

1. Ensure Equitable Access to Testing and Vaccination Resources

We recommend that the University of Minnesota implement a critical equity based lens when providing sites for testing and access to vaccinations on-campus. The pandemic has had a disparate impact on underserved populations, which is why it is important to better understand its impact on underserved student communities. In order to do this, we further recommend that the University implement a survey on each system campus to better understand the experiences of underserved populations in terms of accessing testing and vaccination on their respective campuses. Understanding the potential negative impacts faced by these communities would provide an important opportunity for the University to implement further recommendations regarding testing and access.

2. Maintain and Continuously Build Support for Community Partnerships

We recommend that the University of Minnesota and its professional programs continue maintaining strong connections and partnerships with the surrounding rural and urban communities. These partnerships have provided substantial support for professional students who strive to make connections within their communities and develop a greater understanding of community outreach and service. Standardizing training on community outreach and service learning best practices ensures that representatives of the University that enter communities are engaging in appropriate, sustainable ways to foster these partnerships.

Through the Twin Cities Campus Master Plan, it is important to continue recognizing how improvements to the state of the campus will affect surrounding communities. The Campus Master Plan includes improvements to ensure a better student experience and a more inclusive campus environment. Each of these elements require building partnerships with surrounding communities. As seen through community-based partnerships through various professional programs, there is immense strength found in surrounding communities and ensuring students are working with them to provide equitable care and access in different manners. Prioritization of these partnerships will allow the University to better serve its own students and its most vulnerable populations.

APPENDIX

Updates from the Student Body Presidents

I. Introduction

Student representatives provide an important, but singular, avenue of advocacy within the University's governance system. In line with the practice established by previous annual reports, the Student Representatives to the Board of Regents asked student body presidents across the system campuses to provide an update on the work they have been doing on behalf of students and any specific issues prevalent within their communities.¹⁸⁵

Duluth: Anna Counihan

Morris: Dylan Young

Crookston: Vinayak Sharma

Twin Cities Undergraduate: Abdulaziz Mohamed

Twin Cities Graduate: Rielle Swanson

Twin Cities Professional: U.J. Bhowmik

¹⁸⁵ An update was not provided by the Rochester Student Body President.

I. Updates from the Student Body Presidents

A. Duluth

This past academic year, our UMD campus has been adjusting to returning to in-person classes amidst a booming pandemic. Our Student Association has been continuing to serve and represent students through hosting events, lobby days, as well as providing a student perspective on various governance committees and bodies. Additionally, our customary duties including Student Organization Grants and our Bulldog Lyft program have been in full effect, providing student organizations with funding for various activities and events, as well as providing all UMD students two \$8 Lyft coupons a month. Overall, we have been prioritizing our work in Equity and Diversity, as well as Covid-19 advocacy.

Last year, we amended our bylaws to include a Zero-Tolerance policy towards bigotry and discrimination, as well as mandating professional development for managing biases and microaggressions. Our first full year with these additional amendments has been very successful in cultivating an internal environment that is receptive to the needs of equity and diversity. During the development of these new amendments, UMD passed a resolution within the University of Minnesota's Student Senate, advocating for students who were arrested in protest. Included in this resolution was advocacy for each University of Minnesota campus to provide legal services for their students. An additional \$20,000 was added to the Student Association's administrative budget request to the SSF Committee in order to implement such a program on our campus. We administered a Google Form, and 135 UMD students who found this issue important enough took the time to fill out this survey. Although the decision from the SSF Committee has yet to be administered, UMDSA took all of the necessary steps in order to erase this barrier of inaccessibility of obtaining legal assistance: a resource that every University of Minnesota student should have access to, regardless of their respective campus.

Upon President Gabel's decision to mandate Covid-19 vaccines for all University of Minnesota students, debate transpired on our UMD campus regarding the implications of this mandate. After hosting many guests with varying opinions and perspectives in our Congressional meetings, UMDSA passed a [Resolution](#) in order to officially endorse this vaccine mandate. UMDSA noted the importance of public safety, as well as the furthering of civil liberties that such a mandate calls for, including the protection of marginalized and immunocompromised communities that this mandate innately includes.¹⁸⁶

Other than our work on Diversity and Equity, as well as Covid-19 related advocacy, UMDSA has the unique responsibility to advocate for not only UMD students, but the UMD community as a

¹⁸⁶ University of Minnesota Duluth- Student Association. *Resolution to Support UMN Vaccine Mandate*. Retrieved February 15, 2022, from [Resolution to Support Vaccine Mandate](#)

whole. At our annual Bulldog Lobby Day, UMDSA not only advocates to the Minnesota legislature for the University of Minnesota's budget request, but we also make the legislators aware of the inequitable funding of UMD. The lack of funds that are dispersed to UMD from the University of Minnesota's budget have resulted in fewer tenure-track faculty, various Student Life programs being cut, and of course, the merger of the College of Liberal Arts and the School of Fine Arts (now named the College of Arts, Humanities, and Social Sciences, or "CAHSS"). The UMDSA college-specific Senators, specifically the CAHSS Senator, has hosted "Coffee with the Dean" events in order for various UMD students to have their concerns heard and addressed. Although UMDSA is able to provide students a platform whose academic careers have been negatively impacted by the inequitable funding of UMD, UMDSA will continue to advocate to the Minnesota legislature and the Board of Regents for equitable and just funding of UMD.

B. Crookston

This year was Vinayak's first time in the history of the Crookston Student Association (CSA) that an international student was elected to hold the position of president. The appointment empowered international students to be actively involved in campus activities, events and operations as they witnessed a welcoming environment within the campus body.

This past year, the most insurmountable challenge for the Crookston Student Association (CSA) was to bring back active campus involvement from students as we were returning back to in-person classes. In order to achieve this mission, CSA collaborated with the more than 31 clubs and student organizations across the campus to increase on-campus programming with lucrative incentives for students who participated in school activities such as gift cards, Beats headphones and school merchandise. We also encouraged the clubs to bring diversity into our activities so that everyone in the student body felt included. This collective endeavor created a harmonious campus environment. We are working on creating policies within various departments which are gender neutral and implement restorative justice models.

Our board launched three new initiatives for the current academic year. We are working on installing an Amazon Hub on our campus so that we could access a more flexible time frame for students to receive their packages without having to depend on our mailroom. Secondly, we are working on improving the street lighting on the campus to enhance student safety. Thirdly, we are developing a game cleaning room for students who enjoy hunting and would like to process their hunt on campus hygienically. We are also looking towards launching a Community Voice mobile application for students to find events on-campus and neighboring communities. The plans are being discussed with the student body to receive feedback on the usability and demand for the application among the student body.

Before leaving for the winter break, we took an initiative to host SantaLand for children in the Crookston community. We organized games, distributed candy, choreographed photo opportunities with Santa, and served hot cocoa and cookies. We provided children with time to relax, enjoy and have a blast during the pandemic which has taken a severe toll on the overall health and well-being of children. The event was an incredible success with over 200 people in attendance. The parents showered us with compliments and appreciation.

C. Morris

The Morris Campus Student Association (MCSA) have focused our efforts this year to meeting the direct needs of our student body while concurrently addressing several issues, including campus infrastructure/accessibility, commitments to Native American tribal communities, and COVID-19. This Spring, we have also begun to advocate for increased benefits for our student workers in light of the pandemic.

By far, the Morris campus has the worst campus infrastructure and accessibility in the UMN system. Our students find this to be ridiculous and we believe that the standards for our living and learning environment needs to be improved. In February, I testified before the MN House Higher Education & Finance Committee to make the case for increased infrastructure spending for Morris and the installation of an elevator in our Multi-Ethnic Resource Center.

As one of the few Native American students who have served as Morris student body President, I am proud to say that MCSA has never been more committed to our Native students. This Summer, myself and other Indigenous students launched Search the School - a campaign to pressure our campus to search the school for potential unmarked gravesites on our campus. The petition gained 30,000+ signatures and earned our campus nationwide attention. Through these efforts, we handed the University of Minnesota a mandate to bring attention to this issue. Since then, I have been a part of consultation with Acting Chancellor Janet Schrunk Ericksen and have so far been satisfied with the results of the work that has been done in response to our efforts. We hope that the Board of Regents will be supportive of whatever conclusion comes from these efforts and share in our commitment to healing and accountability when it comes to our university's relationship with tribal nations.

Additionally, the UMN Student Senate will soon vote on a resolution written by our campus that calls upon the University of Minnesota to expand the newly launched Native American Promise Tuition Program. We believe that the program is not nearly expansive enough and has been incorrectly conflated with our campus's Native American tuition waiver.

Our COVID-19 response has been focused on the future preservation of pandemic-era privileges that have been particularly beneficial to students, such as flexible modality for faculty. We have

also been dedicated to increasing access to face masks and booster shots. In Spring 2022, we called upon Morris to provide students with free, high-quality KN95 masks and to host at least two booster shot clinics on campus. Thus far, those requests have been fulfilled.

Finally, the Minnesota Student Association's actions around \$15 minimum wage for student workers have inspired our student representatives in Morris. We stand with MSA in that fight and hope that a \$15 minimum wage on the Twin Cities campus would be accompanied by a wage increase for students on our other campuses to match our own costs of living. MCSA intends to continue supporting our student workers' health by advocating for a comprehensive paid sick leave program.

D. Twin Cities Undergraduate

This past year, the Minnesota Student Association (MSA), representing over 35,000+ Twin Cities undergraduate students, has centralized our focus on meeting the needs of students. In the 2021 Boynton Student Health Survey, 17.2% of undergraduate students indicated being food insecure.¹⁸⁷ Additionally, in our Fall 2021 All-Campus Survey,¹⁸⁸ 84.9% of undergraduate students felt that the current campus minimum wage (\$10.08/hour) does not support their basic needs, and 74.4% of undergraduate students indicated that increased street lighting would improve their feeling of safety on campus. Amidst the ever-changing climate of our University and the unparalleled effects of the COVID-19 pandemic, our advocacy must respond to the challenges that students continue to face.

In partnership with the Food Group, MSA rolled out the Mobile Market,¹⁸⁹ a grocery store on a bus that brings affordable, high-quality groceries directly to the hands of students. The market offers fresh produce, dairy, deli meat, and frozen/dry goods, and student turnout at the monthly events has been promising. As we continue to fund and provide this service, we hope that the University takes the necessary steps to bring a grocery store on campus so students can have the accessibility to affordable groceries.

During the Fall semester, MSA passed a resolution¹⁹⁰ encouraging the University to utilize Hunger-Free Campus grant funding. Through the advocacy of MSA's Government and Legislative Affairs team, HF7 was passed during the 2021 legislative session to grant funding for food assistance programming at Universities. To be awarded the Hunger-Free Campus

¹⁸⁷ Ibid, 20

¹⁸⁸ *MSA Fall Survey 2021 Fall Results*. (December 2021). Retrieved February 21, 2022, from https://drive.google.com/file/d/1lj_VIvhYChj0RgLnUfIDAgCA8bIYRaW-/view

¹⁸⁹ The Food Group. *Twin Cities Mobile Market: it's a marker on a bus!* The Food Group. Retrieved February 21, 2022, from <https://thefoodgroupmn.org/twin-cities-mobile-market/>

¹⁹⁰ Minnesota Student Association. (16 August 2021). *Resolution Encouraging the University to Utilize Hunger-Free Campus (HF7) Grant Funding*. Minnesota Student Association. Retrieved February 21, 2022, from <https://docs.google.com/document/d/1Ks4yo0kO70QaHT8pdvSMd6AYZcRlIbzx2kA6An1MI1qY/edit>

designation, an Higher Education institution must have an established on-campus food pantry, provide information to students on programs that reduce food insecurity, hold or participate in hunger awareness events, have an established emergency assistance grant, and set up a hunger task force. The University of Minnesota meets these criteria, so we look forward to working with the administration and other stakeholders to ensure the University applies and receives the grant funding.

Responding to the excellent body of support on campus for increasing the student minimum wage, MSA established the Fight for \$15 ad-hoc committee.¹⁹¹ The committee's task is advocating for equitable and dignified student compensation to mirror the standards of the surrounding community. Since its creation, the committee has collected relevant information and data, partnered with student organizations, and collaborated with President Gabel's working group, comprised of VP Horstman, SVP Frans, and VP Phillips. While significant dialogue has occurred, it will only prove meaningful if student worker wages increase to at least \$15 an hour.

In addition to serving on the M SAFE Implementation Team,¹⁹² MSA created the campus safety ad-hoc committee,¹⁹³ charged with working on campus safety solutions. These include, but are not limited to, improving and expanding campus lighting, expanding video surveillance cameras, increasing the RAVE Guardian user count, and improving and promoting the Safety Ambassadors program. These solutions are rooted in creating an equitable campus safety infrastructure, so the University must secure sizable investments in these areas at the state legislature.

E. Twin Cities Graduate

The Council of Graduate Students (COGS) advocates for, informs, facilitates communications among, and supports graduate students at the University of Minnesota - Twin Cities. The University of Minnesota - Twin Cities has the second largest graduate and professional student population of any public university in America (representing around 35% of the student body). Throughout our advocacy endeavors, we support the initiatives of our sibling Recognized Student Governance Associations, Professional Student Government and Minnesota Student Association.

¹⁹¹ Minnesota Student Association. (1 October 2021). *Fight for \$15 Brief*. Minnesota Student Association. Retrieved February 21, 2022.

https://docs.google.com/document/d/1bckHI6HWH5PvpfXa2TvK0jpyMDGFcow0jkuw2QD_IYc/edit#

¹⁹² *President's Campus Safety Initiative*. (2022). Office of the President. Retrieved February 21, 2022, from <https://president.umn.edu/m-safe>

¹⁹³ Minnesota Student Association. (22 October 2021). *Campus Safety ad-hoc committee brief*. Minnesota Student Association. Retrieved February 21, 2022, from <https://docs.google.com/document/d/1hglaosv3JOcNS2POgWxkumcS94z7SIXSnTuAH8VT8Pw/edit#>

This past year, following the killing of George Floyd, COGS teamed up with our peers in the PSG to create a task force with the mission of organizing and coordinating policy responses to institutional racism and policing. As a unified front, we successfully proposed and created a University Senate Committee on Campus Safety, requested an independent Operational Audit of the Department of Public Safety (which includes UMPD), and planned a Town Hall to discuss public safety with Dr. Cedric Alexander.

In addition, COGS has been proactive and vocal throughout the COVID-19 pandemic. In the fall of 2020, there was an effort to begin classes two weeks early similar to other institutions that had catastrophic outcomes. There was a joint effort between COGS, PSG, and MSA to make this plan not come to fruition. Similarly, all three RSGAs created and proposed a phased opening plan that was eventually adopted. The burdens of pandemic and concerns for university operations have only continued into the following academic year. During the fall of 2021, I drafted an open letter addressed to senior leadership at the university requesting enhanced access, flexibility, and stronger protocols for workplace and classroom safety in regard to graduate students. This letter led to a Systemwide COVID-19 Town Hall, masking at indoor Gopher athletics events, and increased access to PPE for graduate assistants.

Beyond the stress of the pandemic, graduate students face many unique challenges that have proven to be detrimental to mental health and wellbeing. Evidence suggests that there is a mental health crisis in graduate education. Many variables are responsible for this crisis including work-life balance and dysfunctional relationships with advisors. In the spring of 2021, COGS drafted a public letter requesting administration to create a task force charged with review of existing policies, procedures, and mechanisms at the University of Minnesota in order to successfully minimize incidences of inappropriate faculty behavior toward and interactions with graduate students, holding them accountable in tangible ways and improving quality of graduate education overall. Thus, the Provost's Task Force for Faculty Behavior in Graduate Education was created and is diligently working to uphold their mission.

In addition to overseeing the operations of the endeavors initiated in previous years, COGS has made notable strides in advocacy throughout the current academic year. A priority of the current COGS leadership is to support and advocate for international graduate students and graduate students who experience discrimination. In higher education in the United States, Indian students comprise the second largest group of students. Students from oppressed castes can face hardships in their academic journey. COGS initiated the conversation on caste-based discrimination which has been endorsed by multiple senate committees and continues to support the effort as it progresses onward.

One of our most recent advocacy triumphs is securing guaranteed parking contracts for graduate assistants and graduate fellows. Additionally, the Parking Advocacy Team's request sparked

conversations between Parking and Transportation Services and MetroTransit to implement universal transit passes to all students. However, with this triumph also comes tribulations of accessibility and affordability. This never-ending theme in graduate education will continue until changes are made by senior leaders at the university.

At the University of Minnesota – Twin Cities, a typical minimum hourly wage for a graduate assistant is \$19.97 an hour, amounting to a yearly stipend of \$15,500 per year assuming they are contracted for 20 hours a week and a 9-month appointment. There are no policies in place to increase our wages with inflation or ensure there is a yearly cost of living adjustment. Low wages and exploitative working conditions (forced overtime, casual employment, inadequate benefits, and not being compensated for scope of work) further perpetuates graduate student feelings of inequality and exacerbates the mental health crisis facing graduate assistants. In addition to these issues, graduate students are forced to pay up to 15% of their yearly stipend back to the University in the form of Student Services Fees without the option of a payment plan to alleviate the burden of this injustice. These concerns have been continuously brought to the table of senior leaders far beyond my tenure as President of COGS. With that said, we remain cautiously optimistic that President Gabel will fight for graduate assistant equity in increased wages. In her recent interview with MN Daily on February 22nd, she acknowledged that a review of graduate stipends is currently underway, leaving graduate students with a glimpse of hope for the future.

F. Twin Cities Professional

A priority for Professional Student Government this year has been recognizing the unique and continued burden on mental health and wellbeing. Another priority has been collaboration between our respective councils and inclusion of the Duluth campus in order to create a larger community. PSG is also concerned with meaningful diversity, equity, and inclusion initiatives propagated by the University.

The burdens on Professional Students have been exacerbated by the COVID-19 pandemic and social justice movements in recent years. Professional Students are more likely to require consideration for, amongst others, being parents, working full time while seeking a higher education degree, and/or pursuing professional opportunities. Specifically, we are working to advocate across a host of platforms for increased access to mental health and wellbeing resources across campuses. We have been consulting with the invested parties, including but not limited to the Senate Committee on Educational Policy, the University Senate, and individual Faculty. It is critical to prioritize student wellbeing through advocacy for increased and standardized hybrid accommodation across professional schools.

Also, recognizing that COVID elicits a range of anxiety inducing influences on student

mental health, PSG has continued to work to inform our student body on the latest University guidance as well as University resources including contacts, mask-pickups, testing and vaccination locations. We have organized a COVID self-care grab-and-go goodie bags that include antigen at-home tests, medical grade masks, tea, and bath bombs for a large number of professional students to help address limited community resources and concerns with in-person learning and/or clinical required experiences.

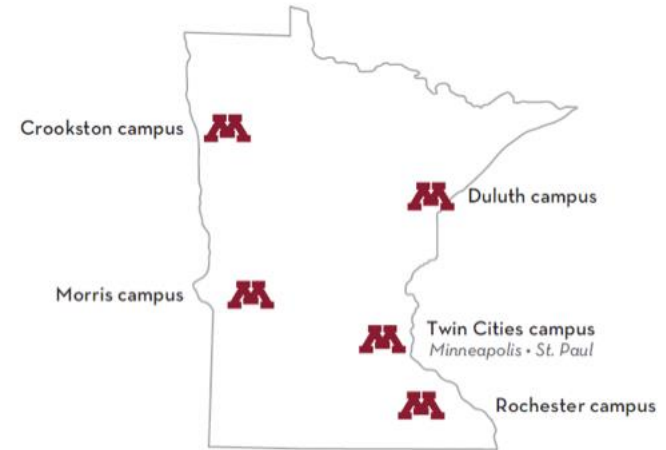
Additionally, PSG has focused on involvement and engagement among professional students within the schools. Professional Students often feel alone in their programs and feel less connected as compared to the undergraduates. We recognize this isolation and aim to make the professional schools more connected with each other, and more connected to the University as a whole. An example on how PSG is doing this is by initiating an interprofessional gala following COVID-19 restrictions for the professional schools.

Finally, we are support the Council of Graduate Students and the Minnesota Student Association in their initiatives and endeavors.

Report of the Student Representatives to the Board of Regents

Gurtaran Johal, Twin Cities, Chair
Riley Tuft, Duluth, Vice Chair

March 11, 2022



Report Overview

- Impact of the COVID-19 Pandemic on Students
 - Affordability
 - Mental Health
 - Academics and Flexibility
- University's Relationship with Underserved Populations
- Appendix: Updates from Student Body Presidents



Impact of the COVID-19 Pandemic on Students

Affordability

- Current State of Affordability Nationwide
- Current State of Affordability by System Campus
- Advancing Affordability at the University of Minnesota



Mental Health

- Mental Health at the University *prior* to the pandemic
- Mental Health and the COVID-19 pandemic
 - Student Stories and Experiences
- PRISMH
- Mental Health Resources and Experiences by System Campus
- Telehealth, Culturally-Specific Counseling, and In-House Mental Health Services



Academics and Flexibility

- Shift in Learning Nationwide
- Shift in Learning by System Campus
- The Need for Flexibility and Accessibility



University's Relationship with Underserved Populations

- Ensuring Equitable Prioritization of Underserved Populations
- COVID-19 and Its Impact on Underserved Populations
- The Importance of Community Outreach
- Ensuring Equitable Access to Testing and Vaccination Resources
- Maintaining and Building Community Partnerships



Questions and Discussion



UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

AGENDA ITEM: Diversity, Equity & Inclusion: UMC

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Mary Holz-Clause, Chancellor, University of Minnesota Crookston
Michael Goh, Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is a discussion of Diversity, Equity, and Inclusion (DEI) efforts on the Crookston campus. This is the third in a series of discussions with the Board of Regents that will highlight DEI on each of the five campuses.

DEI on the Crookston campus

- A look at UMN Crookston’s Centering Aspirations and their alignment with the MPact 2025 Systemwide Strategic Plan’s Commitment 4: Community and Belonging.

Current Endeavors in three MPact 2025 Commitment 4 Action Areas:

4.1.1 Recruit diverse students, faculty and staff

- Demographics
- Outcomes
- First Generation College Students

4.1.2 Retain diverse students, faculty and staff

4.1.3 Reduce disparities among underrepresented groups

4.2.3 Develop education and training to increase intercultural competency and interactional diversity

- Professional Development
- Common Reads

Work in Progress

BACKGROUND INFORMATION

In July 2021, the University released a progress report that describes how the University is advancing diversity, equity, and inclusion: [2021 Progress Report: Representation, Climate, and Partnership](#).

The Board previously discussed this topic at the following recent meetings:

- February 2022: *Diversity, Equity & Inclusion: UMR*, Board of Regents
- October 2021: *Diversity, Equity, and Inclusion: UMTC*, Board of Regents



UNIVERSITY OF MINNESOTA CROOKSTON

Diversity, Equity, and Belonging

MICHAEL GOH

Vice President, Office for Equity and Diversity

MARY HOLZ-CLAUSE

Acting Executive Chancellor and Chancellor, UMN Crookston

March 2022

MPact 2025 Commitment 4:

Community & Belonging

Action Items:

- 4.1.1 - Recruit diverse students, faculty, and staff
- 4.1.2 - Retain diverse students, faculty, and staff
- 4.1.3 - Reduce disparities among underrepresented groups

- 4.2.3 - Develop education and training to increase intercultural competency and interactional diversity





MPact 2025

Commitment 4 - Community and Belonging



Goal 1: Recruit and retain diverse talent



Goal 2: Cultivate a welcoming and inclusive campus climate



Goal 3: Advance understanding and nurture enduring partnerships

UMN Crookston Strategic Plan

Strategic Priority 1: Enrollment Management

- Goal Area 1: On-Campus Recruitment
- Goal Area 2: Online Recruitment
- Goal Area 3: Dual Enrollment
- Goal Area 4: Retention and Student Success

Strategic Priority 2: Diversity, Equity, and Belonging

- Goal Area 1: Representational diversity
- Goal Area 2: Campus climate
- Goal Area 3: Bias Response

Strategic Priority 3: Golden Eagle Pride/ Relationships & Engagement

- Goal Area 2: Community
- Goal Area 3: Regional Presence

ACTION ITEM 4.1.1



Recruit diverse students, faculty, and staff



Working with **First-Generation College Students**

ACTION ITEMS

4.1.2 + 4.1.3



Action Item 4.1.2

Retain diverse students,
faculty, and staff

Action Item 4.1.3

Reduce disparities among
underrepresented groups

STUDENT SUCCESS CENTER

"The Student Success Center (SSC) supports the holistic development of students as they navigate their college experience. By centering diversity, equity, and belonging, we prepare students to learn within a diverse world by engaging them around topics that are integral to their success and the land-grant mission of UMN Crookston."



A young woman with long dark hair in a ponytail is sitting at a desk in a classroom. She is wearing a maroon jacket over a grey t-shirt with '250' and 'AKS' visible, and a maroon face mask with a yellow eagle logo. She is looking at a silver HP laptop. In the background, another student with blonde hair is also wearing a mask and working on a laptop. The room has large windows and a red overlay on the right side.

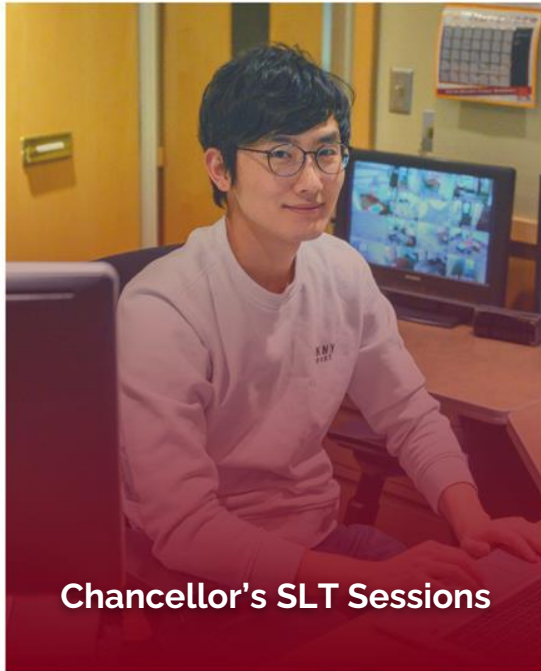
First-Year Experience:
UMC 1200 & 1202

ACTION ITEM 4.2.3

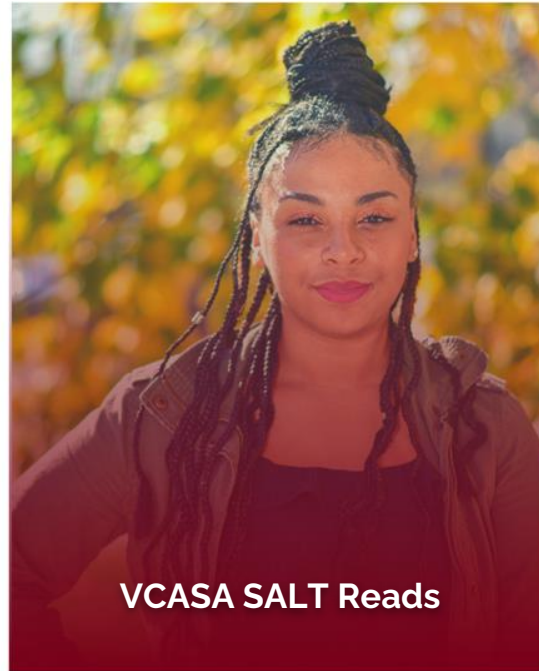


*Develop education and training to increase intercultural competency
and interractional diversity*

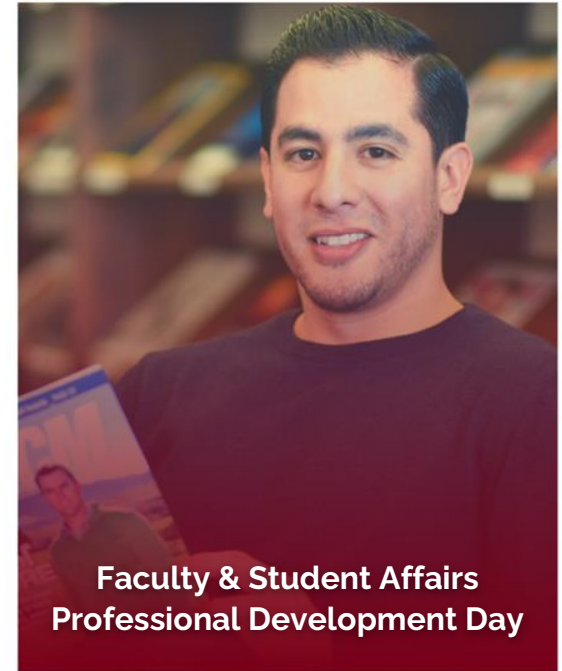
PROFESSIONAL DEVELOPMENT



Chancellor's SLT Sessions



VCASA SALT Reads



**Faculty & Student Affairs
Professional Development Day**





WORK IN
PROGRESS

WORK IN PROGRESS:

Recruiting Diverse Faculty and Staff



Goal 1: Recruit and Retain Diverse Talent

4.1.1

Recruit diverse students, faculty, and staff

Comprehensive diversity hiring plan



WORK IN PROGRESS:

Data-Informed Practice



Goal 2: Cultivate a Welcoming Campus Climate

4.2.1

Measure and address annual climate survey data

4.2.2

Increase job satisfaction

UMC is administering the NSSE and its diversity module in Spring 2022.

UMC is requesting disaggregated data for findings from the Fall 2021 E2 survey.



WORK IN PROGRESS:

Community Relationships & Engagement



Goal 3: Advancing Enduring Partnerships

4.3.2

Strengthen collaborative relations with Tribal Nations

4.3.3

Drive mutually beneficial relationships with underserved local communities and strategic partners to enhance society, access to higher education, and safe campus environments

- *White Earth Head Start Grant*
- *Support for WECTC HLC*
- *Mano Amiga for Latinx populations*
- *Pathway Programs*
- *CIHS and PSEO efforts*





QUESTIONS & ANSWERS



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

AGENDA ITEM: Diversity, Equity & Inclusion: UMM

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

This is a report required by Board policy.

PRESENTERS: Janet Schrunk Ericksen, Acting Chancellor, UMM
Michael Goh, Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is a discussion of Diversity, Equity, and Inclusion (DEI) efforts on the Morris campus. This is the fourth in a series of discussions with the Board of Regents that will highlight DEI on each of the five campuses.

DEI and Strategic Priorities – Campus and System Alignment

- MPact 2025 Systemwide Strategic Plan Commitment 4: Community and Belonging
- UMN Morris Strategic Commitment 2: Excellence for Everyone - Fostering capacity with respect to community, culture, climate, and governance

Current Endeavors in Four MPact 2025 Commitment 4 Action Areas

4.1.3 *Reduce disparities among underrepresented groups* (UMN Morris Strategic Commitment 2.P7)

- Gateway program
- McNair and Summit Scholars

4.2.3 *Develop education and training to increase intercultural competency and interactional diversity* (UMN Morris Strategic Commitments 2.A4, 2.P5, 2.P7)

- Intergroup Dialogue
- NSSWE Learning Journey; Mellon - Environmental Stewardship, Place, and Community Initiative

4.3.1 *Advance deeper understanding of institutional history* (UMN Morris Strategic Commitment 2.A3, 2.P6)

4.3.2 *Strengthen collaborative relations with Tribal Nations* (UMN Morris Strategic Commitment 2.A3, 2.P6)

- Orientation and Morris 1101
- Teach-In
- Academic pathways and relationship building with Tribal college

BACKGROUND INFORMATION

In July 2021, the University released a progress report that describes how the University is advancing diversity, equity, and inclusion: [2021 Progress Report: Representation, Climate, and Partnership](#).

The Board previously discussed this topic at the following recent meetings:

- February 2022: Diversity, Equity & Inclusion: UMR, Board of Regents
- October 2021: Diversity, Equity, and Inclusion: UMTC, Board of Regents

UNIVERSITY OF MINNESOTA MORRIS

Diversity, Equity, and Inclusion

Michael Goh, Vice President, Office for Equity and Diversity
Janet Schrunk Ericksen, Acting Chancellor, UMN Morris

March 11, 2022



UNIVERSITY OF MINNESOTA

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Crookston Duluth Morris Rochester Twin Cities



MPact 2025 COMMITMENT 4: COMMUNITY AND BELONGING

4.1.3 Reduce disparities among underrepresented groups

4.2.3 Develop education and training to increase intercultural competency and interactional diversity

4.3.1 Advance deeper understanding of institutional history

4.3.2 Strengthen collaborative relations with Tribal Nations





UMN MORRIS STRATEGIC VISION

The University of Minnesota Morris will be a leader in **collaborative and innovative 21st-century liberal arts** education.

Grounded in our sense of **history and place** and our commitments to **access and sustainability**, we will integrate **scholarly and creative work, community-building, and outreach** into our **rigorous academic programs**.

Our **diverse community** will inspire and equip students to **connect their passions to meaningful futures**.

Endorsed by Campus Assembly, 11/2018



ALIGNMENT WITH MPact 2025 COMMITMENTS

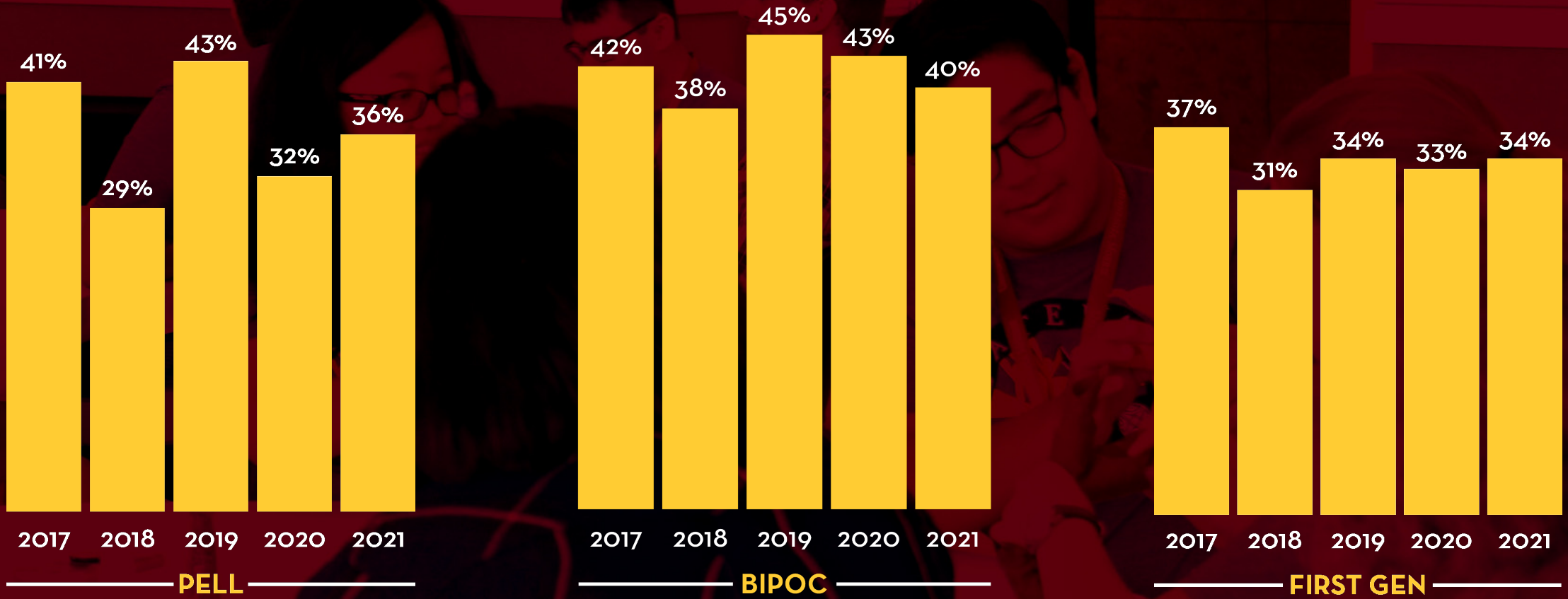
MPact 2025 COMMITMENTS

UMN MORRIS COMMITMENTS	Student Success	Discovery, Innovation, & Impact	MNtersection	Community & Belonging	Fiscal Stewardship
Public Liberal Arts for the Future	✓	✓	✓		
Excellence for Everyone	✓	✓	✓	✓	✓
Vital Campus Community	✓				✓
Engaging with the Region, State, & Beyond	✓	✓			✓



DIVERSE COMMUNITY AT UMN MORRIS

Fall 2021—69% Underrepresented



African American, Asian American, Hispanic/Latino/Latina, Hawaiian, Native American. Does not include International students.



MPact 2025: ACTION ITEM 4.1.3

Reduce disparities among
underrepresented groups

UMN Morris Strategic Commitment 2.P7



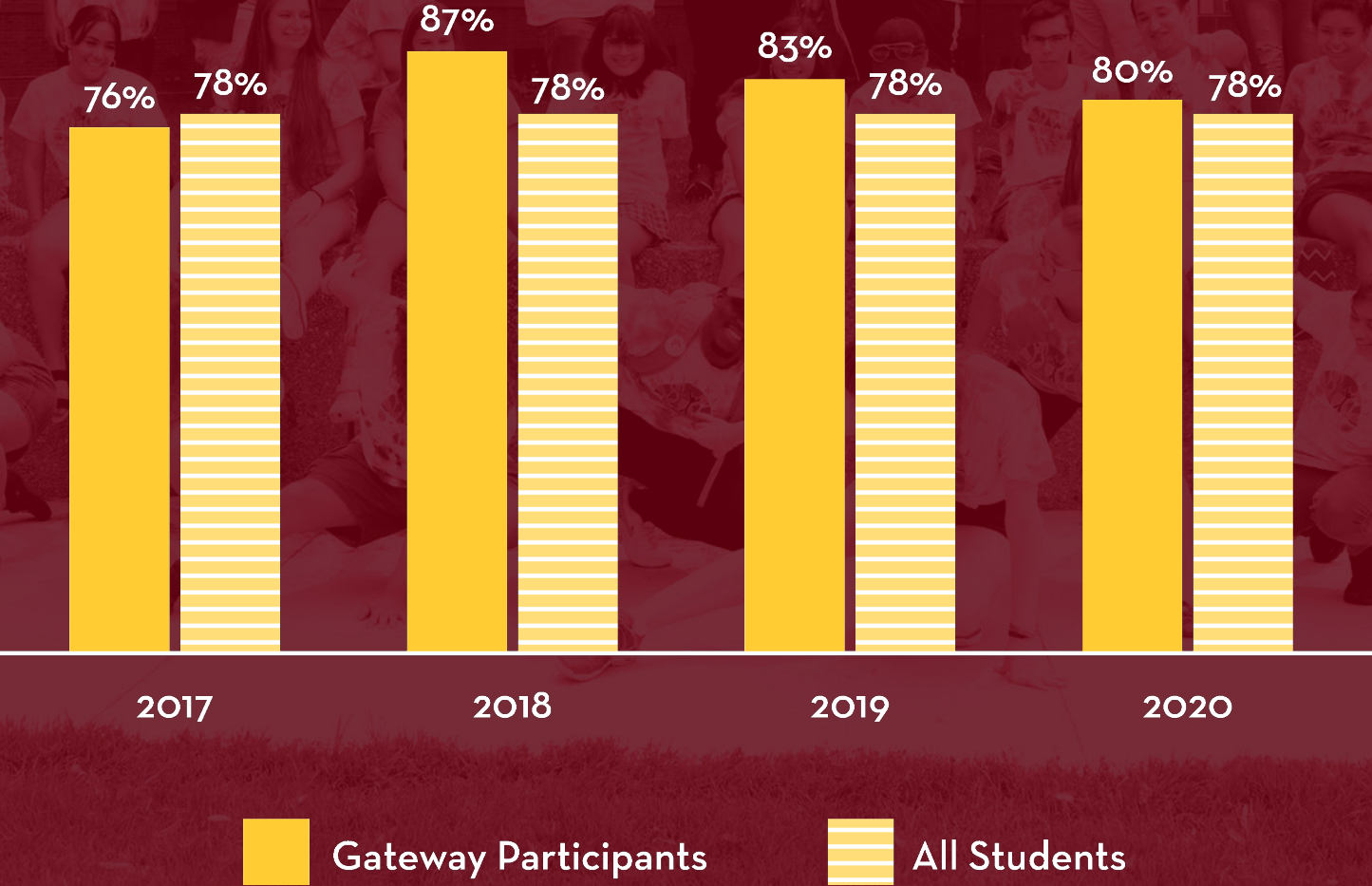


GATEWAY PROGRAM

“I think Gateway just really helped with my overall confidence going into the school year, especially freshman year. It just helped me develop skills to do well in the classroom. You know, asking questions, talking to your professors, how to organize your time.”

—Chineng Vang '22 (Gateway 2018)

GATEWAY PROGRAM – First to Second Year Student Persistence



SUMMIT SCHOLARS (TRIO SSS)

“The support and resources provided by TRIO Student Support Services, such as peer mentors, professional staff, and campus-wide connections, were vital in my success as an undergraduate student. That support and guidance in my undergrad helped me create skills and personal connections that I can use now as a graduate student and down the road in my career.

Once a TRIO SSS scholar, always a scholar.”

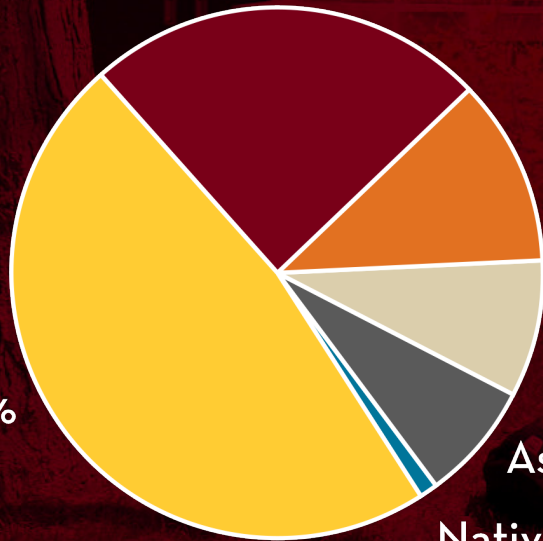
—Lexi '20



SUMMIT SCHOLARS— TRIO STUDENT SUPPORT SERVICES

Participant Race/ Ethnicity

American Indian/Alaska Native 24.6%



White 47.8%

Hispanic/Latino/Latina 11.4%

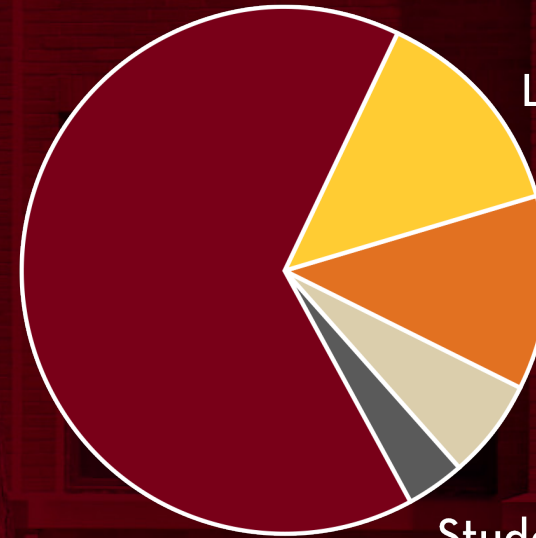
Black/African American 8.4%

Asian American 7.3%

Native Hawaiian/Pacific Islander 0.6%

Low Income and
First-Generation 65%

Participant Eligibility



Low Income 13.5%

First-Generation 11.8%

Students with Disability
and Low-Income 6.3%

Students with Disability 3.4%

88% persistence rate

93% in academic
good standing



McNAIR PROGRAM

Chemistry PhD, U of New Hampshire
Medieval Studies PhD, Cornell U
Political Science PhD, USC
Cinema and Media Studies MA, UCLA
Chemistry PhD, UMN – TC
Analytical Chemistry PhD, U of Montana
Sociology PhD, U of Utah
Statistics MA, U of Michigan
Sociology MA, MN State U Mankato
Synthetic & Computational Chemistry PhD, Montana State U
Psychology PhD, UND
Biochemistry & Molecular Medicine PhD, U of Nebraska
Interdisciplinary Life Science PhD, Purdue U





MPact 2025: ACTION ITEM 4.2.3

**Develop education and training to increase intercultural competency
and interactional diversity**

UMN Morris Strategic Commitments 2,A4, 2.P5, 2.P7

INTERGROUP DIALOGUE

STUDENT LIFE

THE PROGRAM ON INTERGROUP RELATIONS
UNIVERSITY OF MICHIGAN

Intergroup dialogue is a four-stage structured process in which people from different social identity groups converse in order to seek mutual understanding and address issues of discrimination, oppression, and social inequality.

Incorporated into first-year Intellectual Community courses (part of the General Education requirement)



Both my students and I value how **dialogue strives for understanding without requiring agreement** which is different from how many students initially view the goal of a conversation in class. Before they learn about dialogue skills and techniques my students are often focused on a goal of winning where they've convinced others in the class to agree with them. ”

—Jennifer Goodnough, Associate Professor of Chemistry

“Dialogue leverages UMM’s most valuable resource — its people — to create real world teachable moments. Using tried and tested tools from the University of Michigan’s Program on Intergroup Relations, co-workers, neighbors, and strangers gain the rare opportunity to sit and reflect on their identities and unpack the connections and disconnections between how we see ourselves and the different ways others view us. **Dialogue is hard, important work, and takes practice to make meaningful community climate change.**”

—Elliot James, Assistant Professor of History





NATIVE STUDIES SUMMER WORKSHOP FOR EDUCATORS



Summer 2021:
25 Morris participants
(8 faculty, 17 staff)

Designed to increase the knowledge, sensitivity and awareness of Minnesota educators, administrators, and student service providers on the histories, cultures and languages of the federally recognized tribes and bands in Minnesota.

ENVIRONMENTAL STEWARDSHIP, PLACE, AND COMMUNITY



“Centering Indigenous epistemologies and other ways of knowing to shape how we think about relationships with the planet and each other”

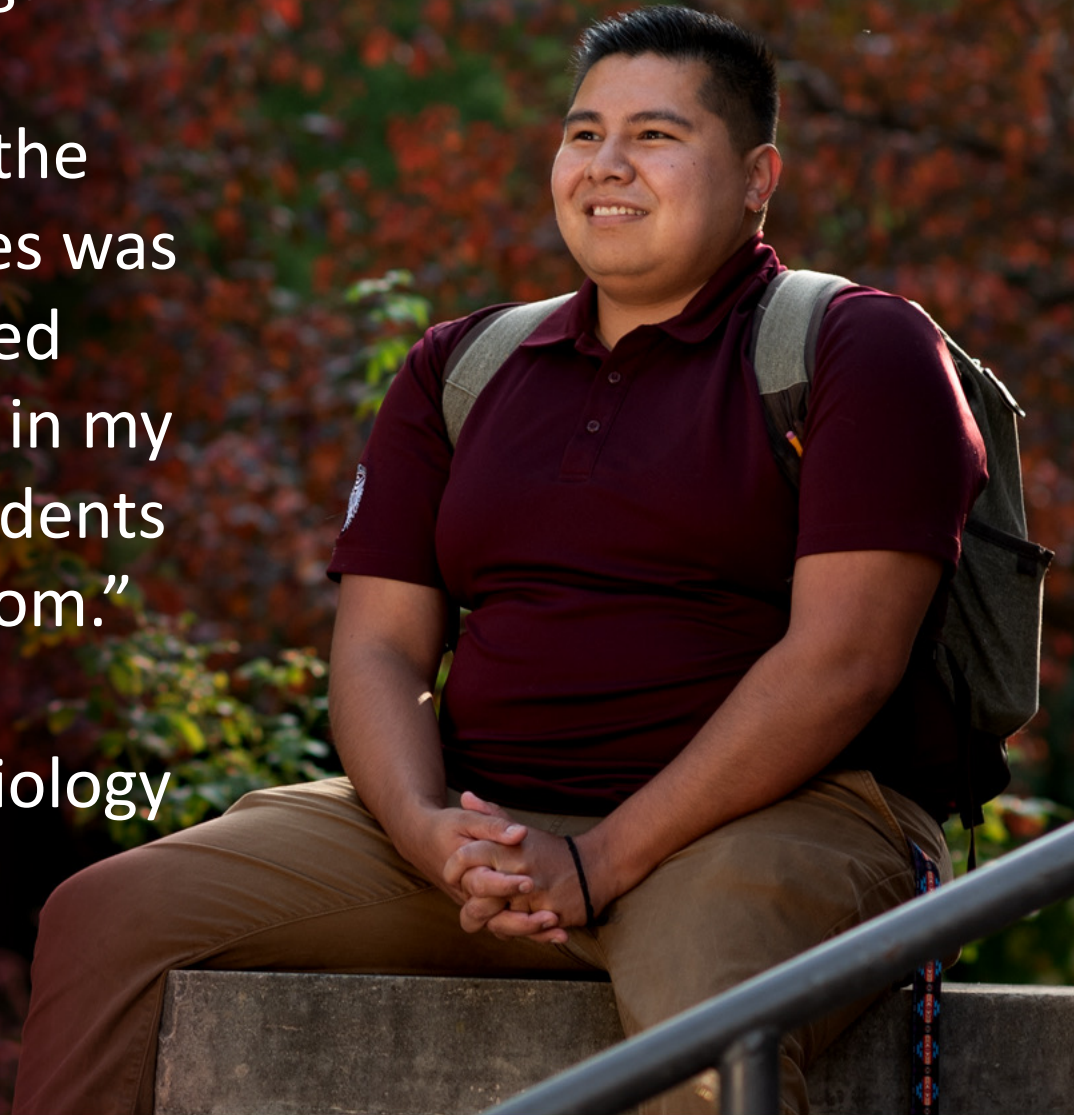
**6 offices/programs,
11 academic disciplines
across all divisions**

—Environmental Stewardship, Place, and Community Initiative (MESPAC) funded by the Andrew W. Mellon Foundation with campus/community partnerships at UMN Morris, UMN Duluth, and UMN Twin Cities.



“The MESPAC group is one of the best things I've been able to participate in in terms of professional development. Participating in the MESPAC decolonizing and indigenizing series was **a transformative experience** for me. I learned about how the methodology that I'm using in my teaching can have a huge impact on my students and their learning experience in my classroom.”

—Rachel Johnson, Associate Professor of Biology



MPact 2025: ACTION ITEMS 4.3.1 and 4.3.2

Advance deeper understanding of institutional history

UMN Morris Strategic Commitment 2.A3, 2.P6

Strengthen collaborative relations with Tribal Nations

UMN Morris Strategic Commitment 2.A3, 2.P6

140B



University Room

Gikendasso'iwigamig

Wóun̄spe Wan̄kantuya

UMN Morris Strategic Vision and Plan, Aspiration 3:

We aspire to acknowledge the first peoples of this land and the land's history as a Native American boarding school through curriculum, programming, and partnerships with Native Communities, as well as through visual markers on campus.

Fall 2021 Orientation sessions

Morris 1101—First Year Experience course

Undergraduate research

Land acknowledgement





TEACH – IN: Impacts and History of Native American Boarding Schools

“The opportunity to hear experts and people for whom this information is crucial. Loved to see our impassioned alumni.”

“The seven generations of education on this land. Excellent framing.”

“It really opened my eyes in so many ways.”

Pathways to Success: Cooperative Program Development between UMN Morris and Minnesota Tribal Colleges

—one of two five-year Native American-Serving Non-Tribal Institutions (NASNTI) grants from the U.S. Department of Education, totaling \$3.5 million, to support Native American student success at UMN Morris





QUESTIONS & DISCUSSION



UNIVERSITY OF MINNESOTA

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 11, 2022

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 – M. Kenyanya
- Finance & Operations Committee – J. Mayeron
- Governance & Policy Committee – K. Verhalen
- Litigation Review Committee – D. Huebsch
- Mission Fulfillment Committee – M. Davenport