



Board of Regents

March 2023

March 10, 2023

8:30 a.m.

Humanities Fine Arts Building

University of Minnesota Morris

BOR - MAR 2023

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**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Audit & Compliance Committee
February 9, 2023**

A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, February 9, 2023, 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 Lori Carrell; Interim Chancellor David McMillan; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Executive Director Brian Steeves; Chief Auditor Quinn Gaalswyk; and Associate Vice President Michael Volna.

Student Representatives present: Hal Johnson and Brandon Yang.

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

EXTERNAL AUDITOR'S REVIEW OF COMPLETED AUDIT WORK

Regent Kenyanya invited Sue Paulson, Controller, Judi Dockendorf, Managing Director, Deloitte & Touche LLP, and Nicole Hoium, Audit Manager, Deloitte & Touche LLP, to outline 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 Mollie Viola, Director of Accounting Services, Judi Dockendorf, Managing Director, Deloitte & Touche LLP, and Nicole Hoium, Audit Manager, Deloitte & Touche LLP to discuss the external audit plan, as detailed in the docket.

The docket materials for this item begin on page 143. The closed captioned video of this item is [available here](#).

ENTERPRISE RISK MANAGEMENT (ERM) PROGRAM UPDATE

Regent Kenyanya invited Assistant Vice President Katharine Bonneson, University Health & Safety, and Chief Auditor Gaalswyk to provide an update on the University's Enterprise Risk Management Program, as detailed in the docket.

The docket materials for this item begin on page 151. The closed captioned video of this item is [available here](#).

INTERNAL AUDIT UPDATE

Regent Kenyanya invited Chief Auditor Gaalswyk to provide the internal audit update, as detailed in the docket.

The docket materials for this item begin on page 164. The closed captioned video of this item is [available here](#).

The meeting adjourned at 8:56 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Litigation Review Committee
February 9, 2023**

A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 9, 2023, at 8:00 a.m. in the Hail! Minnesota Conference Room, 600 McNamara Alumni Center.

Regents present: Douglas Huebsch, presiding; James Farnsworth, Ruth Johnson, Tadd Johnson, Janie Mayeron, and Ken Powell.

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

Others present: Lisa Bean, Kathy Ghiladi, Susan Kratz, Rick Kubler, Krista Overby, Tim Pramas, Carrie Ryan Gallia, 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 9, 2023 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. In the matter of the Appeal of Rate Calculation for Community-University Health Care Clinic
- II. *Regents of the University of Minnesota v. United States of America and E.I. du Pont de Nemours, Inc.*
- III. *John Does 1-2, et al. v. Regents of the University of Minnesota*
- IV. *Viewpoint Neutrality Now! et al. v. Regents of the University of Minnesota, et al.*

- V. *Laura Kasey v. The University of Minnesota*
- VI. *Steven Staubus, et al. v. Regents of the University of Minnesota /
Patrick Hyatte, et al. v. the University of Minnesota*

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 8:01 a.m.

The meeting adjourned at 9:15 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Mission Fulfillment Committee
February 9, 2023**

A meeting of the Mission Fulfillment Committee of the Board of Regents was held on Thursday, February 9, 2023, at 9:15 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Mary Davenport, presiding; James Farnsworth, Doug Huebsch, Ruth Johnson, Tadd Johnson, Mike Kenyanya, Janie Mayeron, Ken Powell, Darrin Rosha, Steve Sviggum, Bo Thao-Urabe, and Kodi Verhalen.

Staff present: President Joan Gabel; Chancellors Lori Carrell and Janet Schrunk Ericksen; Interim Chancellor David McMillan; Executive Vice President and Provost Rachel Croson; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Chief Auditor Quinn Gaalswyk.

Student Representatives present: Emily Gresbrink and Niko Vasilopoulos.

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

PROGRESS TOWARD MPACT 2025 ENROLLMENT GOALS: ROCHESTER

Regent Davenport invited President Gabel, Executive Vice President and Provost Croson, and Chancellor Carrell to report on progress of the Rochester campus toward MPact 2025 Systemwide Strategic Plan goals, 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](#).

PROGRESS TOWARD MPACT 2025 ENROLLMENT GOALS: TWIN CITIES

Regent Davenport invited Executive Vice President and Provost Croson and Vice Provost and Dean of Undergraduate Education McMaster to report on progress of the Twin Cities campus toward MPact 2025 Systemwide Strategic Plan goals, as detailed in the docket.

The docket materials for this item begin on page 33. The closed captioned video of this item is [available here](#).

TRANSFER STUDENT LANDSCAPE AND SUCCESS

Regent Davenport invited Executive Vice President and Provost Croson and Vice Provost and Dean of Undergraduate Education McMaster to report on Transfer Student Landscape and Success, as detailed in the docket.

The docket materials for this item begin on page 66. The closed captioned video of this item is [available here](#).

CONSENT REPORT

Regent Davenport invited Executive Vice President and Provost Croson to present the Consent Report, as detailed in the docket.

The docket materials for this item begin on page 97. The closed captioned video of this item is [available here](#).

Request for Approval of New Academic Programs

- College of Liberal Arts (Twin Cities Campus)—requests approval to create an undergraduate Minor in Ensemble Music, effective fall 2023.
- College of Science and Engineering (Twin Cities Campus)—requests approval to create a Post-Baccalaureate Certificate in Technology Leadership, effective fall 2023.
- College of Science and Engineering (Twin Cities Campus)—requests approval to create a graduate Minor in Financial Mathematics, effective fall 2023.
- Medical School (Twin Cities Campus)—requests approval to create a Mastery in General Surgery Fellowship Program, effective summer 2023.
- College of Education and Human Professions (Duluth Campus)—requests approval to create a Bachelor of Applied Science (BASc) in Health and Physical Education, effective fall 2023.
- Labovitz School of Business and Economics (Duluth Campus)—requests approval to create a Bachelor of Business Administration (BBA) in Risk Management and Insurance (RMI), effective fall 2023.
- Swenson College of Science and Engineering (Duluth Campus)—requests approval to create an undergraduate Certificate in Project Management, effective fall 2023.
- Medical School (Duluth Campus)—requests approval to create a Master of Science degree in Biomedical Sciences, effective fall 2023.

Request for Approval of New Academic Programs

- The College of Veterinary Medicine (Twin Cities Campus)—requests approval to change the name of the Master of Science (MS) and Doctor of Philosophy (PhD) from Veterinary Medicine to Veterinary Sciences, effective fall 2024.
- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Community Health Education/Promotion subplan in the Public Health Bachelor of Applied Sciences (BASc) degree, effective fall 2023.

Request to Amend Approval of a Changed Academic Plan from December 2022

- Morris Campus—requests approval to amend the subplan listed as Philosophy, Politics and Environment to the Philosophy, Politics, and Economics subplan

Request for Approval of Discontinued Academic Plans

- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023.
- College of Education and Human Professions (Duluth Campus)—requests approval to discontinue the Unified Early Childhood Studies Bachelor of Applied Sciences degree, effective summer 2023.

Request for Conferral of Tenure for New Hire

- Sarah Eddy, associate professor with tenure, Department of Biology Teaching & Learning, College of Biological Sciences, Twin Cities campus
- Rosemary Erickson Johnsen, professor with tenure, Division of Business, Arts, and Education, Crookston Campus
- Lynn Walker, professor with tenure, Department of Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities campus
- Hua Zhao, professor with tenure, Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities campus

INFORMATION ITEMS

Regent Davenport invited Executive Vice President and Provost Croson to discuss the information items in the docket.

The docket materials for this item begin on page 104. The closed captioned video of this item is [available here](#).

The meeting adjourned at 11:58 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Finance & Operations Committee
February 9, 2023**

A meeting of the Finance & Operations Committee of the Board of Regents was held on Thursday, February 9, 2023, 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, Tadd Johnson, Mike Kenyanya, Kendall Powell, Darrin Rosha, Steven Sviggum, Bo Thao-Urabe, and Kodi Verhalen.

Staff present: President Joan Gabel; Chancellor Lori Carrell; Interim Chancellor David McMillan; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice Presidents Kenneth Horstman, Matt Kramer, Mercedes Ramírez Fernández, and Julie Tonneson; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gallswyk; and Associate Vice Presidents Stuart Mason, Bill Paulus, and Michael Volna.

Student Representatives present: Sara Davis and Gabriel Richardson.

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

COLLECTIVE BARGAINING AGREEMENTS

Regent Mayeron invited Mani Vang, Senior Director, Human Resources, to present for review and action the following collective bargaining agreement, as detailed in the docket:

A. Law Enforcement Labor Services, Inc (LELS)

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

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to the proposed labor agreement with Law Enforcement Labor Services, Inc.

PRESIDENT'S RECOMMENDED 2023 STATE CAPITAL REQUEST

Regent Mayeron invited President Gabel and Senior Vice President Frans to present for action the President's recommended 2023 State Capital Request, 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, and the committee voted unanimously to recommend approval of the resolution related to the 2023 State Capital Request.

PEAK IMPLEMENTATION UPDATE

Regent Mayeron invited Senior Vice President Frans and Vice President Horstman to provide an update on the implementation of the PEAK Initiative (Positioned for Excellence, Alignment, and Knowledge), as detailed in the docket.

The docket materials for this item begin on page 14. The closed captioned video of this item is [available here](#).

ONGOING IMPACTS OF COVID-19 ON UNIVERSITY FINANCES AND OPERATIONS

Regent Mayeron invited Senior Vice President Frans, Vice President Horstman and Vice President Tonneson to provide an overview of the ongoing impacts of COVID-19 on University finances and operations, as detailed in the docket.

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

Mayeron recessed the meeting at 2:26 p.m.

FY 2024 ANNUAL OPERATING BUDGET FRAMEWORK

Regent Mayeron called the meeting to order at 2:38 p.m. and invited Senior Vice President Frans and Vice President Tonneson to discuss the FY 2024 annual operating budget framework, as detailed in the docket.

The docket materials for this item begin on page 41. The closed captioned video of this item is [available here](#).

REAL ESTATE TRANSACTIONS

Regent Mayeron invited Senior Vice President Frans, Assistant Vice President Leslie Krueger, and Brian Buhr, Dean, College of Food, Agricultural and Natural Resource Sciences, Twin Cities campus, to present for review and action the following real estate transactions, as detailed in the docket:

- A. Sale of 2050 Roselawn Avenue West, Falcon Heights (Falcon Heights Community Park, Twin Cities campus)
- B. Purchase of 80 Acres in Mower Country (FAARM, Twin Cities campus)

The docket materials for this item begin on page 67. 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 sale of 2050 Roselawn Avenue West, Falcon Heights.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the purchase of 80 Acres in Mower Country.

CONSENT REPORT

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

The docket materials for this item begin on page 90. The closed captioned video of this item is [available here](#).

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

- To Clearspan for an estimated \$1,350,000 to purchase 5,000 Softphone licenses for all campuses for the period of January 1, 2023 to September 30, 2026 for the Office of Information Technology (OIT). The funding for this purchase comes from OIT's budgeted FY 2023 central O&M funds. See the enclosed documentation for the basis of supplier selection.
- To John Wiley & Sons, Inc (Wiley) for up to an estimated \$4,000,000 annually based on enrollments and a revenue-sharing agreement for marketing, recruitment, instructional design, and student support services for the period of January 1, 2023 through December 31, 2029 for Carlson School of Management (Twin Cities) Online & Part-Time MBA, as well as Online Master of Business Taxation and post-baccalaureate certificates. The source of funds is the revenue generated from the tuition paid by students who are recruited and enrolled in these programs. Wiley was selected as the result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Eight suppliers responded to the RFP and none were a targeted business.
- To John Wiley & Sons, Inc (Wiley) for an estimated \$4,417,000 for journal subscriptions for University Libraries (Duluth, Morris, Rochester, and Twin Cities campuses) for the period of January 1, 2023 through December 31, 2025. The estimated costs for this subscription to Wiley are included in the respective campuses' FY23, FY24, and FY25 budgets. See the enclosed documentation for the basis of supplier selection.

Capital Improvement Budget Amendments

- A.B. Anderson Hall Renewal, Duluth campus
- Center for Magnetic Resonance Research: Expansion Project, Twin Cities campus
- Variety Club Research Center: Space Renovation, Twin Cities campus

Appointment of Representative to the Minnesota Clean Water Council

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

INFORMATION ITEMS

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

- Central Reserves General Contingency Allocations
- Capital Appropriations Expenditure Report to the Minnesota Legislature
- Contamination Remediation of University Land in Rosemount, MN
- Debt Management Advisory Committee Update
- Intent to Dispose of Property

The docket materials for this item begin on page 105. The closed captioned video of this item is [available here](#).

The meeting adjourned at 4:20 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Governance & Policy Committee
February 10, 2023**

A meeting of the Governance & Policy Committee of the Board of Regents was held on Friday, February 10, 2023, 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, Tadd Johnson, Mike Kenyanya, Janie Mayeron, Kendall Powell, Darrin Rosha, Steven Sviggum, and Bo Thao-Urabe.

Staff present: President Joan Gabel; Chancellor Lori Carrell; Interim Chancellor David McMillan; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; General Counsel Douglas Peterson; Executive Director Brian Steeves; and Chief Auditor Quinn Gaalswyk.

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

POTENTIAL ENHANCEMENTS TO BOARD PUBLIC ENGAGEMENT

Regent Verhalen invited Executive Director Steeves and Krista Overby, Communications & Engagement Manager, to present for action potential enhancements to Board public engagement, as detailed in the docket.

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

A motion was made and seconded to recommend approval to direct the Office of the Board of Regents to implement the proposed public comment portal pilot program.

Regent Rosha moved to amend the main motion to add a quarterly in-person public input session with immediate effect. There was a second.

Rosha requested a roll call vote. The vote was as follows:

Regent Davenport	No
Regent Farnsworth	Yes
Regent Huebsch	No
Regent R. Johnson	No
Regent T. Johnson	No
Regent Kenyanya	Yes
Regent Mayeron	No
Regent Powell	No
Regent Rosha	Yes
Regent Sviggum	No

Regent Thao-Urabe	No
Regent Verhalen	No

On a vote of 3 to 9, the Rosha amendment failed.

The committee voted unanimously to recommend approval to direct the Office of the Board of Regents to implement the proposed public comment portal pilot program as presented.

**BOARD OF REGENTS POLICY: NAMINGS AND RENAMINGS:
GIFT DEFINITION CLARIFICATION**

Regent Verhalen invited Sue Paulson, Controller, and Jason Langworthy, Policy Manager & Assistant Secretary, to present for review proposed amendments to clarify gift definitions in Board of Regents Policy: *Namings and Renamings*, as detailed in the docket.

The docket materials for this item begin on page 15. The closed captioned video of this item is [available here](#).

The meeting adjourned at 9:07 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Board of Regents
February 10, 2023**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 10, 2023, at 9:25 a.m. in the Boardroom, 600 McNamara Alumni Center.

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

Staff present: President Joan Gabel; Chancellor Lori Carrell; Interim Chancellor David McMillan; Acting Chancellor Janet Schrunk Ericksen; Executive Vice President and Provost Rachel Croson; Senior Vice President Myron Frans; Vice Presidents Kenneth Horstman, Matt Kramer, Mercedes Ramírez Fernández, and Jakub Tolar; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gaalswyk; and Associate Vice President Michael Volna.

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

APPROVAL OF MINUTES

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

Audit & Compliance Committee – December 15, 2022
Litigation Review Committee – December 15, 2022
Mission Fulfillment Committee – December 15, 2022
Finance & Operations Committee – December 15, 2022
Governance & Policy Committee – December 16, 2022
Board of Regents – December 16, 2022

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

REPORT OF THE PRESIDENT

President Gabel delivered the report of the President.

The docket materials for this item begin on page 31. 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 32. The closed-captioned video of this item is [available here](#).

RECEIVE AND FILE REPORTS

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

The docket materials for this item begin on page 33. 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:

- A. Gifts
- B. Report of the All-U Honors Committee
- C. Report of the Regents Award Nominating Committee

The docket materials for this item begin on page 34. The closed-captioned video of this item is [available here](#).

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

UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

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

The docket materials for this item begin on page 59. The closed captioned video of this item is [available here](#).

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

WHEREAS, the Board of Regents (Board) and the president 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 campuses and colleges; and

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

WHEREAS, on the recommendation of the executive vice president and provost, the president recommends that the Board approve the University Performance and Accountability Report.

NOW, THEREFORE, BE IT RESOLVED that the Board approves the University Performance and Accountability Report as submitted in the February 2023 Board of Regents docket materials.

RESOLUTION RELATED TO RURAL HEALTH ACADEMIC AFFILIATION

Regent Powell invited Vice President Tolar and Ken Holmen, President and CEO, CentraCare, to present for review and action the resolution related to Rural Health Academic Affiliation, as detailed in the docket.

The docket materials for this item begin on page 87. 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 Rural Health Academic Affiliation, as follows:

WHEREAS, the University of Minnesota Medical School (UMMS) and CentraCare Health are engaging in ongoing evaluation of opportunities to collaborate around expanding medical education, and improving access to clinical and medical research and high-quality healthcare in rural Minnesota; and

WHEREAS, the UMMS and CentraCare have prepared a nonbinding Statement of Interest, attached to this resolution as Exhibit A, to reflect the organizations desire to work in good faith towards establishing relationships for expanded rural health opportunities.

NOW, THEREFORE, BE IT RESOLVED by the Board of Regents (Board) as follows:

1. The nonbinding Statement of Interest is hereby approved.
2. The President or delegate are hereby authorized, empowered, and directed to execute, deliver, and enter into, on behalf of the University of Minnesota (University), the Statement of Interest and all agreements necessary or desirable to carry out the nonbinding Statement of Interest, subject to all University policies regarding approvals that are reserved to the Board.

VISION FOR MPACT HEALTH CARE INNOVATION

Regent Powell invited President Gabel, Senior Vice President Frans, and Vice President Tolar to outline the vision for MPact Health Care Innovation, 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](#).

SYSTEMWIDE CAMPUS SAFETY PLANS

Regent Powell invited Senior Vice President Frans to discuss systemwide campus safety plans, as detailed in the docket.

The docket materials for this item begin on page 111. The closed captioned video of this item is [available here](#).

REPORT OF THE AUDIT & COMPLIANCE COMMITTEE

Regent Kenyanya, chair of the committee, reported that the committee did not act 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 9, 2023. 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, provided the report of the Mission Fulfillment Committee.

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

Davenport reported that the committee voted unanimously to recommend the following item:

- 1) Approval of the Consent Report for the Mission Fulfillment Committee as presented to the committee and described in the February 9, 2023 committee minutes.

A motion was made, and the Board voted unanimously to approve the recommendation included in the report of the Mission Fulfillment Committee.

REPORT OF THE FINANCE & OPERATIONS COMMITTEE

Regent Mayeron, chair of the committee, provided the report of the Finance & Operations Committee.

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

Mayeron reported that the committee voted unanimously to recommend the follow items:

- 1) Approval of the resolution related to the proposed labor agreement with Law Enforcement Labor Services, Inc. The resolution is as follows:

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

WHEREAS, the Law Enforcement Labor Services, Inc has ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the president, the Board of Regents approves this labor agreement as outlined in the Finance & Operations Committee docket materials for February 9, 2023.

- 2) Approval of the resolution related to the 2023 State Capital Request. The resolution is as follows:

WHEREAS, the Board of Regents (Board) has directed the administration to annually submit a six-year capital plan and a capital improvement budget in support of the University of Minnesota's (University) strategic priorities; and

WHEREAS, the Board recognizes the importance of sustaining and improving the University's facilities in support of teaching, research, and outreach; and

WHEREAS, the administration has developed a capital planning framework designed to focus its capital planning efforts toward projects that support the University's institutional priorities within a financial strategy that is realistic.

NOW THEREFORE, BE IT RESOLVED that the Board of Regents approves the University's 2023 State Capital Request in the amount of \$486,900,000 consisting of \$371,266,000 from the State of Minnesota and \$115,634,000 from the University.

- 3) Approval of the sale of 2050 Roselawn Avenue West, Falcon Heights.
- 4) Approval of the purchase of 80 Acres in Mower Country.

- 5) Approval of the remaining items of the Consent Report for the Finance & Operations Committee as presented to the committee and described in the February 9, 2023 committee minutes.

A motion was made, and the Board voted unanimously to approve the recommendations included in the report of the Finance & Operations Committee.

REPORT OF THE GOVERNANCE & POLICY COMMITTEE

Regent Verhalen, chair of the committee, provided the report of the Governance & Policy Committee.

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

Verhalen reported that the committee voted unanimously to recommend the following item:

- 1) Approval to direct the Office of the Board of Regents to implement the proposed public comment portal pilot program.

On behalf of the committee, Verhalen moved approval of the report of the Governance & Policy Committee.

Regent Rosha moved to amend the main motion to add a quarterly in-person public input session with immediate effect. There was a second. Regent Powell directed a roll call be taken.

The vote was as follows:

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

On a vote of 5 to 7, the Rosha amendment failed.

The Board voted unanimously to approve the recommendation included in the report of the Governance & Policy Committee as presented.

NEW BUSINESS

Regent Farnsworth moved a resolution related to DPA Requests from state officials. There was a second. The resolution was as follows:

WHEREAS, the University of Minnesota is a public, R1, land grant institution with a robust teaching, research, outreach, and service mission built to positively benefit the citizens of the State of Minnesota; and

WHEREAS, the Board of Regents has a responsibility to be diligent in supporting thoughtful and transparent stewardship of University's resources; and

WHEREAS, access and transparency are core attributes of a public institution; and

WHEREAS, according to University of Minnesota Administrative Policy Public Access to University Information, "individuals requesting public information will be provided access to all public information in accordance with Minnesota's Public Records Law, the Minnesota Government Data Practices Act (MGDPA), Chapter 13 of the Minnesota Statutes"; and

WHEREAS, "Minnesota Government Data Practices Act - Procedures for Requesting Information from the University of Minnesota" is a procedure embedded under the aforementioned University administrative policy; and

WHEREAS, the MGDPA "authorizes entities to charge the cost of searching for, retrieving, copying and transmitting the data" which may include employee time, materials, and mailing costs; and

WHEREAS, members of the State Legislature have a history of requesting materials from the University under the MDGPA which serves an important function for aiding them in their operational review and consideration for state funding role as a branch of our state government; and

WHEREAS, as a public institution, the University has a responsibility to be as open and accessible as possible when it comes to the fulfillment of requests for information; and

NOW, THEREFORE, BE IT RESOLVED that:

1. Under the Administrative Procedure: Minnesota Government Data Practices Act - Procedures for Requesting Information from the University of Minnesota, the Board of Regents directs University administration to create an exemption under the "Charges for copies of public data" subsection for members of the Minnesota State Legislature and Constitutional Officers of the State of Minnesota (or their respective offices).

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

Regent Mayeron moved to refer the resolution to the Governance & Policy Committee. There was a second.

Regent Kenya left the meeting.

Farnsworth requested a roll call vote. The vote was as follows:

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

On a vote of 9 to 2, the motion to refer the resolution to the Governance & Policy Committee was approved.

Regent Rosha moved to suspend all charges for Minnesota government data practices act (DPA) requests made by members of the Minnesota Legislature and Minnesota Constitutional Officers until the Governance & Policy Committee considers the resolution related to DPA Requests from state officials. There was a second.

Rosha requested a roll call vote. The vote was as follows:

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

On a vote of 6 to 5, the motion to suspend all charges for Minnesota government data practices act (DPA) requests made by members of the Minnesota Legislature and Minnesota Constitutional Officers until the Governance & Policy Committee considers the resolution related to DPA Requests from state officials was approved.

The meeting adjourned at 12:18 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

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 10, 2023

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 10, 2023

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 including for receipt and filing:

- A. Central Reserves General Contingency Allocations

Central Reserves General Contingency Allocations Finance & Operations Committee March 2023

Fiscal Year 2023 (7/1/2022-6/30/2023)

	Recipient	Amount	Running Balance	Purpose
1	Carryforward from FY22 to FY23		\$1,173,773	
2	FY23 General Contingency Allocation	\$1,000,000	\$2,173,773	
3	Capital Project Management	(\$70,440)	\$2,103,333	Duluth Health Sciences Project: Preliminary planning and site visits for Academic Health Center in downtown Duluth.
4	Capital Project Management	(\$55,811)	\$2,047,522	Morrill Hall Project: Staff programming and location analysis for relocation of building occupants. Initial transfer.
5	University Health & Safety	(\$31,457)	\$2,016,065	Mondale Memorial Service: Support for event on May 1, 2022 at Northrup Auditorium.
7	Capital Project Management	(\$73,819)	\$1,942,247	Eastcliff: Replace mechanical service gate and repave service driveway.
6	New items this reporting period:			
7	Capital Project Management	(\$47,760)	\$1,894,486	Morrill Hall Project: Staff programming and location analysis for relocation of building occupants. Final transfer.
8	Current Balance		\$1,894,486	

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

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 through January 31, 2023.

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 Alchemy Technology Group for an estimated \$1,725,000 to purchase the Okta identity management platform to support all campuses for the Office of Information Technology (OIT) for the estimated period of April 15, 2023, to April 14, 2026. This approval authorizes the base term and optional contract extensions through April 14, 2028, for an additional \$1,025,000. The total contract value, if all options are exercised, would be \$2,750,000. The funding for this purchase comes from OIT's central O&M funds. This purchase is budgeted for FY23. Alchemy Technology Group was selected as a result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Fifteen suppliers responded to the RFP, and one was a targeted business.
- To Canon Solutions America, Inc. for an estimated \$1,894,100 for the purchase of a Canon VarioPrint iX 3200 Digital Inkjet Press and ongoing operational costs for Printing Services (Twin Cities campus) for the time period of August 1, 2023, through July 31, 2028. Printing Services is a self-supported unit. This purchase is budgeted and will be funded through unit funds and through printing fees charged to customers. Canon Solutions America, Inc. was selected as a result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Five suppliers responded to the RFP, and one was a targeted business.
- To Experis US, Inc. for an estimated \$900,000 to provide professional services for all campuses for the Office of Information Technology (OIT) for the period of April 15, 2023, to

April 14, 2024. This approval authorizes the base term and optional contract extensions through April 14, 2026, for an additional \$1,800,000. The total contract value, if all options are exercised, would be \$2,700,000. The funding for this purchase comes from OIT's central O&M funds. This purchase is budgeted for FY23. Experis US, Inc. was selected as a result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Fifty-four suppliers responded to the RFP and twenty-nine were targeted businesses.

- To Regional Contracting and Painting for an estimated \$787,000 for contract painting and drywall labor services for Facilities Management and Housing and Residence Life (Duluth campus) for a period of March 1, 2023, through February 29, 2024. This approval authorizes the base term and optional contract extensions through February 28, 2027, for an additional \$2,361,000. The total contract value, if all additional options are exercised, would be \$3,148,000. This purchase of contract painting and drywall labor services will be funded by Facilities Management R&R projects and O&M funds and the Department of Housing and Residence Life. Regional Contracting and Painting was selected as a result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. One supplier responded to the RFP, and none was a targeted business.
- To Salesforce, Inc. for \$7,289,500 for Salesforce CRM, Salesforce Marketing Cloud, Salesforce Experience Cloud License, and Support for Office of Information Technology (OIT) for all campuses for the period of May 4, 2023, through May 3, 2028. This is a budgeted purchase and OIT will fund it utilizing O&M funds. See the enclosed documentation for the basis of supplier selection.
- To Taylor & Francis for an estimated \$4,016,000 for purchase of Taylor & Francis online journal subscriptions for libraries systemwide for the time period of March 15, 2023, through December 31, 2025. The estimated costs for these subscriptions are included in the various campus library budgets for FY23, FY24, and FY25 budgets. The supplier was selected by University Libraries under the authority granted by Board of Regents Policy: *Libraries and Archives* and Administrative Policy: *Purchasing Goods and Services*.
- To The Burgiss Group, LLC for an estimated \$1,500,000 for portfolio management system software for the Office of Investments and Banking (Twin Cities campus) for the period of April 1, 2023, through April 1, 2028. The service will be funded through the OIB departmental budget, with most of the cost offset by terminating the existing risk management software. The Burgiss Group, LLC was selected as a result of a competitive Request for Proposal (RFP) conducted by Purchasing Services. Nine suppliers responded to the RFP, and none was a targeted business.
- *Amendments to Civil Service Rules*

The purpose of this item is to seek approval of amendments to the Civil Service Rules. The amendments include the addition of Juneteenth as a University holiday to align with federal and state holidays. The addition of Juneteenth as a University holiday was covered in the recently approved collective bargaining agreements approved by the Board and has been added to academic calendars across the system, which impacts faculty and P&A employees. The amendments related to Juneteenth align the Civil Service Rules with those additions and would be implemented starting with this year's Juneteenth – June 19, 2023. The other amendments are technical in nature, correct errors, and provide clarifications to existing sections. The proposed amendments and reasons for each change are included in the docket.

- *Schematic Design*

The purpose of this item is to review and act on the schematic design for the following project on the Twin Cities campus:

- Dwan Third Floor Lab Renovation

A project overview, which provides the basis for request, project scope, cost estimate, funding, and schedule, is included in the docket. A site map locating the project on the Twin Cities campus is also included.

C. Report of the Regents Award Nominating Committee

The recommendation of the Regents Award Nominating Committee was forwarded to the Board in a letter dated March 3, 2023.

BACKGROUND INFORMATION

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

- Gifts: *Reservation and Delegation of Authority*, Article I, Section VII, Subd. 5.
- Purchase of Goods and Services \$1,000,000 and Over: *Reservation and Delegation of Authority*, Article I, Section VII, Subd. 6.
- Amendments to Civil Service Rules: *Reservation and Delegation of Authority*, Article I, Section XI, Subd. 2.
- Schematic Designs: *Reservation and Delegation of Authority*, Article I, Section VIII, Subd. 9.
- Regents Award: *Awards, Honors, and Recognition*, Section VIII, 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 2023 Regents Meeting

	<u>January</u>		<u>Year-to-Date</u>	
	<u>2023</u>	<u>2022</u>	<u>07/01/22 01/31/23</u>	<u>07/01/21 01/31/22</u>
U of M Gift Receiving	\$ 8,704	\$ 610,631	\$ 473,982	\$ 1,897,528
Arboretum Foundation	326,197	631,380	33,433,852	7,889,253
Univ of MN Foundation	<u>16,499,099</u>	<u>25,403,611</u>	<u>182,894,014</u>	<u>215,270,155</u>
Total Gift Activity	<u><u>\$ 16,834,000</u></u>	<u><u>\$ 26,645,622</u></u>	<u><u>\$ 216,801,848</u></u>	<u><u>\$ 225,056,936</u></u>

*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 2023

Donor	Gift/Pledge	Purpose of Gift
<u>\$1 Million and Over</u>		
Anonymous Donor	Gift	Medical School
<u>\$500,000 - \$1,000,000</u>		
Charles and Ellora Allis Educational Foundation	Gift	Office of Undergraduate Education
Lynn Lin, Ph.D. and Lizbie Lin	Pledge	College of Liberal Arts
Randy Shaver Cancer Research & Community Fund	Gift	Academic Clinical Affairs
<u>\$250,000 - \$500,000</u>		
Brave Like Gabe Foundation	Pledge	Academic Clinical Affairs
David M and Janis Larson Foundation	Gift	Intercollegiate Athletics
Hormel Foundation	Gift	Office of the Vice President for Research
Jared Scofield	Gift	College of Science and Engineering
<u>\$100,000 - \$250,000</u>		
Acorn Charitable Trust	Gift	College of Veterinary Medicine
Anonymous Donor	Gift	Academic Clinical Affairs
Cadence Design Systems Inc	Gift	College of Science and Engineering; Undesignated
Charles Voige Trust	Gift	Medical School
Darrell and Shelley Chilton	Pledge	University of Minnesota Duluth
Douglas and Denise Novak	Gift	Medical School
Douglas and Margaret Schmalz	Gift	Carlson School of Management
Huntington Bank	Gift	Academic Clinical Affairs; Medical School
Jody Gunderson	Gift	Carlson School of Management
John D Robbins Estate	Gift	College of Science and Engineering
Kathy P Belgea-Zuelke Estate	Gift	Medical School
Lamarche Creek Fdn	Pledge	University of Minnesota Duluth
Linda Hurtgen	Gift	University of Minnesota Extension
Miriam Segall	Pledge	College of Liberal Arts
Muriel Whiteside Charitable Trust	Gift	Medical School
Northrop Grumman Space Technology	Gift	College of Science and Engineering
Seeding The Future van Lengerich Foundation	Pledge	Institute on the Environment
Sit Investment Associates Fdn	Gift	Medical School
TB1 Fund	Gift	Academic Clinical Affairs
<u>\$50,000 - \$100,000</u>		
Allan Apter and Brenda Ion	Gift	University of Minnesota Duluth
Amy and Lance Lemieux	Gift	Humphrey School of Public Affairs
Blooming Prairie Cancer Group	Gift	Office of the Vice President for Research
Brian Engdahl, Ph.D.	Gift	Medical School
Brungardt Grantor Charitable Lead Annuity Trust	Gift	College of Science and Engineering
Candex Solutions	Gift	Undesignated
Christine Cumming, Ph.D.	Gift	College of Liberal Arts
Douglas Hoefler	Pledge	Intercollegiate Athletics
Edith Postiglione	Gift	College of Science and Engineering

\$50,000 - \$100,000

Fairview Southdale Medical Office	Gift	Academic Clinical Affairs
Frank J & Eleanor A Maslowski Charitable Trust	Gift	College of Science and Engineering
Gail Anderson, Ph.D. and Dean Anderson	Gift	College of Education and Human Development
Gerald Lowe	Gift	Medical School
Loriann Roberson, Ph.D.	Gift	Office of Undergraduate Education
Marri Oskam	Gift	Office of Undergraduate Education
Morrow Fdn	Gift	College of Science and Engineering
Paddock Family Foundation	Gift	College of Pharmacy
Patricia Phibbs and Clifford Phibbs Jr.	Gift	Intercollegiate Athletics
Peter and Diane Donnino	Gift	Intercollegiate Athletics
Ramsey-Washington Metro Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Richard and Juanita Luis	Gift	Intercollegiate Athletics; Law School
Roberta H Cronquist	Gift	College of Science and Engineering
Scheels	Gift	Academic Clinical Affairs
Schwab Vollhaber Lubratt Inc	Gift	Academic Clinical Affairs
Strada Education Network Inc	Gift	University of Minnesota Rochester
Timothy and Lisa LaLonde	Gift	Carlson School of Management
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

Ann Bode, Ph.D.	Gift	Office of the Vice President for Research
Anonymous Donor	Gift	Medical School
Anonymous Donor	Gift	College of Science and Engineering
Barbara Lundgren	Gift	College of Science and Engineering
Blue Cross Blue Shield of Minnesota Inc	Gift	Humphrey School of Public Affairs
Bruce Holcomb and Caroline Vernon	Gift	College of Food, Agricultural and Natural Resource Sciences;
Cyrus Morton	Pledge	University of Minnesota Extension Law School
Dr Daniel C Hartnett Family Fdn	Gift	College of Veterinary Medicine; University of Minnesota Alumni Association; Academic Clinical Affairs
Edward A Everett Estate	Gift	College of Food, Agricultural and Natural Resource Sciences
Edward Brehm III and Kristin Brehm	Gift	Medical School
General Mills Inc	Gift	Carlson School of Management
Gilead Sciences Inc	Gift	School of Public Health
Joanne and Paul Worlein	Gift	Office of the Vice President for Research
John McWilliams Estate	Gift	Medical School
Knockout ALD	Gift	Medical School
Knox Foundation	Gift	College of Liberal Arts
Marcia and Randall Betcher	Gift	Medical School

\$25,000 - \$50,000

Margaret Rivers Fund	Gift	Minnesota Landscape Arboretum; Academic Clinical Affairs
Middle Mississippi River Watershed Management Organization	Gift	College of Food, Agricultural and Natural Resource Sciences
Mosaic Holdings Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Mrs Marilyn N Silvis	Gift	Medical School
Ms Velma J Shelton	Gift	Academic Clinical Affairs
Paul Crowell and Alexandra Stillman, M.P.H., M.H.A.	Gift	College of Science and Engineering
Phyllis Wisen, Ph.D.	Gift	College of Veterinary Medicine
Richard M Schulze Family Fdn	Gift	Medical School
Richard and Roberta Henderson	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert and Alice Strobel Fdn	Gift	Academic Clinical Affairs
Rockler Companies Inc	Gift	College of Design
Spinal Cord Society	Gift	Medical School
Steven Eilertson and Cynthia Huntington	Gift	Carlson School of Management
Subir Banerjee and Manju Parikh	Gift	College of Science and Engineering
Theodore and Theresa Capistrant	Gift	Academic Clinical Affairs
Thomas Klas	Gift	College of Liberal Arts; Intercollegiate Athletics

\$10,000 - \$25,000

Agrium US Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Alfred and Ingrid Harrison	Gift	Medical School
Amy Seidel and Michael Coddington	Pledge	Law School
Andrew David Sit Foundation	Gift	Medical School
Ann and David Jones	Gift	College of Science and Engineering
Anonymous Donor	Gift	College of Food, Agricultural and Natural Resource Sciences
Anonymous Donor	Gift	College of Veterinary Medicine
Barbara Duffy	Gift	Law School
Bremer Bank	Gift	Carlson School of Management
Brian and Susan Erickson	Gift	Academic Clinical Affairs; Medical School
Bruce Paddock	Gift	College of Pharmacy
Carol Isaacson	Gift	School of Dentistry
Catherine Bendel, M.D. and Joseph Nuñez	Gift	Medical School
Catherine Mathis and Robert Burchell	Gift	Carlson School of Management
Cecilee Faster	Gift	Medical School
Charles and Marlys Nelson	Gift	College of Science and Engineering
Clarence and Mary Horsager	Gift	University of Minnesota Extension
Constance Archbald	Gift	Medical School
Daren and Sarah Cotter	Gift	Carlson School of Management
David and Lisa Bertler	Gift	College of Biological Sciences
Dick & Joyce H McFarland Family Fund-Mpls Fdn	Gift	Minnesota Landscape Arboretum
Donald Willeke	Gift	Undesignated
Drip Global Inc	Gift	Carlson School of Management
Earl and Doris Bakken Fdn	Gift	Earl E. Bakken Center for Spirituality and Healing
Ecolab Inc	Gift	Carlson School of Management

\$10,000 - \$25,000

Edward Frederick PhD	Gift	College of Food, Agricultural and Natural Resource Sciences
Elizabeth Andrus Fund of the Minneapolis Foundation	Gift	Minnesota Landscape Arboretum
Elizabeth Draxten and Stacy Rubsam	Gift	Carlson School of Management
Ellen Andersen and Craig Horak	Gift	College of Veterinary Medicine
FMC Corporation	Gift	College of Food, Agricultural and Natural Resource Sciences
Frank Janezich	Gift	College of Science and Engineering; Medical School
Gary Finley Education Trust	Gift	University of Minnesota Duluth
Gary T Burns Estate	Gift	Medical School
H H Weinert Fdn	Gift	University of Minnesota Duluth
Hall Family Fdn	Gift	Academic Clinical Affairs
Harold and Cynthia Goldfine	Gift	Carlson School of Management
Harris and Connie Duininck	Gift	Medical School
Heidi and David Fielding	Gift	College of Liberal Arts
Holly and Rick Schwarck	Gift	Office of the Vice President for Research
Initiative Fdn	Gift	University of Minnesota Extension
James Odden and Ann Carrott	Gift	University of Minnesota Morris
James and Jennifer Furlong	Gift	Intercollegiate Athletics; College of Veterinary Medicine
Janet Dick	Gift	Academic Clinical Affairs
Jantze Haley and Dennis Haley, D.D.S.	Gift	Medical School
Jean Holten	Gift	College of Liberal Arts
Jeff and Deborah Eckland	Gift	College of Liberal Arts
Jeffrey Harvey	Gift	Medical School
Jimmy Winter, Ph.D.	Gift	University of Minnesota Morris; College of Biological Sciences
John and Jean Hedberg	Gift	Academic Clinical Affairs
Jon and Jean Carlson	Gift	College of Science and Engineering; Academic Clinical Affairs; College of Food, Agricultural and Natural Resource Sciences; Medical School
Jonathan Nygren and Anna Horning Nygren	Gift	College of Liberal Arts; Intercollegiate Athletics
JonnyPops	Gift	Carlson School of Management
Joseph and Kari Cotter	Gift	Intercollegiate Athletics
Kathryn Justesen, M.D.	Gift	Medical School
Kodi and Timothy Verhalen	Gift	University of Minnesota Duluth
Kraus-Anderson Construction Co	Gift	University of Minnesota Duluth
LaJune and Thomas Lange	Pledge	Law School
Laurie Brand	Gift	College of Science and Engineering
Leonard Olds and Hugh Rouse	Gift	Libraries
Lila Stevens	Pledge	University of Minnesota Duluth
Lincoln Potter	Gift	Medical School
Love Like Laurie Legacy	Gift	Academic Clinical Affairs; Medical School
Lynden Berger	Gift	University of Minnesota Morris
MOAC Mall Holdings LLC	Gift	Carlson School of Management
Margaret Lussky	Gift	College of Liberal Arts
Mary Holz-Clause and Reginald Clause	Pledge	University of Minnesota Crookston

\$10,000 - \$25,000

Mary Japs	Gift	Medical School
Maureen Reed, M.D. and James Hart, M.D.	Gift	Unrestricted
Melissa and Jon Crow	Gift	Medical School
Michael Baxter	Gift	University of Minnesota Duluth
Minnesota Cemeteries	Gift	Medical School
Minnesota Landscape Arboretum Auxiliary	Gift	Minnesota Landscape Arboretum
Minnesota Sports & Entertainment: Minnesota Wild	Gift	Carlson School of Management
Miriam R Goldberg Estate	Gift	College of Education and Human Development; Medical School
Mrs Donna C Windsor	Pledge	Minnesota Landscape Arboretum
Nature's Fynd	Gift	College of Food, Agricultural and Natural Resource Sciences
Northern Trust Co	Gift	College of Education and Human Development
Parachute Fdn	Gift	Academic Clinical Affairs
Paul Von Kuster III and Betsy Von Kuster	Gift	College of Veterinary Medicine
Philotimo Fdn	Gift	College of Science and Engineering
Pohlad Companies	Gift	Carlson School of Management
Polaris Inc	Gift	Carlson School of Management
Potomac Oncology & Hematology	Gift	Medical School
RBC Capital Markets Corp	Gift	Carlson School of Management
RBC Foundation-USA	Gift	Academic Clinical Affairs
RSM US Foundation	Gift	Carlson School of Management; University of Minnesota Duluth
Rahr Foundation	Gift	University of Minnesota Extension
Ronald Aucutt and Nancy Roush	Gift	Law School
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
Taylor Corp	Gift	Carlson School of Management
Thomas Birkey, M.D. and Doris Thompson	Gift	Medical School
Thomas Scott	Gift	College of Liberal Arts; Office of the Provost
Thomas and Kristin Holtz	Gift	College of Liberal Arts
Wendy Pradt Lougee and Michael Lougee, Ph.D.	Gift	Libraries
X Out ALD Inc	Gift	Medical School
Zhao Zhang	Gift	Global Programs and Strategy Alliance; Law School

\$5,000 - \$10,000

AIA Minneapolis	Gift	College of Design
Allan Baumgarten and Marilyn Levi-Baumgarten	Gift	Law School; College of Liberal Arts; School of Public Health
Andrea Larson	Gift	Medical School
Andrew and Martha Dornbusch	Gift	College of Liberal Arts
Ann Jennen, D.D.S. and A. Bruce Jacobs	Gift	School of Dentistry
Arnold Alanen, Ph.D. and Lynn Bjorkman	Gift	College of Liberal Arts
BKND2ALL	Gift	Academic Clinical Affairs
Baratz Family Fdn Inc	Gift	Law School
Barbara Dowell	Gift	Academic Clinical Affairs
Barr Engineering Co	Gift	University of Minnesota Duluth
Brady Lindemann	Gift	Academic Clinical Affairs
Bruce Halgren, Ed.D. and Barbara Halgren	Gift	College of Education and Human Development

\$5,000 - \$10,000

Bruce and Susan Edwards	Gift	Academic Clinical Affairs
Bryan and Amy Anderson	Gift	Medical School
Burlington Stores Charitable Fdn	Gift	University of Minnesota Extension
Carrie Ramey	Gift	Medical School
Center for Computer-Assisted Legal Instruction	Gift	Law School
Charles Dietz Jr., M.D. and Jacqueline Dietz	Gift	Academic Clinical Affairs; Medical School
Christopher Brady	Gift	School of Public Health
Cochineal Charitable Trust	Gift	College of Veterinary Medicine
Daniel and Helen Lindsay	Gift	College of Food, Agricultural and Natural Resource Sciences
David Christensen	Gift	Law School
David Huml	Gift	Intercollegiate Athletics
Dennis and Catherine Martenson	Gift	College of Science and Engineering
Elizabeth Russell	Gift	College of Food, Agricultural and Natural Resource Sciences
Emily and Allen Anderson	Gift	School of Nursing
Gary and Londa Tushie	Gift	College of Design
Gary and Meridee Ofstedahl	Gift	Office of the Vice President for Research
Gay Herzberg and Mark Herzberg, D.D.S.	Gift	School of Dentistry
Gerard Cramer	Gift	College of Veterinary Medicine
Glenn McCabe and Laurel Wright, M.D.	Gift	Medical School
Granular, Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Harold W Sweatt Fdn	Gift	Minnesota Landscape Arboretum
Helen Haupt	Gift	Minnesota Landscape Arboretum
Hubbard Broadcasting Inc	Gift	Medical School
Ivan and Sharron Fong	Gift	Law School
James Rickert and Ronald Pentz	Gift	Medical School
James and Robin Melville	Gift	Law School; Carlson School of Management; College of Liberal Arts; Weisman Art Museum
Janet McCloud	Gift	College of Liberal Arts
Jean Nickman and James Nickman, D.D.S.	Gift	School of Dentistry
Jeannie Buckner	Gift	Minnesota Landscape Arboretum
Jellum Law, P.A.	Gift	Medical School
Jessica Hellmann and Larry LaTarte	Gift	Institute on the Environment
Julianne Wood-Rethwill and Craig Rethwill	Gift	College of Food, Agricultural and Natural Resource Sciences
Karen Mescher	Gift	Medical School
Karl Podratz, M.D., Ph.D. and Roxann Podratz	Gift	Intercollegiate Athletics
Kathleen Gallagher	Gift	School of Nursing
Kazuko Collins	Gift	Minnesota Landscape Arboretum
Kimberly Krabill, M.D.	Gift	Medical School
Kohl's Corporation	Gift	College of Design
Lahti Family Foundation	Gift	University of Minnesota Duluth
Larry and Elaine Rivard	Gift	University of Minnesota Crookston
Lowell Marsolek	Gift	College of Liberal Arts
Mark and Jackie Nolan	Gift	Law School
Marvin Companies Inc	Gift	University of Minnesota Crookston
Matthew Tirrell and Pamela La Vigne	Gift	College of Science and Engineering
Medica Fdn	Gift	Undesignated

\$5,000 - \$10,000

Melissa Arikian and Scott Milburn	Gift	College of Food, Agricultural and Natural Resource Sciences; College of Veterinary Medicine
Michael and Shari Rogalski	Gift	College of Science and Engineering
Minnesota Hobby Beekeepers	Gift	College of Food, Agricultural and Natural Resource Sciences
Mitchell Corbin	Gift	University of Minnesota Duluth
Monte and Mary Bany	Gift	University of Minnesota Extension
Nancy Nelson	Gift	Minnesota Landscape Arboretum
Nicholas and Sarah Simpson	Gift	Academic Clinical Affairs
Norman Bjornnes Jr. and Constance Bjornnes	Gift	Law School
Patrick Vaughan	Gift	Academic Clinical Affairs
Patrick and Mary Regan	Gift	University of Minnesota Duluth
Patrick and Meleah Beddor	Gift	University of Minnesota Extension
Paul Kubic, M.D. and Virginia Kubic, M.D.	Gift	College of Food, Agricultural and Natural Resource Sciences
Peter and Janet Steinhagen	Gift	Intercollegiate Athletics; College of Science and Engineering
Peter and Maya Tester	Gift	College of Biological Sciences
PrairieCare LLC	Gift	Medical School
Randall and Barbara Schiestl	Gift	Medical School
Richard and Kathryn Magnusson	Gift	University of Minnesota Crookston
Rick's on the River	Gift	Medical School
Robert Brix	Gift	College of Pharmacy
Robert and Kimberly Shelquist	Gift	Academic Clinical Affairs
Roger Dreher	Gift	Medical School
Roger and Phyllis Sherman	Gift	College of Veterinary Medicine
Ronald and Mary Jorgenson	Gift	Academic Clinical Affairs
Sally Narey	Gift	Humphrey School of Public Affairs
Scott Hamilton CARES Foundation	Gift	Medical School
Scott Sundet and Cindy Sundet, D.D.S.	Gift	School of Dentistry; College of Science and Engineering; Medical School
Shankar Venkataraman, Ph.D. and Sandhya Narayan	Gift	College of Science and Engineering
Stephen Haines, M.D. and Jennifer Plombon	Gift	Medical School
Steven Henseler, D.D.S. and Julie Henseler	Gift	School of Dentistry
Susan and Lyle Westrom	Gift	University of Minnesota Crookston
Suzanne Wang	Gift	School of Public Health
Sylvia Quast and Peter Weiner	Gift	College of Liberal Arts
Theodore Pass	Gift	Office of Undergraduate Education
Timothy Bartl	Gift	Law School
Todd and Susan Eckland	Gift	College of Liberal Arts
Tom and Nancy Arata	Gift	Institute on the Environment
Toro Fdn	Gift	College of Biological Sciences
Trish and Thomas Sagissor	Gift	Academic Clinical Affairs
UNRL LLC	Gift	Academic Clinical Affairs
Ulland Brothers Inc	Gift	Office of the Vice President for Research
UnitedHealth Group Inc	Gift	Carlson School of Management
Walser Foundation	Gift	Minnesota Landscape Arboretum
Walter and Eva Chapman	Gift	Academic Clinical Affairs
West Bend Foundation, Inc	Gift	University of Minnesota Extension
William Kutzke	Gift	Law School

\$5,000 - \$10,000

Xiong Wang

Gift

University of Minnesota Duluth

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

To Alchemy Technology Group for an estimated \$1,725,000 to purchase the Okta identity management platform to support all campuses for the Office of Information Technology (OIT) for the estimated period of April 15, 2023 to April 14, 2026. This approval authorizes the base term and optional contract extensions through April 14, 2028 for an additional \$1,025,000. The total contract value, if all options are exercised, would be \$2,750,000.

The purchase from Alchemy Technology Group will provide OIT with the Okta identity and access management tool as well as implementation services. The Okta identity and access management system will modernize Identity Management services and establish enterprise access management capability for the University, supporting all five campuses and approximately 3.9 million accounts. The purchase will enhance the current Identity and Access governance at the University, increasing its compliance posture, while reducing on-premises infrastructure dependencies.

Through a competitive Request for Proposal process, Alchemy Technology Group provided the best identity management tool, implementation services, and pricing to meet the University's needs.

The funding for this purchase comes from OIT's central O&M funds. This purchase is budgeted for FY23.

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 8, 2023

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

To Canon Solutions America, Inc. for an estimated \$1,894,100 for the purchase of a Canon VarioPrint iX 3200 Digital Inkjet Press and related costs for Printing Services (Twin Cities campus) for the time period of August 1, 2023 through July 31, 2028.

High-speed production inkjet technologies will allow Printing Services to meet the unique and diverse printing needs of University departments by providing improved print quality that matches traditional offset printing, expanded capacity, and quicker turnaround with a press that operates over three times faster than current toner-based digital print equipment and expanded personalized printing options that support more cost-effective targeted communications.

Two aging toner-based digital print devices will be replaced by this Canon VarioPrint iX press with significantly reduced operational costs. The exceptional print quality, along with faster run speed, will also allow Printing Services to transition approximately 70% of projects currently being sent to external vendors for offset printing back to fully in-house production. This change will result in lower costs to produce University materials and will allow Printing Services to fully monitor print quality and University brand consistency in printed communications.

Through a competitive Request for Proposal process, Canon demonstrated the highest quality printing, provided the most diverse functionality to meet University needs, and provided the best ongoing cost structure.

Printing Services is a self-supported unit. This purchase is budgeted and will be funded through unit funds and also through printing fees charged to customers.

Submitted by: Mike Clements, Director U Market & Printing Services
U Market Services
612-625-3835

Approval for this item requested by:

Matt Kramer
Interim Vice President, University Services
(Signature on file in Purchasing Services)

February 2, 2023

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

To Experis US, Inc. for an estimated \$900,000 to provide professional services for all campuses for the Office of Information Technology (OIT) for the period of April 15, 2023 to April 14, 2024. This approval authorizes the base term and optional contract extensions through April 14, 2026, for an additional \$1,800,000. The total contract value, if all options are exercised, would be \$2,700,000.

The University's extensive use of PeopleSoft Enterprise Resource Planning (ERP) requires regular maintenance to ensure the systems comply with government and university policies. Additionally, the University works to enable new functionality that enhances business processes and user experiences in the ERP systems.

This contract will allow the ERP Support team to balance the work of maintaining the ERP systems more effectively with the work of enhancing the ERP systems in support of initiatives such as PEAK. This contract will allow for flexibility in resource allocation as well as providing diverse and highly skilled resources that the University has historically struggled to recruit and retain.

Through a competitive Request for Proposal process with 54 other suppliers, Experis' proposal provided the most Peoplesoft experience as well as the best qualifications and pricing to meet the University's needs.

The funding for this purchase comes from OIT's central O&M funds. This purchase is budgeted for FY23.

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, 2023

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

To Regional Contracting and Painting for an estimated \$787,000 to provide contract painting and drywall labor services for Facilities Management and Housing and Residence Life (Duluth campus) for a period of March 1, 2023 through February 29, 2024. This approval authorizes the base term and optional contract extensions through February 28, 2027 for an additional \$2,361,000. The total contract value, if all additional options are exercised, would be \$3,148,000.

UMD Facilities Management and Housing and Residence Life require supplemental painting and drywall labor contract services to complete various painting projects across the Duluth campus and coordinate properties.

UMD Facilities Management supports and maintains more than 50 buildings on UMD's primary 244-acre campus and other UMD facilities, including the Glensheen Mansion, Lower Campus, the Limnological Research Center, and the Natural Resources Research Institute. These labor contracts are necessary to supplement the existing crew of 3 painters within Facilities Management.

The Department of Housing and Residence Life is responsible for the maintenance of all housing buildings and hires contracted painting labor to paint housing areas during times when school is not in session.

In January 2023, a Request for Bid (RFB) process was completed. Regional Contracting and Painting was the only bidder. Compared to the existing contract with Regional Painting, their new bid pricing is slightly lower than the existing one.

This purchase of contract painting and drywall labor services will be funded by Facilities Management R&R projects and O&M funds and the Department of Housing and Residence Life.

Submitted by: John Rashid, Facilities Management Director
241 Darland Administration Building
1049 University Drive
Duluth, MN 55812
O: 218-726-6930 C: 218-393-1698
Fax: 218-726-8127

Approval for this item requested by:

Susan Bosell
Interim Vice Chancellor for Finance and Operations
(Signature of file in Purchasing Services)

February 6, 2023

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

To Salesforce, Inc. for \$7,289,500 for Salesforce CRM, Salesforce Marketing Cloud, Salesforce Experience Cloud License, and Support for all campuses for Office of Information Technology (OIT) for the period of May 4, 2023 through May 3, 2028.

The University currently utilizes Salesforce Customer Relationship Manager (CRM) to provide a 360 Degree view of the University's relationship with a contact, such as a student. Having a single source for this relationship data allows for a better student experience and better outcomes. Relationship data includes service-related interactions for soon-to-be and undergraduate students (cases, conversations, email/phone/chat communications for questions related to OneStop and Housing related processes). Non-student-related groups utilize Salesforce CRM to facilitate the sale of their products/offerings (non-credit/for-credit courses for College of Continuing & Professional Studies or graduate-related work for groups like Technological Leadership Institute), and to segment and track communications to their constituents (i.e. Government Relations, Public Relations, etc.)

Additionally, the University utilizes Salesforce Experience Cloud in conjunction with Salesforce CRM to support Orientation and Welcome Week activities for Orientation & Transition Experiences, integrating data from several systems to a single source.

Lastly, the University utilizes Salesforce Marketing Cloud to provide email communication to a large volume of constituents, including students, staff, faculty, and alumni. Salesforce Marketing Cloud allows for the management of these communications and well as reporting on the effectiveness of emails to these audiences.

This purchase is a continuation of OIT's current licensing use of Salesforce. OIT initially contracted with Salesforce in 2010 as the result of a competitive Request for Proposal and has continued to renew licenses as necessary for continued operation.

This is a budgeted purchase and OIT will fund it utilizing O&M funds.

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

Approval for this item requested by:

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

February 8, 2023

Rationale for Exception to Competitive Bidding

This purchase has not been competitively bid because the University awarded the contract to Salesforce in 2010 as a result of a competitive Request for Proposal conducted by Purchasing Services. Since the original implementation, the University has made a significant investment of time and effort to integrate Salesforce with other enterprise systems and extend the system's functionality to support numerous units and business processes.

This purchase will lock in licensing costs for the University of Minnesota for the next five years of renewals. The estimated cost was arrived at based on current license utilization and projected growth over the next five years, factoring in historical growth trends. The rates contained in this agreement represent an average 48.7% discount from Salesforce list pricing and extends the pricing that has been in place for the University of Minnesota since the initial contract period. This agreement does not commit the University to the projected growth trends. The University will only purchase additional licenses as growth requires.

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

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

To Taylor & Francis for an estimated \$4,016,000 for the purchase of Taylor & Francis journal subscriptions for libraries systemwide for the time period of March 15, 2023 through December 31, 2025.

The libraries of the University of Minnesota campuses will benefit from a Taylor & Francis (T&F) agreement allowing systemwide access to all 2,200 Taylor & Francis (T&F) online journals for 2023, 2024, and 2025. Doing so will increase access to titles across the system and provide systemwide savings over the course of the contract.

The supplier was selected by University Libraries under the authority granted by the Board of Regents Policy: Libraries and Archives and the Administrative Policy: Purchasing Goods and Services. In an effort to reduce costs and utilize purchasing power, the University Libraries negotiated a 3-year agreement that increases the total number of online journals we can access by 1,423 and also reduces systemwide Taylor & Francis journal costs by approximately \$121,000.

There are two components to this agreement. The first component is a three-year contract for all Taylor & Francis online journal subscriptions for an estimated \$3,584,000. The University Libraries (Twin Cities and Rochester) and Law Library (Twin Cities) will pay approximately \$3,443,000, over the course of three years. The Duluth, Morris, and Crookston campuses will pay an estimated \$119,300, \$18,600, and \$3,100, respectively, based on various factors including usage patterns, historic expenditure, and budgets.

The second component is a one-time purchase for perpetual access to select online backfile journals that correspond to the print holdings at all campus libraries. The University Libraries will pay approximately \$432,000 for this backfile collection, which will be accessible online systemwide.

The estimated costs for this 3-year contract for Taylor & Francis online journals are included in the FY23, FY24, and FY25 budgets of the campus libraries. The estimated cost for the one-time purchase of select backfile journals is included in the University Libraries FY23 budget.

Submitted by: Sunshine Carter
Director, Collection Strategy & eResource Management
612-625-5615

Approval for this item requested by:

Rachel Croson
Executive Vice President and Provost
(Signature on file in Purchasing Services)

February 2, 2023

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

To The Burgiss Group, LLC for an estimated \$1,500,000 for portfolio management system software for the Office of Investments and Banking (OIB) for the period of April 1, 2023 through April 1, 2028.

The OIB has determined the need for portfolio management system software to assist in managing the University's endowment portfolio and other investment programs.

The software will be used to monitor and track the exposures and performance of both public and private investments managed by OIB. In addition, the software will replace and expand the functions of the existing investment risk management software, which totaled approximately \$290,000 per year (contract expired January 2023).

A total of nine suppliers were evaluated in a competitive bid process. The Burgiss Group, LLC provided the largest breadth and quality of services at a competitive price.

The service will be funded through the OIB departmental budget, with most of the cost offset by the termination of the existing software.

Submitted by: Jakob Widmark, Operations Manager
2221 University Ave SE, Suite 145
612-626-5723
jwidmark@umn.edu

Approval for this item requested by:

Myron Frans
Senior Vice President for Finance & Operations
(Signature on file in Purchasing Services)

February 13, 2023

**Civil Service Employment Rules Amendments
Finance & Operations Committee
Consent Report
March 10, 2023**

Amendment #1 - Approved by the Civil Service Senate January 26, 2023

Reason:

To correct an inadvertent change to the reference in the definition that occurred in 2005 regarding Callback.

Proposed change:

Callback. The act of requiring an employee to report to work in an emergency outside the employee's regular work hours, as covered in Rule ~~10.4.2~~ 10.5.1.

Amendment #2 - Approved by the Civil Service Senate January 26, 2023

Reason:

To clarify an ambiguity in probationary periods for employees who are reclassified

Proposed change:

7.2 Application of Probationary Period

7.2.1 A probationary period of employment shall be designated for each class of work, shall be served by every employee hired in any continuing position to work 50 percent time or more regardless of whether such employment occurs as an original appointment, promotion, transfer, or demotion and shall be successfully completed before the employee can be given a continuing appointment to the position.

7.2.2 Unless probation is requested in writing by the responsible administrator and approved by the Vice President, no probationary period shall be required of an employee who bumps back into any position in a classification in which the employee has previously passed probation (Rule 12.3); An employee will be credited with probation already served when their position is ~~who is an incumbent in a~~ reclassified position; ~~who or when the employee~~ is assigned to a different position in the same job class in the same administrative unit or ~~who the employee~~ is recalled in the same class and administrative unit following layoff or reinstatement after resignation. Employees affected by this request to serve probation shall be notified in writing that a probationary period must be served.

7.2.3 The Vice President shall determine and publish the length of the probationary period for each class of positions in the University Civil Service. This period may not be less than three months nor more than one year. Related and comparable classes shall have probationary periods of the same length. All employees working less than full time (but at least 50 percent time) shall work the same number of calendar months as full-time employees to complete their probationary periods.

7.2.4 Any absences without pay shall automatically extend the probationary period.

Amendment #3 - Approved by the Civil Service Senate January 26, 2023

Reason:

Juneteenth has been added as a national and state holiday. In addition, after this change was approved by the Civil Service Senate, there was a technical correction in 10.3.3, replacing the word “eleven” to “twelve” to align with the other approved amendments.

Proposed change:

10.3 Holidays

10.3.1 There shall be a total of ~~eleven~~ twelve paid holidays, including observed holidays, each fiscal year for employees appointed at a designated percentage of time.

10.3.2 The observed holidays are New Year's Day, Martin Luther King's Birthday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

10.3.3 Four of the ~~eleven~~ twelve holidays shall be floating Holidays, scheduled annually upon recommendation to the President. One of the floating holidays shall be a personal holiday to be taken at the employee's discretion with the supervisor's approval and in accordance with the Vice President's guidelines on the use of personal holidays. This paragraph does not apply to the Crookston, Duluth and Morris campuses, which establish their own holiday policies.

Amendment #4 - Approved by the Civil Service Senate January 26, 2023

Reason:

To clarify holiday observance for employees whose schedules include Saturdays and/or Sundays and bring the Civil Service Employment Rules in line with Bargaining Unit's language for holidays on weekends.

Proposed change:

10.3.4 Observed holidays that fall on Saturday shall be observed on the preceding Friday. Observed holidays that fall on Sunday shall be observed on the following Monday. For employees whose schedules include Saturdays and/or Sundays, the observed holiday shall be on its actual day of occurrence instead of on the preceding Friday or following Monday.

**Schematic Design: Dwan Third Floor Lab Renovation
Twin Cities Campus
Project No. 01-143-22-1629**

1. Basis for Project:

Dwan Variety Club Cardiovascular Research Center (Dwan) was built in 1972 and consists of three floors (Levels 1-3). Vertical expansion (Levels 4-7) was built in 1998 as the Masonic Cancer Research Building.

The proposed renovation to Dwan third floor will co-locate research laboratories for faculty of the Division of Molecular Medicine. This co-location into an open contemporary wet lab space will give them access to shared equipment and core facilities, including procedure rooms, tissue culture rooms, microscopy, mass spectrometry, and linear equipment rooms. From a practical standpoint, Dwan's third floor is centrally located between the hospital and other research buildings within Health Sciences District, and this work will allow for enhanced collaboration as well as other administrative efficiencies.

2. Scope of Project:

Level three is currently used for research labs and offices. The total renovation area of 17,800 GSF will demolish interior partitions, mechanical, electrical, plumbing, fixtures, equipment, and finishes to provide all new construction for modern, flexible research labs.

3. Master Plan:

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

4. Environmental Issues:

The project will abate hazardous materials such as asbestos and lead where these materials are discovered.

5. Cost Estimate:

Construction Cost:	\$ 10,541,000
Non-Construction Cost	<u>\$ 1,584,000</u>
Total Project Cost	\$ 12,125,000

6. Capital Funding:

Medical School	\$12,125,000
Total Capital Funding	<u>\$12,125,000</u>

7. Capital Budget Approvals:

This project was approved in the FY2023 Annual Capital Budget.

8. Annual Operating and Maintenance Cost:

No impact is anticipated.

9. Time Schedule:

Proposed Substantial Completion:

February 2024

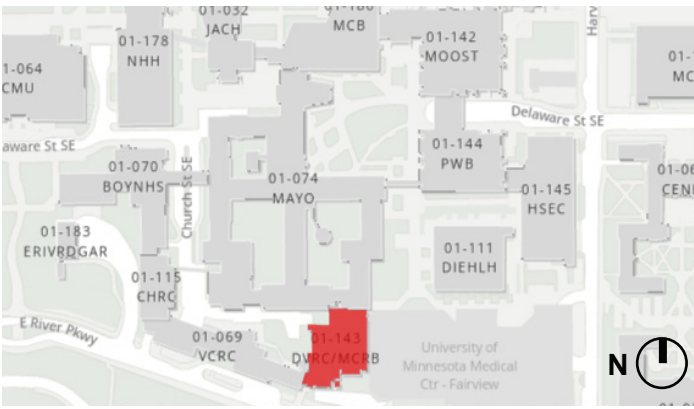
10. Project Team:

Architect:

Alliance

Construction Manager at Risk:

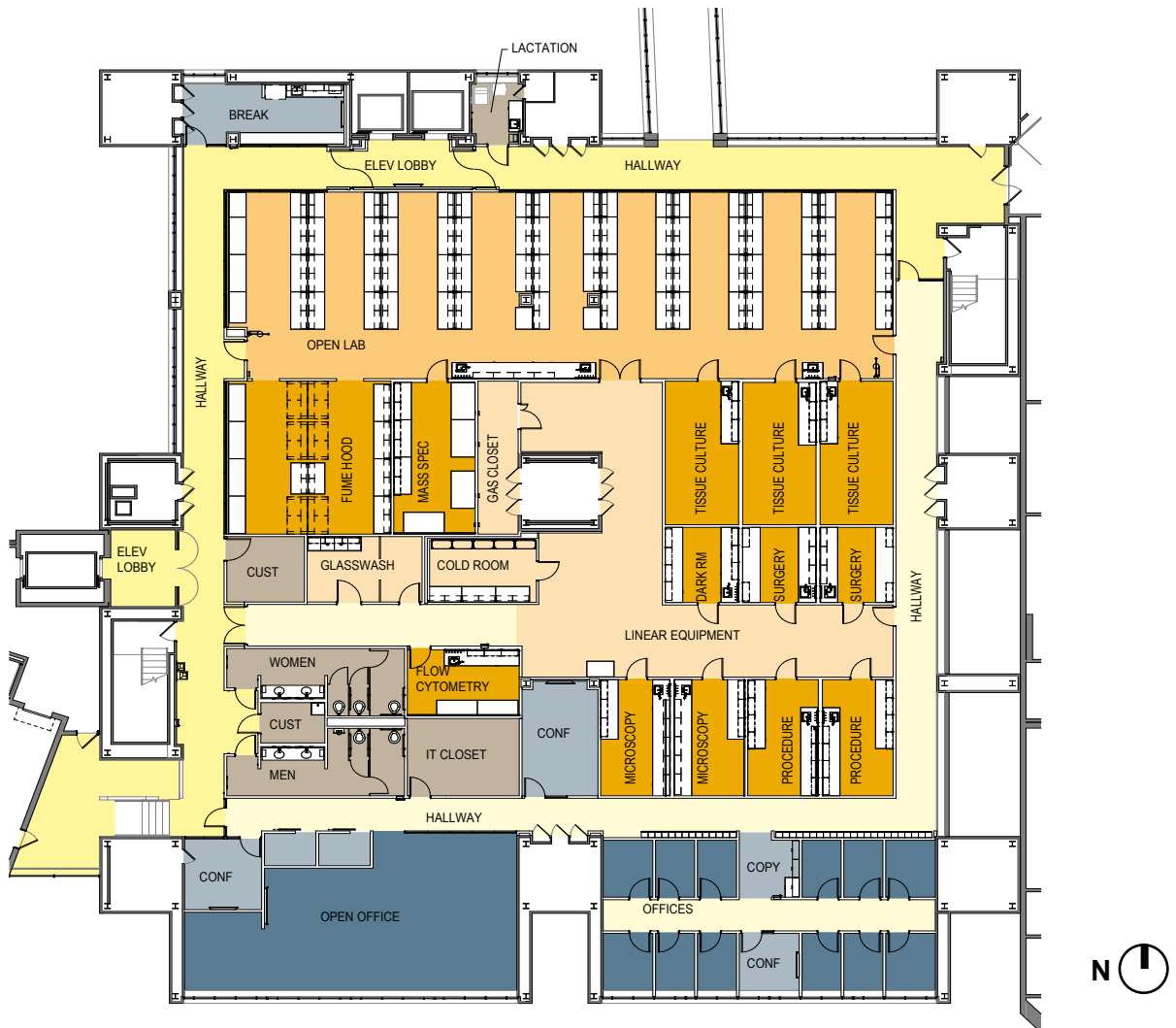
JE Construction



LOCATION MAP



CORRIDOR PERSPECTIVE



3RD FLOOR PLAN

THIS RENOVATION IS SIMILAR TO THE PREVIOUS DWAN 2ND FLOOR PROJECT

PROPOSED DESIGN MODIFICATIONS



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

AGENDA ITEM: Real Estate Transactions: FAARM Program

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate

PURPOSE & KEY POINTS

The purpose of this item is to review and act on the following real estate transactions for the Future of Advanced Agricultural Research in Minnesota (FAARM) Program:

- A. Purchase of 118 Acres in Mower County
- B. Purchase of 395 Acres in Mower County
- C. Purchase of 36 Acres in Mower County
- D. Purchase of 80 Acres in Mower County
- E. Purchase of 119 Acres in Mower County

BACKGROUND INFORMATION

Board of Regents Policy: *Reservation and Delegation of Authority* states that “The Board reserves to itself authority to approve the purchase or sale of real property (a) with a value greater than \$1,000,000; (b) located on or within 2 miles of a University campus; or (c) larger than 10 acres,” and “leases of real property, easements, and other interests in real property if the initial term amount to be paid by or to the University exceeds \$1,000,000.”

PRESIDENT’S RECOMMENDATION

The President recommends approval of the following real estate transactions for the FAARM Program:

- A. Purchase of 118 Acres in Mower County
- B. Purchase of 395 Acres in Mower County
- C. Purchase of 36 Acres in Mower County
- D. Purchase of 80 Acres in Mower County
- E. Purchase of 119 Acres in Mower County

**PURCHASE OF 118 ACRES – BLUEBIRD FARMS LLC
UDOLPHO TOWNSHIP, MOWER COUNTY, MN
(University’s FAARM Program)**

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to purchase 118 acres of farmland in Udolpho Township, Mower County, Minnesota.

2. Location and Description of the Property

The subject property is located at the northeast corner of 320th Street and 550th Avenue. It consists of approximately 118 acres of farmland with no on-site structures. The farmland has been tilled and rotated for corn and soybeans for many years. Drain tile has been installed. The crop productivity index for the property is 85, which is about average for the area.

The legal description of the property is as follows:

Tax parcel ID number: 18.012.0055, Udolpho Township, Mower County, Minnesota. The legal description will be finalized upon completion of an ALTA land title survey.

3. Basis for Request

The Future of Advanced Agricultural Research in Minnesota (FAARM) program is a key component of the MPact 2025 Systemwide Strategic Plan goal to develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, as well as expanding, developing, and retaining agricultural and food system talent in rural communities and agribusinesses. FAARM centers around the development of an integrated and advanced agricultural research and education complex dedicated to improving the health of animals, humans, and the environment at local, regional, and global scales. The University, in collaboration with Riverland Community College of Minnesota State, will facilitate the development of a new digital, autonomous, and integrated advanced agricultural complex that studies the intersection of human, animal, plant and environmental health.

The FAARM feasibility study conducted by Flad Architects for the University identified the need to acquire approximately 1,600 acres of nearly contiguous land in Mower County to support the FAARM program. Pursuant to this feasibility study, the University identified several potential areas in Mower County that met our location criteria. The University has been working with landowners in the area on this complex land assembly process. This 118-acre parcel is a component of the University’s acquisition strategy.

4. Details of the Transaction

The owner/seller is Bluebird Farms LLC, a Minnesota limited liability company. The total purchase price for this transaction is \$1,593,000 or \$13,500 per acre, which is slightly above the market appraisal range for the area.

Under this Purchase Option Agreement, within 3 days of the effective date (execution by both parties), the University will deposit a \$5,000 option payment with the Title Company. The option period runs through December 31, 2023. The University may exercise its option at any time during the option period by providing notice to the seller and depositing \$31,860 of earnest money.

Under this Purchase Option Agreement, closing will occur prior to January 30, 2024 and we anticipate a 1031 exchange transaction by the seller. The option payment and earnest money deposit are applied to the purchase price at closing. If the University does not exercise its option, the \$5,000 option payment is retained by the seller as compensation for restricting his ability to sell the property to another buyer during the option period.

There is an existing farm lease on the property. The University will have the option to continue this lease arrangement with the tenant, based upon the timing of closing and the plans for the property.

The University will use the option period to complete its due diligence and obtain Board of Regents approval.

5. Use of Property

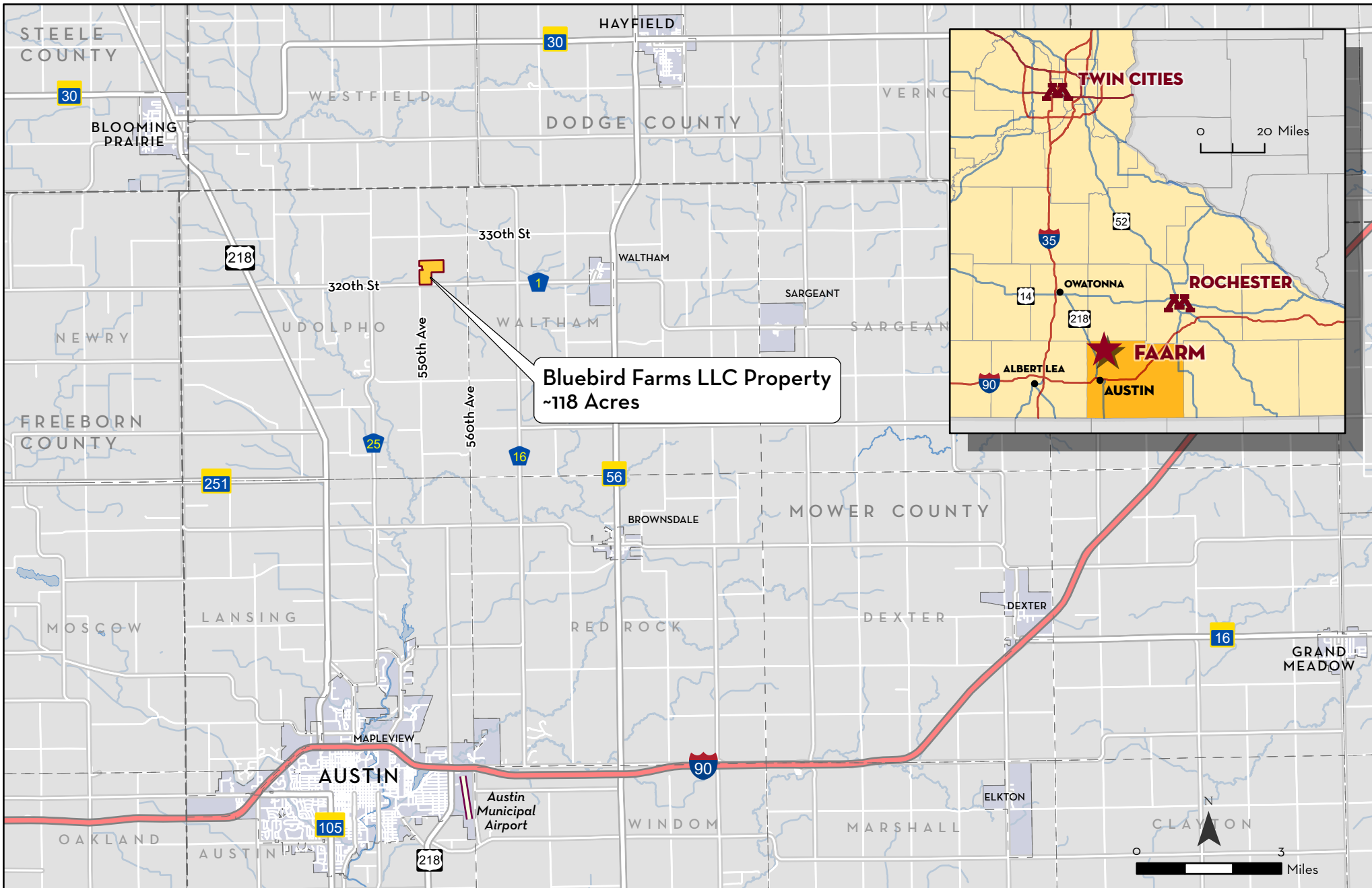
The University will use the property for the FAARM program. The specific use of the site will be determined during the design process.

6. Environmental

The University will complete the necessary environmental due diligence prior to exercising its option.

7. Source of Funding

The University will use a combination of debt and cash to fund the purchase.



**Bluebird Farms LLC Property
~118 Acres**



PLANNING, SPACE,
AND REAL ESTATE

UNIVERSITY OF MINNESOTA
Driven to Discover®

**FAARM Acquisition:
Bluebird Farms LLC
~118 Acres, Sec. 12, Udolpho Twp, Mower County**

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office,
University Services GIS, MnDOT,
MnDNR, MnGeo

2/21/2023

**PURCHASE OF 395 ACRES – JAMES A GEBHARDT
UDOLPHO TOWNSHIP, MOWER COUNTY, MN
(University’s FAARM Program)**

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to purchase 395 acres of farmland in Udolpho Township, Mower County, Minnesota.

2. Location and Description of the Property

The subject property is located both north and south of 320th Street between 550th and 560th Avenues. It consists of 395 acres of farmland with no on-site structures. The farmland has been tilled and rotated for corn and soybeans for many years. Drain tile has been installed. The crop productivity index for the property is 85, which is about average for the area.

The legal description of the property is as follows:

Tax parcel ID numbers: 18.013.0071, 18.012.0030, 18.013.0010, 18.013.0012, and 18.013.0011, Udolpho Township, Mower County, Minnesota. The legal description will be finalized upon completion of an ALTA land title survey.

3. Basis for Request

The Future of Advanced Agricultural Research in Minnesota (FAARM) program is a key component of the MPact 2025 Systemwide Strategic Plan goal to develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, as well as expanding, developing, and retaining agricultural and food system talent in rural communities and agribusinesses. FAARM centers around the development of an integrated and advanced agricultural research and education complex dedicated to improving the health of animals, humans, and the environment at local, regional, and global scales. The University, in collaboration with Riverland Community College of Minnesota State, will facilitate the development of a new digital, autonomous, and integrated advanced agricultural complex that studies the intersection of human, animal, plant and environmental health.

The FAARM feasibility study conducted by Flad Architects for the University identified the need to acquire approximately 1,600 acres of nearly contiguous land in Mower County to support the FAARM program. Pursuant to this feasibility study, the University identified several potential areas in Mower County that met our location criteria. The University has been working with landowners in the area on this complex land assembly process. This 395-acre parcel is central to the University’s acquisition strategy.

4. Details of the Transaction

The owner/seller is James A. Gebhardt, a single person. The total purchase price for this transaction is \$5,530,000 or \$14,000 per acre, which is slightly above the market appraisal range for the area. Given the cumulative size of the three properties owned by the Gebhardts (a total of approximately 511 acres for sellers James A. Gebhardt, Michael Gebhardt, and Barbara Gebhardt, and Barbara Gebhardt as trustee of her land held in trust), the administration is proposing to meet their required purchase price.

Under this Purchase Option Agreement, within 3 days of the effective date (execution by both parties), the University will deposit a \$5,000 option payment with the Title Company. The option period runs through December 31, 2023. The University may exercise its option at any time during the option period by providing notice to the seller and depositing \$110,600 of earnest money.

Under this Purchase Option Agreement, closing would likely occur sometime after January 2024 to accommodate a 1031 exchange transaction by the seller. The option payment and earnest money deposit are applied to the purchase price at closing. If the University does not exercise its option, the \$5,000 option payment is retained by the seller as compensation for restricting his ability to sell the property to another buyer during the option period.

There is an existing farm lease on the property. The University will have the option to continue this lease arrangement with the tenant, based upon the timing of closing and the plans for the property.

The University will use the option period to complete its due diligence and obtain Board of Regents approval.

5. Use of Property

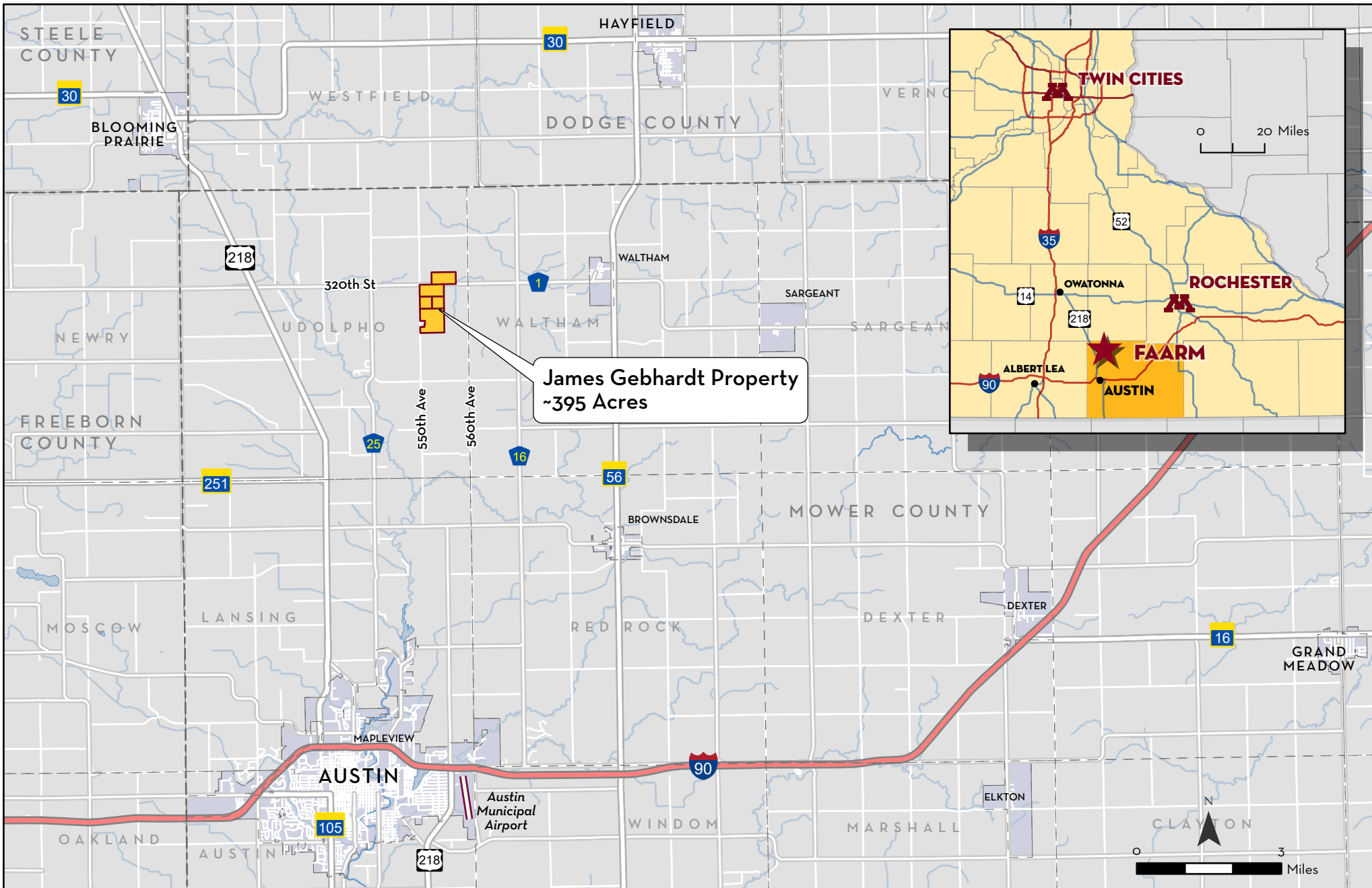
The University will use the property for the FAARM program. The specific use of the site will be determined during the design process.

6. Environmental

The University will complete the necessary environmental due diligence prior to exercising its option.

7. Source of Funds

The University will use a combination of debt and cash to fund the purchase.



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**FAARM Acquisition:
James A Gebhardt, ~395 Acres
Secs. 12 and 13, Udolpho Twp, Mower County**

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office,
University Services GIS, MnDOT,
MnDNR, MnGeo

2/13/2023

**PURCHASE OF 36 ACRES – MICHAEL AND BARBARA GEBHARDT
UDOLPHO TOWNSHIP, MOWER COUNTY, MN
(University’s FAARM Program)**

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to purchase 36 acres of farmland in Udolpho Township, Mower County, Minnesota.

2. Location and Description of the Property

The subject property is located south of 320th Street between 550th and 560th Avenue. It consists of 36 acres of farmland with no on-site structures. The farmland has been tilled and rotated for corn and soybeans for many years. Drain tile has been installed. The crop productivity index for the property is 83, about average for the area.

The legal description of the property is as follows:

Tax parcel ID number: 18.013.0030, Udolpho Township, Mower County, Minnesota. The legal description will be finalized upon completion of an ALTA land title survey.

3. Basis for Request

The Future of Advanced Agricultural Research in Minnesota (FAARM) program is a key component of the MPact 2025 Systemwide Strategic Plan goal to develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, as well as expanding, developing, and retaining agricultural and food system talent in rural communities and agribusinesses. FAARM centers around developing an integrated and advanced agricultural research and education complex dedicated to improving the health of animals, humans, and the environment at local, regional, and global scales. The University, in collaboration with Riverland Community College of Minnesota State, will facilitate the development of a new digital, autonomous, and integrated advanced agricultural complex that studies the intersection of human, animal, plant, and environmental health.

The FAARM feasibility study conducted by Flad Architects for the University identified the need to acquire approximately 1,600 acres of nearly contiguous land in Mower County to support the FAARM program. Pursuant to this feasibility study, the University identified several potential areas in Mower County that met our location criteria. The University has been working with landowners in the area on this complex land assembly process. This 36-acre parcel is central to the University’s acquisition strategy.

4. Details of the Transaction

The owners/sellers are Michael Gebhardt and Barbara Gebhardt. The total purchase price for this transaction is \$504,000 or \$14,000 per acre, which is slightly above the market appraisal range for the area. Given the cumulative size of the three properties owned by the Gebhardts (a total of approximately 511 acres for sellers James A. Gebhardt, Michael, and Barbara Gebhardt, and Barbara Gebhardt as trustee of her land held in trust), the administration is proposing to meet their required purchase price.

Under this Purchase Option Agreement, within 3 days of the effective date (execution by both parties), the University will deposit a \$5,000 option payment with the Title Company. The option period runs through December 31, 2023. The University may exercise its option at any time during the option period by providing notice to the sellers and depositing \$10,080 of earnest money.

Under this Purchase Option Agreement, closing would likely occur sometime in January 2024, to accommodate a 1031 exchange transaction by the sellers. The option payment and earnest money deposit are applied to the purchase price at closing. If the University does not exercise its option, the \$5,000 option payment is retained by the sellers as compensation for restricting their ability to sell the property to another buyer during the option period.

There is an existing farm lease on the property. The University will have the option to continue this lease arrangement with the tenant, based upon the timing of closing and the plans for the property.

The University will use the option period to complete its due diligence and obtain Board of Regents approval.

5. Use of Property

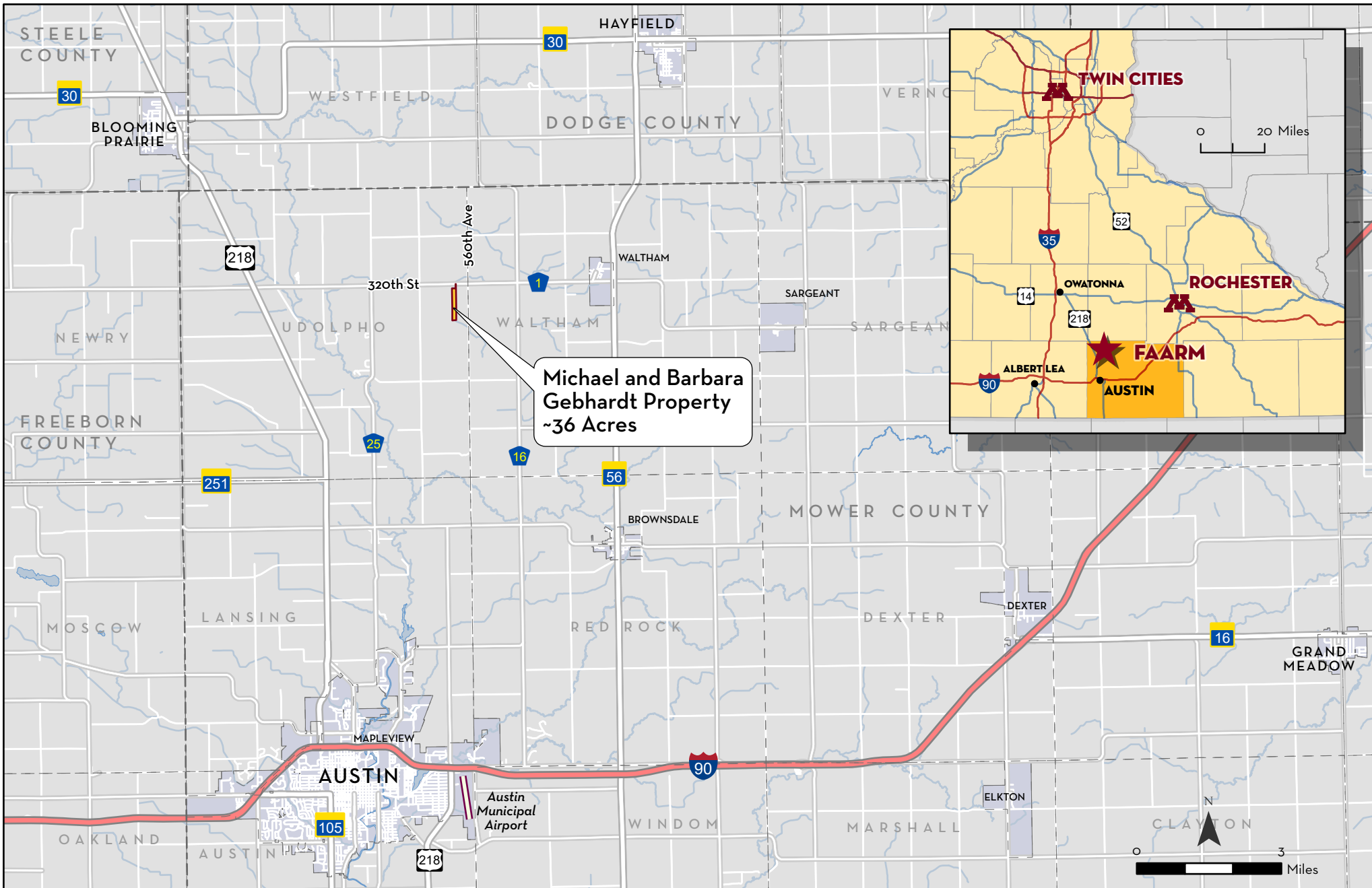
The University will use the property for the FAARM program. The specific use of the site will be determined during the design process.

6. Environmental

The University will complete the necessary environmental due diligence prior to exercising its option.

7. Source of Funds

The University will use a combination of debt and cash to fund the purchase.



Michael and Barbara
Gebhardt Property
~36 Acres



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**FAARM Acquisition:
Michael Gebhardt and Barbara Gebhardt
~36 Acres, Sec. 13, Udolpho Twp, Mower County**

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office,
University Services GIS, MnDOT,
MnDNR, MnGeo

2/16/2023

**PURCHASE OF 80 ACRES – BARB GEPHARDT REVOCABLE LIVING TRUST
UDOLPHO TOWNSHIP, MOWER COUNTY, MN
(University’s FAARM Program)**

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to purchase 80 acres of farmland in Udolpho Township, Mower County, Minnesota.

2. Location and Description of the Property

The subject property is located on 320th Street between 550th and 560th Avenues. It consists of 80 acres of farmland with no on-site structures. The farmland has been tilled and rotated for corn and soybeans for many years. Drain tile has been installed. The crop productivity index for the property is 83, about average for the area.

The legal description of the property is as follows:

Tax parcel ID number: 18.013.0038, Udolpho Township, Mower County, Minnesota. The legal description will be finalized upon completion of an ALTA land title survey.

3. Basis for Request

The Future of Advanced Agricultural Research in Minnesota (FAARM) program is a key component of the MPact 2025 Systemwide Strategic Plan goal to develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, as well as expanding, developing, and retaining agricultural and food system talent in rural communities and agribusinesses. FAARM centers around the development of an integrated and advanced agricultural research and education complex dedicated to improving the health of animals, humans, and the environment at local, regional, and global scales. The University, in collaboration with Riverland Community College of Minnesota State, will facilitate the development of a new digital, autonomous, and integrated advanced agricultural complex that studies the intersection of human, animal, plant and environmental health.

The FAARM feasibility study conducted by Flad Architects for the University identified the need to acquire approximately 1,600 acres of nearly contiguous land in Mower County to support the FAARM program. Pursuant to this feasibility study, the University identified several potential areas in Mower County that met our location criteria. The University has been working with landowners in the area on this complex land assembly process. This 80-acre parcel is central to the University’s acquisition strategy.

4. Details of the Transaction

The owner/seller is Barbara Gebhardt as trustee of her land held in trust. The total purchase price for this transaction is \$1,120,000 or \$14,000 per acre, which is slightly above the market appraisal range for the area. Given the cumulative size of the three properties owned by the Gebhardts (a total of approximately 511 acres for sellers James A. Gebhardt, Michael Gebhardt, and Barbara Gebhardt as trustee of her land held in trust), the administration is proposing to meet their required purchase price.

Under this Purchase Option Agreement, within 3 days of the effective date (execution by both parties), the University will deposit a \$5,000 option payment with the Title Company. The option period runs through April 30, 2023. The University may exercise its option at any time during the option period by providing notice to the sellers and depositing \$22,400 of earnest money.

Under this Purchase Option Agreement, closing would likely occur on/ shortly before May 10, 2023 to accommodate a 1031 exchange transaction by the seller. The option payment and earnest money deposit are applied to the purchase price at closing. If the University does not exercise its option, the \$5,000 option payment is retained by the seller as compensation for restricting her ability to sell the property to another buyer during the option period.

There is an existing farm lease on the property. The University will have the option to continue this lease arrangement with the tenant, based upon the timing of closing and the plans for the property.

The University will use the option period to complete its due diligence and obtain Board of Regents approval.

5. Use of Property

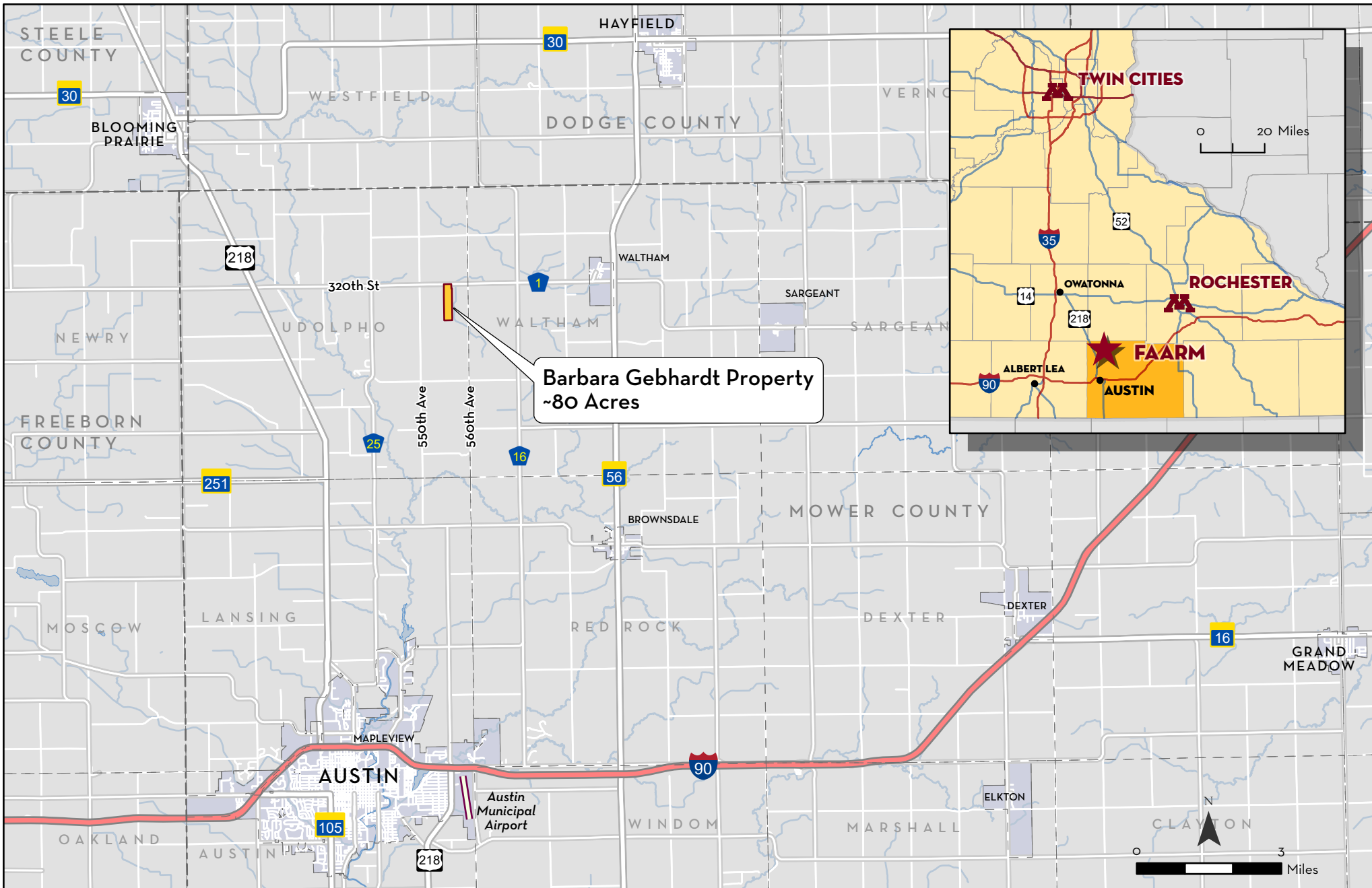
The University will use the property for the FAARM program. The specific use of the site will be determined during the design process.

6. Environmental

The University will complete the necessary environmental due diligence prior to exercising its option.

7. Source of Funds

The University will use a combination of debt and cash to fund the purchase.



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**FAARM Acquisition:
Barbara Gebhardt Revocable Living Trust
~80 Acres, Sec. 13, Udolpho Twp, Mower County**

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office,
University Services GIS, MnDOT,
MnDNR, MnGeo

2/13/2023

**PURCHASE OF 119 ACRES – EUGENE AND LOUISE SMALLIDGE TRUST
UDOLPHO TOWNSHIP, MOWER COUNTY, MN
(University’s FAARM Program)**

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to purchase 119 acres of farmland in Udolpho Township, Mower County, Minnesota.

2. Location and Description of the Property

The subject property is located on the southwest corner of 320th Street and 560th Avenue. It consists of 119 acres of farmland with no on-site structures. The farmland has been tilled and rotated for corn and soybeans for many years. Drain tile has been installed. The crop productivity index for the property is 83 which is about average for the area.

The legal description of the property is as follows:

Tax parcel ID numbers are: 18.013.0025 and 18.013.0060, Udolpho Township, Mower County, Minnesota. The legal description will be finalized upon completion of an ALTA land title survey.

3. Basis for Request

The Future of Advanced Agricultural Research in Minnesota (FAARM) program is a key component of the MPact 2025 Systemwide Strategic Plan goal to develop and deploy new techniques and partnerships for smart farming and sustainable food supplies, as well as expanding, developing, and retaining agricultural and food system talent in rural communities and agribusinesses. FAARM centers around the development of an integrated and advanced agricultural research and education complex dedicated to improving the health of animals, humans, and the environment at local, regional, and global scales. The University, in collaboration with Riverland Community College of Minnesota State, will facilitate the development of a new digital, autonomous, and integrated advanced agricultural complex that studies the intersection of human, animal, plant and environmental health.

The FAARM feasibility study conducted by Flad Architects for the University identified the need to acquire approximately 1,600 of nearly contiguous acres of land in Mower County to support the FAARM program. Pursuant to this feasibility study, the University identified several potential areas in Mower County that met our location criteria. The University has been working with landowners in the area on this complex land assembly process. This 119-acre parcel is central to the University’s acquisition strategy.

4. Details of the Transaction

The owners/sellers are Eugene Smallidge and Louise Smallidge, as trustees of their land held in trust. The total purchase price for this transaction is \$1,606,500 or \$13,500 per acre, which is slightly above the market appraisal range for the area.

Under this Purchase and Sale Agreement (note the sellers would not agree to a Purchase Option Agreement used in all other FAARM transactions to date), within 5 days of the effective date, the University will deposit a \$32,130 earnest money payment with the Title Company. The University's due diligence period runs through April 14, 2023. Closing would likely occur on / before April 28, 2023, to accommodate a 1031 exchange transaction by the sellers. The earnest money deposit will be applied to the purchase price at close. If the University elects not to purchase the property because of due diligence findings, the University retains the earnest money deposit.

There is an existing farm lease on the property. The University will have the option to continue this lease arrangement with the tenant, based upon the timing of closing and the plans for the property.

The University will use the due diligence period to complete its due diligence and obtain Board of Regents approval.

5. Use of Property

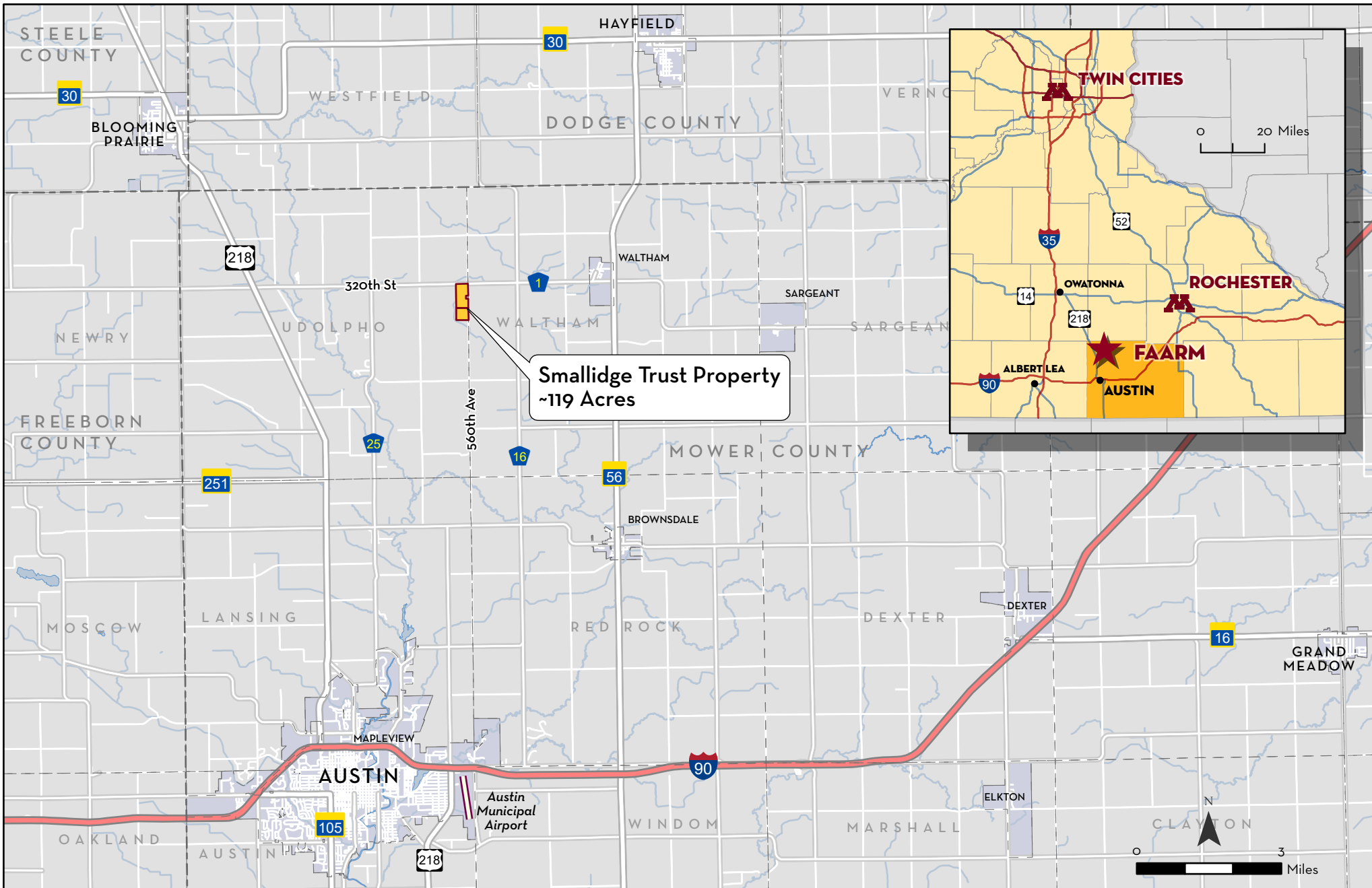
The University will use the property for the FAARM program. The specific use of the site will be determined during the design process.

6. Environmental

The University will complete the necessary environmental due diligence prior to close.

7. Source of Funds

The University will use a combination of debt and cash to fund the purchase.



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**FAARM Acquisition:
Eugene and Louise Smallidge Trust
~119 Acres, Sec. 13, Udolpho Twp, Mower County**

This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office,
University Services GIS, MnDOT,
MnDNR, MnGeo

2/23/2023

Real Estate Transactions: FAARM Program

Leslie Krueger, Assistant Vice President for Planning, Space, and Real Estate

Board of Regents

March 10, 2023

SENIOR VICE PRESIDENT FOR FINANCE AND OPERATIONS

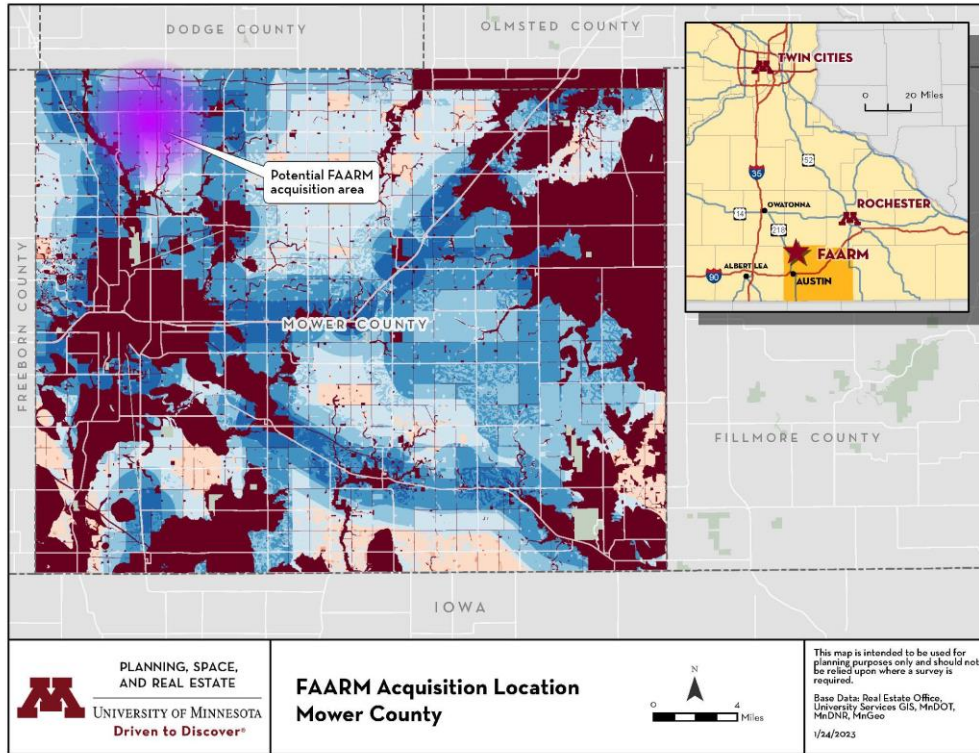
World Class Services for a World Class University



University Services

We Make the University Work

Property Overview



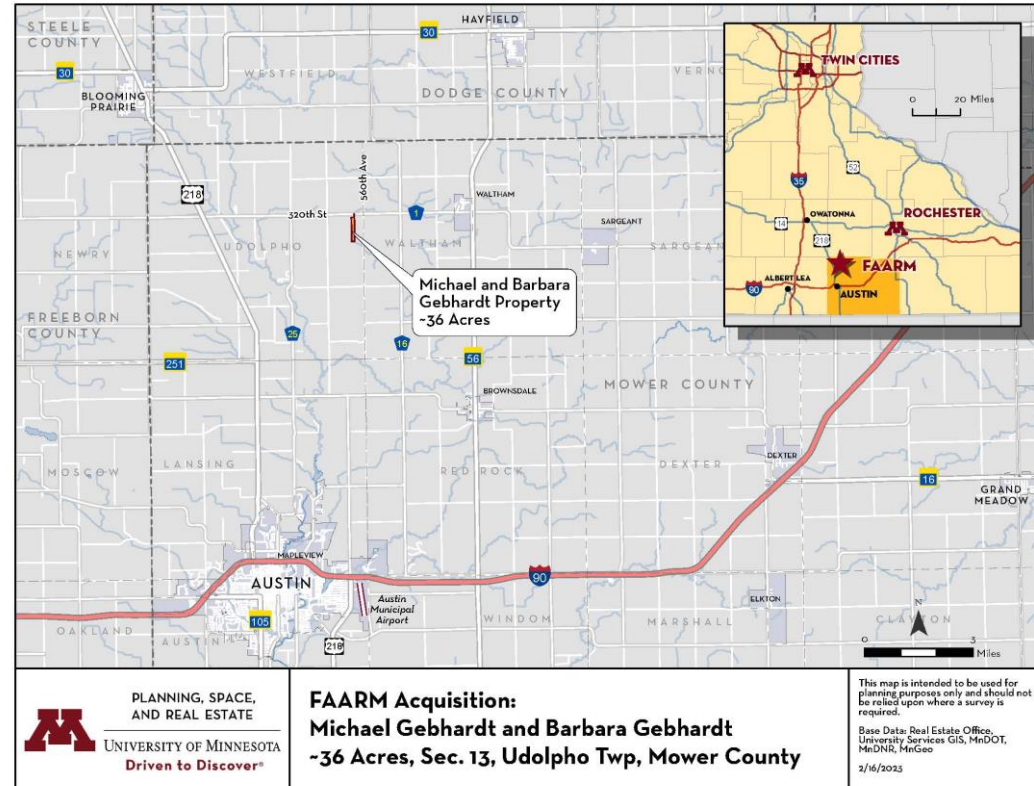
- The total amount of acreage needed to support the entire FAARM program is approximately 1,600 acres.
- Potential sites for the FAARM program were identified via an intensive feasibility study and other GIS reporting.
- The University has pursued a group of parcels within its top priority area, the first of which will be presented today.

What is the strategic value to the University in acquiring this property?

Draft Guiding Principles for Real Estate Transactions	
Support the University's teaching, research, and service mission and align with the MPact 2025 Systemwide Strategic Plan	✓
Align with campus plans	✓
Provide strategic value when balanced against scarce resources and minimize financial liability	✓
Positively impact areas adjacent to the University or limit negative impact	✓

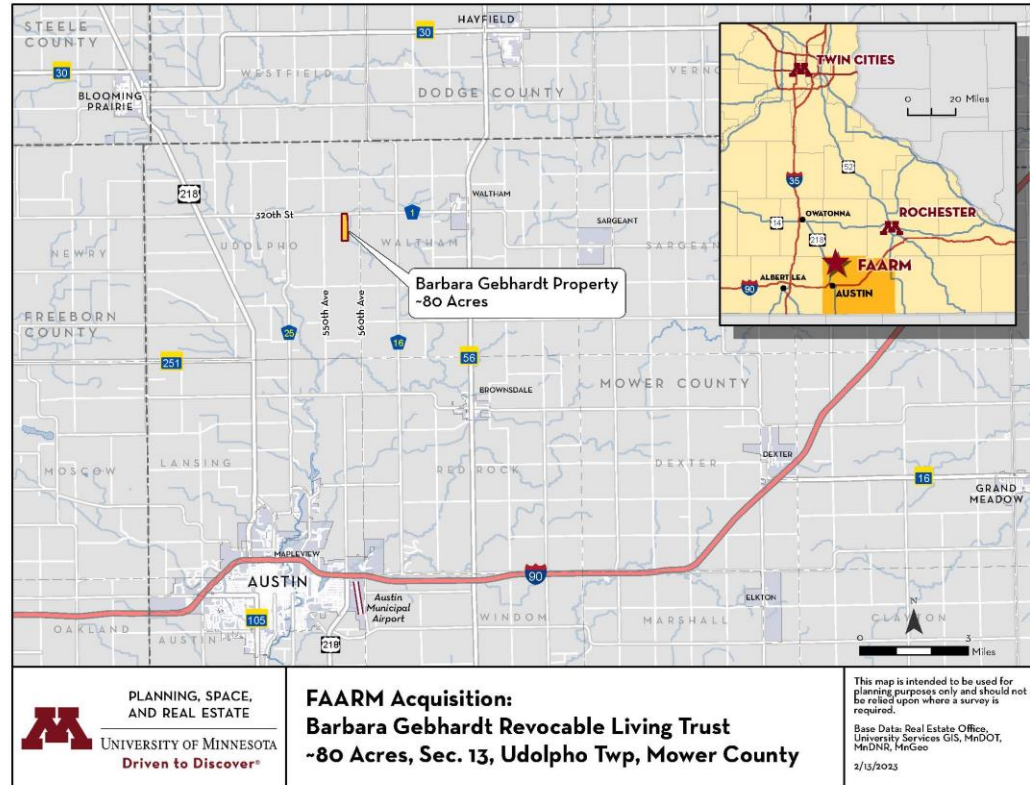
Transaction Overview – Michael and Barbara Gebhardt

- ~36 acres
- Purchase Price:
\$504,000 or \$14,000 per acre
- Owner/seller: Michael and Barbara Gebhardt
- Purchase Option Agreement
 - Option Period through 12.31.23
 - 1031 Exchange
 - Existing farm lease
- Use of debt and cash to fund purchase



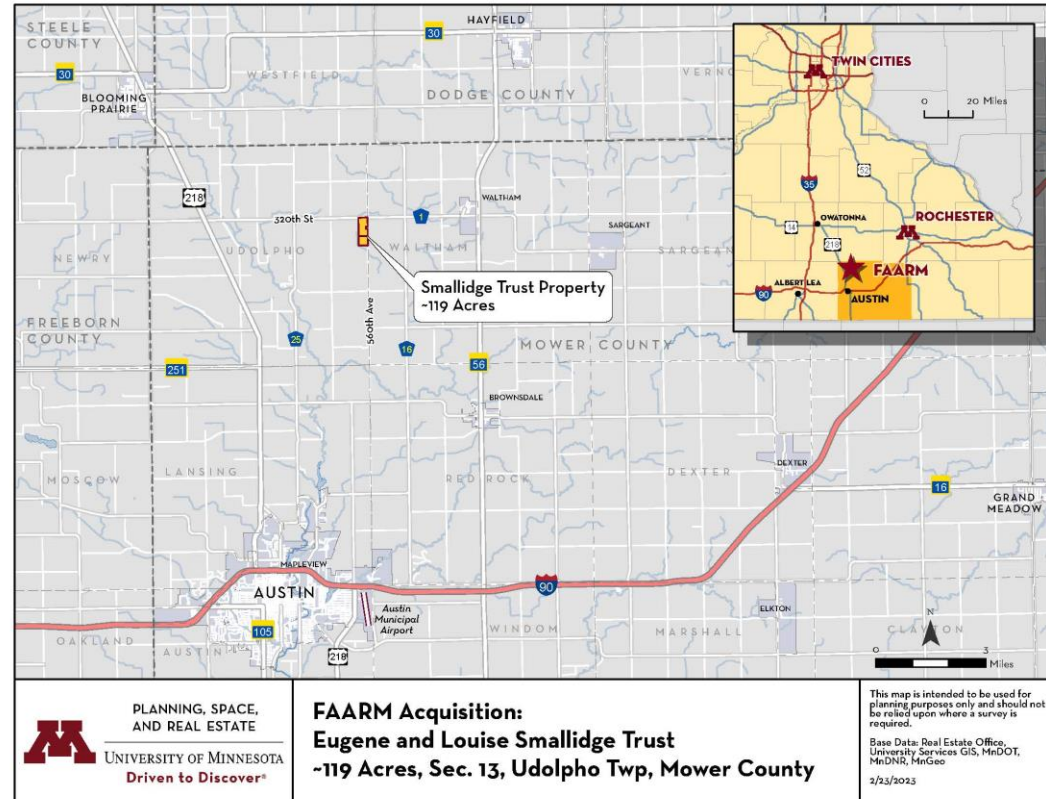
Transaction Overview – Barbara Gebhardt Trust

- ~80 acres
- Purchase Price:
\$1,120,000 or \$14,000 per acre
- Owner/seller: Barbara Gebhardt Revocable Living Trust
- Purchase Option Agreement
 - Option Period through 4.30.23
 - 1031 Exchange
 - Existing farm lease
- Use of debt and cash to fund purchase



Transaction Overview – Smallidge Trust

- ~119 acres
- Purchase Price:
\$1,606,500 or \$13,500/acre
- Owner/seller: The Trust
Agreement of Eugene and
Louise Smallidge
- Purchase and Sale Agreement
 - Due diligence through 4.14.23
 - Closing ~4.28.23
 - 1031 Exchange
 - Existing farm lease
- Use of debt and cash to fund
purchase



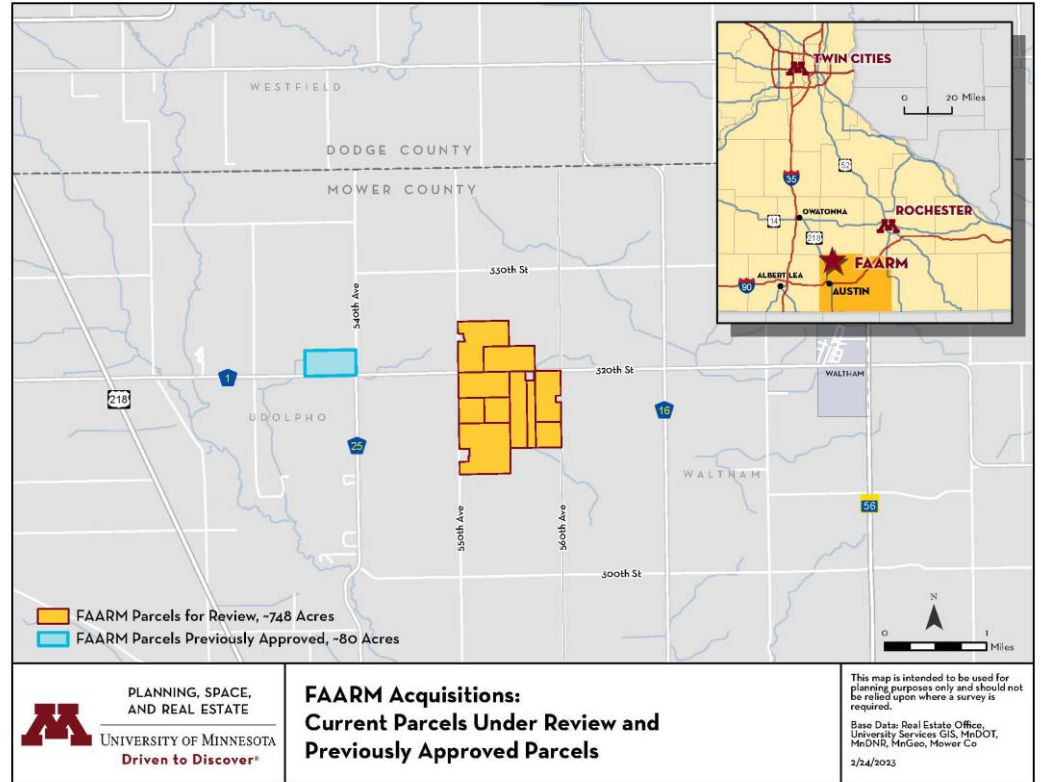
FAARM Land Assembly Summary

Previously approved by Board:

- 80 acres

Parcels recommended for approval:

- 748 acres





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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 10, 2023

AGENDA ITEM: Amendments to the FY 2024-2025 Biennial Budget Request

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

This is a report required by Board policy.

PRESENTERS: President Joan T.A. Gabel
Myron Frans, Senior Vice President
Jakub Tolar, Dean of the Medical School & Vice President for Clinical Affairs

PURPOSE & KEY POINTS

The purpose of this item is to review and act on amendments to the University’s Biennial Budget Request to the State of Minnesota for FY 2024 and FY 2025. After thorough conversations with legislators and other elected officials, the proposed amendments would add three additional items that directly address the pressing financial needs of the University and the priorities of the State, along with additional funding to support University of Minnesota Health (UMN Health).

Proposed Amendments to the Biennial Budget Request

American Indian Scholars Program

Included in the Governor’s Recommendation for the Office of Higher Education is funding to be used by the University to provide a first-dollar tuition and fee pathway for eligible Minnesota American Indian students to complete an undergraduate education. The total request for this item is \$4,500,000 recurring, beginning in FY 2024 and continuing at that same level each year after, resulting in a biennial increase (year one increment times two) of \$9,000,000. This proposal would benefit students on all campuses and address a portion of the special financial impacts of the Native American Tuition Waiver at the Morris campus. Specifics of the proposal include:

- Eligibility:
 - All Minnesota residents (for resident tuition purposes) who are enrolled members or citizens of any federally recognized American Indian or Canadian First Nation tribe.
 - All enrolled members or citizens of a Minnesota Tribal Nation, regardless of resident tuition status.
- The waiver will equal the student’s actual tuition and fees at any of the University of Minnesota’s five campuses.
- Funds could also be used to provide eligible student support and to administer the program.

Enrollment-Driven Tuition Shortfall

The total request for this item is \$24,000,000 recurring beginning in FY 24 and continuing at that same level each year after that, resulting in a biennial increase (year one increment times two, plus year two increment) of \$48,000,000. This funding would be used to offset recently forecasted tuition revenue shortfalls for the current fiscal year across most colleges and campuses of the University driven by various factors negatively impacting enrollment (exacerbated by the COVID-19 pandemic). Those factors include:

- A decrease in transfer students mainly due to lower enrollments in community colleges across the region. Transfer numbers have fallen from 4,000 systemwide before the pandemic to 2,871 this academic year (a decrease of 28 percent).
- A decrease in nonresident enrollment mainly because students are choosing schools closer to home. Out-of-state residents for tuition residency purposes was 14.6 percent before the pandemic and is 13.08 percent this academic year (a decrease of 10 percent).
- A decrease in freshmen at Crookston, Duluth, and Morris due to demographic changes and/or impacts of the pandemic (health, childcare, economic hardship, etc.), and a decrease in the size of entering student cohorts for some professional and graduate programs primarily due to other economic opportunities and/or international barriers.
- A decrease in student retention primarily driven by the pandemic, such as economic hardships, health and family issues, employment opportunities, and changes in high school experience and expectations. On the Twin Cities campus, freshmen retention has dropped from 93.5 percent in the fall of 2019 to 90.4 percent in the fall of 2021. Systemwide the proportion of degree-seeking undergraduates who re-enroll the following fall dropped from 68.3 percent to a low of 66 percent.
- A decrease in credit-taking and course completion since the beginning of the pandemic. Students have enrolled in fewer credits and withdrawals and Failure/Non-Attendance (F/N) grades have increased.
- A shortening of the enrollment period because students are progressing more quickly and graduating after less time at the University. For example, there are fewer fifth-year students.

Resident Undergraduate Tuition Freeze

This funding would offset additional tuition revenue generated from what would otherwise be the following resident undergraduate tuition rate increases by campus:

- Crookston – 1.0 percent (\$111)
- Duluth – 1.0 percent (\$126)
- Morris – 1.0 percent (\$128)
- Rochester – 1.0 percent (\$128)
- Twin Cities – 3.5 percent (\$490)

The tuition rates for the FY 2024 and FY 2025 budgets have not yet been set or proposed to the Board for consideration. As a result, for purposes of this proposal a set of rate assumptions was developed based on several factors related to O&M and tuition resources and expenditures for the next two years. After a review of all budget variables, the rate assumptions above were based on early modeling assuming the University received its biennial budget requests for Core Mission Support and the Enrollment-Driven Tuition Shortfall. It is anticipated that tuition rate increases close to these levels (when combined with other variable assumptions, including unit-level budget reductions) would be necessary as part of the University's responsibility for core mission cost increases under the partnership proposal to the state (Core Mission request).

Further, this proposed request for a tuition freeze for two years would not include nonresident tuition rates or graduate and professional tuition rates, which will likely need to increase to cover a portion of projected cost increases.

The total request for this item is \$13,500,000 recurring in FY 2024 and an additional \$13,500,000 recurring in FY 2025, resulting in a biennial increase (year one increment times two, plus year two increment) of \$40,500,000.

University of Minnesota Health

The University's academic health practice is centered in the facilities on the Twin Cities campus. The purpose is to serve the State of Minnesota through teaching, research, and high-quality, accessible, equitable care. These charitable assets cannot be governed by a South Dakota-based enterprise governed by different state laws and operated with different priorities. This is the University's opportunity to regain the governance and leadership of its campus facilities; partner with systems and clinicians around the state; retain and attract top-tier health science faculty; and improve access to academic medicine in Minnesota.

The proposed amendment requests \$300 million in funding from the State of Minnesota to acquire the East and West Bank hospitals, including the Masonic Children's Hospital. This investment also includes the transfer of the facilities and funding for workforce needs.

The proposed amendment also requests \$650 million in funding for 90 days of operating capital to cover payroll, supplies, and professional services. This funding is necessary to provide the time to turn around operating losses and begin generating positive financial results.

BACKGROUND INFORMATION

Board of Regents Policy: *Reservation and Delegation of Authority* reserves to the Board of Regents the authority to approve all requests for appropriations from the State of Minnesota.

The Board reviewed and acted on the President's Recommended FY 2024-25 Biennial Budget Request at two Finance & Operations Committee meetings:

- October 2022: *President's Recommended FY 2024-25 Biennial Budget Request - Action*
- September 2022: *President's Recommended FY 2024-25 Biennial Budget Request – Review*

Approved FY 2024-2025 Biennial Request

At the October 2022 Board of Regents meeting, three items were approved for submission to the state as the University's 2024-2025 biennial request in addition to the base appropriation. Those items were submitted to the state in October, reviewed by the Governor and Minnesota Management and Budget, and are now being considered by the House and Senate Higher Education Finance Committees. Both committee chairs have provided positive feedback about the needs of the University and concerns about enrollment. As a result, the administration believes the three original requested items, summarized below, should remain.

Core Mission Support

Continuing the University's approach from the last biennium, this biennial budget request is focused on maintaining University strengths and supporting the most pressing needs of students. First, the proposal seeks state funding to support the University's core mission. These

funds will support student services, ensure delivery of high-quality instruction, research, and public service, and provide safe, maintained spaces for students, employees, and community members that utilize our campuses. The total request for core mission support is \$45,000,000 recurring in FY 2024 and an additional \$45,000,000 recurring in FY 2025, resulting in a biennial increase (year one increment times two, plus year two increment) of \$135,000,000.

A reasonable estimate, supported by refined expenditure projections in targeted areas, puts the annual cost increases at approximately \$90,000,000 (6 percent to 7 percent growth). The University proposes to partner with the state to fund this unavoidable spending increase, with 50 percent of funding coming from the state in new O&M appropriations and 50 percent coming from University actions to increase tuition revenues (potentially lessened by the tuition freeze proposal included in the proposed amendments above) and implement additional internal spending reductions.

Minnesota Resident Scholarship Program

The Minnesota Resident Scholarship request supports the University of Minnesota's MPact 2025 Systemwide Strategic Plan (MPact 2025) goals to attract, educate, and graduate students and reduce financial barriers by offsetting the cost of attendance for resident undergraduate students across the entire University system. The total request for this item is \$30,000,000 recurring beginning in FY 24 and continued at that same level each year thereafter, resulting in a biennial increase (year one increment times two) of \$60,000,000.

The University will direct funds specifically to attract and retain resident undergraduate students: all Minnesota resident undergraduates entering the University's Greater Minnesota campuses (Crookston Duluth, Morris, or Rochester) as freshmen, and a more targeted population of first-generation Minnesota resident undergraduates entering the Twin Cities campus as freshmen or as transfer students. Four-year committed awards will be structured as higher in year one (\$3,000-\$4,000) and gradually decreasing in years two through four. When fully phased in, this program is estimated to support 13,000-15,000 students.

Systemwide Safety & Security

This request would fund additional public safety staff and begin the implementation of an advanced security system across the entire University system, both of which are essential to transforming our public safety capabilities and ultimately keeping our students, staff, faculty, and visitors safe as possible. The total request for this item is \$5,000,000 recurring beginning in FY 24 and continuing at that same level each year after that, resulting in a biennial increase (year one increment times two) of \$10,000,000.

Funding new positions and enhancing safety infrastructure would allow the University to:

- Add 25 to 30 overtime patrol shifts per week on the Twin Cities campus for six months of the year to increase the visibility of officers on campus and decrease response times.
- Add 14 to 16 security officers on the Twin Cities campus to provide more escorts for the 624-WALK program and increase building coverage and general security presence.
- Add new lighting, camera trailers, and K-9 services.
- Create an ongoing, consistent cycle to replace end-of-life cameras, vehicles, and security equipment across the system and upgrade/manage card access technology.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the resolution related to amendments to the State Biennial Budget Request for FY 2024-2025.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Amendments to the State Biennial Budget Request for FY 2024-2025

WHEREAS, the University of Minnesota (University), the State of Minnesota's (State) only public, land grant university, is charged with the responsibility to pursue knowledge through research and discovery, share this knowledge through teaching and apply this knowledge through outreach and public service; and

WHEREAS, the University is committed to a continuous process of reevaluating priorities and increasing the efficiency and effectiveness of both direct mission and support activities, reinvesting budget savings into mission-critical strategies; and

WHEREAS, the University, in partnership with the State, can better support financial access and affordability to postsecondary education for Minnesota students and families; and

WHEREAS, the University's annual budget process is designed to identify and act on the most pressing priorities each year, including competitive compensation, compliance with federal and state regulations, research and technology infrastructure, facility maintenance, and public safety; and

WHEREAS, the biennial budget request for FY 2024-2025 seeks to advance the direction and priorities defined by the MPact 2025 Systemwide Strategic Plan; and

WHEREAS, the University recognizes the many competing priorities for state general fund support; and

WHEREAS, the University's priority remains supporting our Core Mission, providing for the new Minnesota Resident Scholarship program, and Systemwide Safety and Security; and

WHEREAS, recent enrollment forecasts have indicated an even more serious enrollment challenge than previously predicted requiring the University to request additional funding for the American Indian Scholars Program, the Enrollment-Driven Tuition Shortfall, and the Resident Undergraduate Tuition Freeze; and

WHEREAS, it is the combination of education, research, and innovation that enables the University to deliver M Health caliber care to patients in Minnesota.

NOW, THEREFORE, BE IT RESOLVED that the State Biennial Budget Request for FY 2024-2025 be amended as follows:

- The FY 2024 general fund appropriation request is increased by \$42,000,000 resulting in a total general fund appropriation for FY 2024 of \$811,256,000.
- The FY 2025 general fund appropriation is increased by \$55,500,000 resulting in a total general fund appropriation for FY 2025 of \$869,756,000.
- The FY 2024 request is also increased by \$950,000,000 for University of Minnesota Health.

BE IT FURTHER RESOLVED that the biennial budget request as amended be submitted to the State.

Amendments to the FY 2024-25 Biennial Budget Request

President Joan T. A. Gabel
Myron Frans, Senior Vice President

Board of Regents

March 10, 2023

SENIOR VICE PRESIDENT FOR FINANCE AND OPERATIONS

World Class Services for a World Class University



UNIVERSITY BUDGET

UNIVERSITY OF MINNESOTA

University of Minnesota

FY 2024-2025 Biennial Budget Request

Approved request from October 2022

(dollars in millions – biennial math)

	2024	2025	Biennium
Core Mission	\$45.0	\$90.0	\$135.0
Minnesota Resident Scholarship	\$30.0	\$30.0	\$60.0
Systemwide Safety & Security	\$5.0	\$5.0	\$10.0
Total University Request	\$80.0	\$125.0	\$205.0



University of Minnesota

FY 2024-2025 Biennial Budget Request

Revised Request, pending Board approval

(Dollars in millions – biennial math)

	2024	2025	Biennium
Core Mission	\$45.0	\$90.0	\$135.0
Minnesota Resident Scholarship	\$30.0	\$30.0	\$60.0
Systemwide Safety & Security	\$5.0	\$5.0	\$10.0
American Indian Scholars Program	\$4.5	\$4.5	\$9.0
Enrollment-Driven Tuition Shortfall	\$24.0	\$24.0	\$48.0
Resident Undergraduate Tuition Freeze	\$13.5	\$27.0	\$40.5
Total University Request	\$122.0	\$180.5	\$302.5



Additional Items

American Indian Scholars Program: Provide full tuition and fee scholarships for eligible American Indian students to complete an undergraduate education at any of the University's five campuses (Governor's Budget recommendation).

Enrollment-Driven Tuition Shortfall: Offset recently forecasted tuition revenue shortfalls across most colleges and campuses of the University of Minnesota system, driven by a variety of factors exacerbated by the COVID-19 pandemic.

Resident Undergraduate Tuition Freeze: Hold tuition flat for all Minnesota resident undergraduate students across all five University campuses for both years of the biennium.



Revised Biennial Budget Request

General Fund Base + Increases

FY24

FY25

Total Requested

General Fund Appropriations:	\$811,256,000	\$869,756,000
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Biennial Total – General Fund:

\$1,681,012,000





UNIVERSITY OF MINNESOTA

Driven to Discover[®]

Crookston Duluth Morris Rochester Twin Cities

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

Amendments to the FY 2024-25 Biennial Budget Request: UMN Health

President Joan T. A. Gabel

Myron Frans, Senior Vice President

Jakub Tolar, Dean of the Medical School and VP of Clinical Affairs

Board of Regents

March 10, 2023

SENIOR VICE PRESIDENT FOR FINANCE AND OPERATIONS

World Class Services for a World Class University



UNIVERSITY BUDGET

UNIVERSITY OF MINNESOTA

Investment in Minnesota's Health



Five-Point Vision

1. World-class academic health system
2. **University governance and control of our flagship facilities**
3. Opportunities for strategic partnerships
4. New State-of-the-Art Hospital
5. Investment in our current facilities

Proposed Partnership with MN

Acquire: \$300 million

We are requesting funding from the State of Minnesota to acquire the East and West Bank hospitals, including the Masonic Children's Hospital. This investment includes the transfer of the facilities and funding for the workforce needs.



Proposed Partnership with MN

Operate: \$650 million

90 days of operating capital to cover payroll, supplies, and professional services. This funding is necessary to provide the time to turn around operating losses and begin generating positive financial returns.



UMMC East Bank Hospital



The University transferred ownership of the building to Fairview in 1997

At that time, it included the Variety Children's Hospital

The University retained ownership of the land.

UMMC West Bank Hospital



As part of the 1997 East Bank Hospital transfer, Fairview agreed to operate both the East Bank Hospital and the West Bank Hospital as the flagship facilities for the University's academic health mission: teaching, research, and clinical services.

Masonic Children's Hospital



In 2011, the pediatric services were relocated to the new hospital constructed next to the West Bank Hospital.

Fairview owns the building and the land.

Fundraising by UMF supported, and still supports, this hospital.

Clinics and Surgery Center (CSC)



The building and land are owned by the University.

Opened in 2016.

The University leases space in the building to the CSC joint venture owned 50/50 by UMP and Fairview.

The Opportunity

The University of Minnesota's academic health practice is centered in the facilities on this campus. The purpose is to serve the State of Minnesota through teaching, research, and high-quality, accessible, equitable care.

The charitable assets cannot be governed by a South Dakota-based enterprise governed by different state laws and operated with different priorities.

This is our opportunity to regain the governance and leadership of our campus facilities, to partner with systems and clinicians around the State, to retain and attract top-tier health science faculty, and to improve equitable access to academic medicine in Minnesota.





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

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: Riley Tuft, Chair, Student Representatives to the Board of Regents
Sara Davis, 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.

BACKGROUND INFORMATION

Current student representatives:

- Riley Tuft, Chair - Duluth
- Sara Davis, Vice Chair - Twin Cities
- Tsebaot Getachew – Crookston
- Emily Gresbrink - Twin Cities
- Hal Johnson - Morris
- Gabriel Richardson - Twin Cities
- Niko Vasilopoulos - Twin Cities
- Brandon Yang - Rochester

THE UNIVERSITY OF MINNESOTA SYSTEM

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

ACADEMIC YEAR

2022-2023

Riley Tuft, Chair - Duluth,
Sara Davis, Vice Chair - Twin Cities
Tsebaot Getachew - Crookston
Emily Gresbrink - Twin Cities
Hal Johnson - Morris
Gabriel Richardson - Twin Cities
Niko Vasilopoulos - Twin Cities
Brandon Yang - Rochester

March 10th, 2023

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INTRODUCTION AND PURPOSE

As the governing body of the University of Minnesota, the Board of Regents plays a crucial role in shaping the policies and decisions that impact the educational experiences of thousands of students. While every Regent brings their own expertise and knowledge to their roles, it is important for them to also recognize and value the perspectives of the students they serve. Students are the primary beneficiaries of the education provided by the University, and their feedback and insights can provide critical information on the effectiveness and impact of policies and decisions made by the Board of Regents.

Recognizing and acknowledging the student perspective is therefore essential for the Board of Regents to create an inclusive and responsive educational environment that meets the needs of all students. By actively engaging with the student perspective, the Board of Regents can foster a culture of collaboration and partnership that promotes shared decision-making and a positive educational experience for all students.

For this academic year, we provide a brief audit of those issues voiced by the student representatives and shared with the Regents throughout the years, and we review what actions have been taken to address these said issues. We discuss briefly the importance of each respective issue, and review whether the University system enacted policies that target student's interests and concerns. We review issues from mental health and affordability to diversity and inclusion.

The purpose of this audit is to assess the effectiveness of our (i.e., the Student Representatives) and the University systems' policies and procedures in addressing students' concerns and interests. This process involves a comprehensive review of the University's policies, procedures, and practices to identify areas where they may be falling short, or where there is room for improvement.

As per the Board of Regents Policy: *Student Representatives to the Board of Regents*, we are given the opportunity to submit an annual report to document our activities and progress throughout the year.¹ This report provides a comprehensive overview of the students' main concerns, our own achievements, University challenges, and community goals, and is an important tool in assessing our performance and identifying areas for improvement.

“Commune vinculum omnibus artibus”

¹ https://regents.umn.edu/sites/regents.umn.edu/files/2023-02/policy_student_representatives_to_the_board_of_regents.pdf

MENTAL HEALTH OF STUDENTS

A. Overview

Mental Health has been one of the most common topics for the Student Representatives to the Board to discuss in our annual report. In the past eight years, the Representatives to the Board have chosen to discuss mental health in four reports. This is due to the growing need for awareness and support in terms of mental health. Additionally, as outlined in the Boynton College Student Health Survey students systemwide have not only reported growing concerns about their mental health but also significant increases in diagnosis of mental health conditions.²

Since 2016, the Student Representatives have addressed a wide variety of issues and concerns related to mental health of students at the University. These concerns include, but are not limited to; need for additional support and counseling services for culturally diverse populations, need for additional funding on all system campuses to provide adequate counseling services, need for counseling wait times to be decreased, and the need for comprehensive plans surrounding mental health both systemwide and campus-specific.

Since 2016, the Student Representatives to the Board of regents have made 13 recommendations to the Board regarding mental health. We can definitely state that 4 of these recommendations have been completed in entirety. After evaluation and research and based on materials available to the public, we can state that 4 additional recommendations have been partially completed and that the remaining 5 recommendations have not been addressed.

The following audit provides a brief overview of mental health discussions that the Student Representatives have brought forward to the Board of Regents and University leadership.

B. Audit of Previous Reports

In 2016, the Student Representatives to the Board of Regents outlined the need for the University of Minnesota to continue to prioritize their students' mental health by providing them support, treatment options, and adequate access to health care.³ They noted that the impact of poor mental health is not only an issue that affects students personally, but it also affects the University as a whole. Students that are struggling with their mental health reported that their academics were affected greatly which in turn affects the overall status of the University.⁴ The Representatives also

² https://boynton.umn.edu/sites/boynton.umn.edu/files/2022-08/umntwincities_cshsreport_2021.pdf#page=13

³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=80

⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=81

discussed the top barriers to treatment which include stigma and awareness, resource access, and resource outcomes.

The barrier of awareness of resources is one of the most prevalent as many if not most students were and still are unaware of all of the resources available to them. Beyond that, the Representatives reported that because University mental health resources are in such high demand, students must wait for up to a month to receive the treatment they so greatly need. Furthermore, the Representatives discussed the lack of available appointment times that were not during the normal academic or business day which is another example of barriers to mental health services.

The Representatives went on to criticize the lack of prioritization of student mental health among University leaders, stating that “University decision- making does not reflect the scale of the problem” when it comes to the current mental health crisis.

The following are the 2016 recommendations from the Student Representatives to the Board concerning mental health:⁵

- 1) “The Board should provide additional sources of funding for mental health services, and evaluate alternative financing models to ensure sustained support.”
- 2) “The Board should establish a comprehensive, system-wide strategy on mental health by Spring 2017.”
- 3) “The Board should establish an unambiguous mandate for the administration to develop campus-specific action plans on student mental health by Spring 2017.”
- 4) “The Board should commission the development of an annual report on student mental health risks, trends, and service outcomes.”

In March of 2017, the Student Representatives to the Board of regents discussed mental health for the second year in a row. These students chose to focus on this issue in part due to the lack of action taken on the recommendations from the previous year's report.⁶ The Representatives first highlighted the progress that had been made since the previous year's report, touching on things such as increased funding for Boynton Mental Health and Student Counseling Services on the Twin Cities campus allowing for more counseling staff and a newly founded task force aimed at addressing the impact of instructors on student mental health. Despite these efforts, the Representatives went on to highlight what they dubbed the “remaining areas of concern.”⁷

The first area of concern was the lack of action taken on the previous year's report's recommendation to establish a system wide plan to address student mental health. Next, the

⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=87

⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=91

⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=92

Representatives highlighted the need for mental health resources to be allocated to all system campuses and not solely the Twin Cities campus.

The following are the 2017 recommendations from the Student Representatives to the Board concerning mental health:⁸

- 1) “The Board should ensure that the 2016-2017 Budget includes an allocation commensurate with the investment made on the Twin Cities Campus in 2015-2016 to hire additional counseling staff on the system campuses.”
- 2) “The Board should add measures of wait times for counseling services to the University Progress Card. These measures should include average and peak times from first call, to first appointment with a counselor.”

Again in 2019, the Student Representatives to the Board of Regents chose to focus on the mental health of students. This group of Representatives began by highlighting the current efforts made by University leadership, including making mental health of students a priority. At this time, the University hired additional counselors for the Twin Cities campus

One of the primary measures for Universities’ commitment to student mental health has been student to counselor ratios. This measure has been utilized across the Nation to address the need for adequate resources for students. The recommended ratio of students to mental health professionals is 1 FTE mental health professional for 1,000-1,500 students.⁹ At the time of the Representatives report in 2019, this criteria was met by all campuses in the University of Minnesota system besides the Duluth Campus. The Representatives called for this issue to be addressed immediately.

The Representatives then went on to discuss the resources and needs of students in regards to mental health. They highlighted the growing percentage of students with mental health diagnosis system wide, comparing 2015 and 2018 data. Each system campus saw an increase in the percentage of students on campus with at least one mental health diagnosis. Additionally, at each of the system campuses, students reported being diagnosed with a mental health condition at rates much higher than the national average of those in similar age ranges.¹⁰

The following are the 2019 recommendations from the Student Representatives to the Board concerning mental health:¹¹

- 1) “External expert review addressing student mental health.”
- 2) “Presidential report to the regents & action plan for student mental health.”

⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=98

⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=85

¹⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=85

¹¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=88

- 3) “Periodic assessment of student mental health as best practice.”
- 4) “Student affairs reporting to executive leadership.”

Most recently, in March of 2022 the Student Representatives to the Board of Regents discussed mental health again in their report, this time through the lens of COVID-19.¹² Although this report on mental health is most unique from the others, the concerns about mental health listed in the report remain consistent with that of previous reports. The 2022 Representatives cited the uncertainty of the COVID-19 pandemic as a major stressor for students. This uncertainty along with isolation and loss of connection, adapting to new learning and work environments, the constantly changing nature of the pandemic, fear surrounding the pandemic, and much more caused student mental health to decline.¹³ The Representatives noted that the University did not adapt quickly enough to keep pace with the declining mentality of students. This report went on to provide extensive details concerning the current efforts towards bettering the mental health of students with highlights from each individual campus.¹⁴ Most of these efforts have remained unchanged over the past year. Each campus has counselors available to assist students along with various other programs set to provide support to students which are dependent on campus resources. Still, with these efforts the Representatives continued to underscore the need for more support and resources for students at the University of Minnesota.

The following are the 2022 recommendations from the Student Representatives to the Board concerning mental health:¹⁵

- 1) “Offering telehealth options indefinitely.”
- 2) “Funding for more culturally-specific counseling.”
- 3) “In-house mental health services for graduate and professional schools.”

C. Systemwide Efforts

The University has certainly made several systemwide efforts to improve the overall mental health of University students. One of the largest steps the University has made towards improving the mental health of students is the implementation of The President's Initiative for Student Mental Health (PRISMH).¹⁶ The creation of this initiative also provided completion for the only goal regarding student mental health on the University Progress Card.¹⁷ This initiative has exemplified the President's and the University's commitment towards the improvement of mental health conditions of students across the system campuses.

¹² <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=137>

¹³ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=138>

¹⁴ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=140>

¹⁵ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=160>

¹⁶ <https://president.umn.edu/prismh-presidents-initiative-student-mental-health>

¹⁷ <https://conservancy.umn.edu/bitstream/handle/11299/252574/2023%20Progress%20Card-Feb%201-2.pdf?sequence=1&isAllowed=y#page=1>

Each system campus has counseling services available to students that allows students to receive certain types of counseling and treatment for mental health. The Duluth, Crookston, and Morris campuses all have “Let’s Talk” programs available to students which offer informal counseling services for students that allow them to speak with a counselor on short notice and get assistance when needed. Each campus also provides the You@UMN digital platform that is designed to increase awareness of campus resources, encourage development of healthy behaviors, create greater social connections, and inform staff of information that may help them to better serve students.¹⁸

D. Recommendations

As evidenced in this section of our report, mental health is an issue that is extremely important to students and affects a large portion of our student population. Over the years, the Student Representatives to the Board of Regents have found this topic area of great importance, so much so that it has been the second most common recurring report topic in the past nine years. While the University and senior leadership have made efforts to assist students struggling with mental health and provide resources to these students, there is still more that needs to be done. As indicated in the various campuses 2021 College Student Health Survey Reports, the mental health of our students is declining,¹⁹ whether that be due to prior diagnosis, new diagnosis, unmanaged stress, lack of sleep, various other medical conditions, or any other stresser that can produce poor mental health. Our University must do more to ensure the mental health and overall health of our students is a top priority.

We recognize that in a University setting there is a large amount of turnover with administration and also that with a new President of the system there are bound to be changes and that priorities shift. We understand that many of these recommendations listed above were made up to nine years ago and that some do not warrant further consideration at this time due to the ever evolving nature of this University. Many recommendations from previous representatives to the Board of Regents reports have been addressed and completed by the University, for example in 2019 the Student Representatives to the Board of Regents recommended that the President provide a report to the Regents and an action plan concerning mental health.²⁰ This recommendation can be considered completed as The President's Initiative for Student Mental Health (PRISMH) has been created. Furthermore, in 2022 the Representatives asked that the University continue to offer telehealth options through University medical and counseling services, both of which are still available today.

With that, there have also been several recommendations made concerning mental health that were only completed in part due to the fact that the issues were only addressed on the Twin Cities campus. For example, in 2016, the student Representatives recommended that the Board provided

¹⁸ <https://youatumn.umn.edu/>

¹⁹ https://boynton.umn.edu/sites/boynton.umn.edu/files/2022-08/umntwincities_cshsreport_2021.pdf#page=13

²⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=88

additional funding for mental health services.²¹ This additional funding and attention to the mental health crisis was only allocated to the Twin Cities campus.²² And while since then the greater Minnesota campuses have been able to adapt to improve resources offered to students, it should not be overlooked that the resources offered to these campuses, especially in monetary value, are not comparable to that of the Twin Cities campus.

The following are the 2023 recommendations from the Student Representatives to the Board concerning mental health:

1) We recommend that the Board of Regents are actively engaged in the University of Minnesota's student mental health crisis.

The Board of Regents have been given countless mental health updates from President Gabel and other University leadership additionally they have heard from Student Representatives on numerous occasions about concerns revolving mental health of students. Mental health is a widely discussed and addressed topic at the University, but we as students want and need to see more engagement from our top University decision makers. We ask that the members of the Board are actively engaged in the University's mental health programs and initiatives. Mental health is one of the most important issues to students systemwide, which is why it is of the utmost importance that the Board takes active interest in this topic.

2) We recommend that the Board of Regents hire an external expert to conduct a formal review of student mental health at the University as well as conduct a formal review of all mental health services provided to students.

In 2019, the student Representatives recommended that the Board of Regents hire an external expert to review and address student mental health. According to all information available at this time, this recommendation was overlooked. We are choosing to reinstate this recommendation because we believe that the University and its students will benefit from an external review of this sort. Furthermore, we suggest that a review not only take place to review mental health concerns, stressors, indicators, and originations, but also that the Board of Regents direct an external review of our system campuses mental health services including counseling services and various other student support services after which our University will be able to take steps to improve mental health services and explore how to better serve our students.

3) We recommend that the University take a more robust approach towards The President's Initiative for Student Mental Health and critically evaluate this Initiative's serviceability to students.

²¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=87

²² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=91

We recognize that this initiative has been a good service to the University, but we ask that its effectiveness be evaluated and that its core purpose assessed. This initiative is specifically for students, but most students do not know that PRISMH exists, nor do they know ways in which it benefits them. We recommend that in evaluation of this initiative, University leaders take steps to realize ways in which PRISMH can cater to students further. We ask that this initiative be focused on delivering services to students. Additionally we ask that students and student leaders across the system have the opportunity to be involved in this initiative in order to advise senior leadership and PRISMH task force members as to what students want and need from this initiative.

DIVERSITY, EQUITY, AND INCLUSION EFFORTS

A. Overview

Of the issues examined in this audit of previous reports by the Student Representatives to the Board of Regents, Diversity, Equity, and Inclusion (DEI) efforts are the matters that are mentioned with the most frequency. DEI efforts have been declared a priority for the past seven years, and were included in all of the reports offered by the Student Representatives to the Board of Regents since 2016. The reports pinpoint the need for the University of Minnesota to listen to the concerns of students from underrepresented backgrounds and provide an educational environment where they feel safe and represented, and can find a community.

Overall, the Student Representatives to the Board of Regents have made 32 recommendations surrounding the issues of Diversity, Equity, and Inclusion. 11 recommendations were implemented, and there are known efforts being made to work towards 5 others, whereas no clear efforts could be found for the remaining 16 recommendations. This, however, being roughly half of all student recommendations in this area indicates that the University can do more to support its students, staff, and faculty of color and commit more resources to diversity, equity, and inclusion efforts.

B. Audit of Previous Reports

For 2016, the Student Representatives to the Board of Regents analyzed multiple different aspects of the University system's attempts to improve diversity, equity, and inclusion on the different campuses. First discussing the issue of campus climate, the Representatives commended the University for its "Improving Campus Climate," which has operated numerous campus engagement events as well as sessions to solicit student opinion.²³ nonetheless stressed a need to collect more information on student opinion. A system-wide campus climate survey was crucial, they argued, to better understand this subject as students of color have been shown to view campus climate very differently than other students on campus.²⁴

They then turned to the issue of unbalanced access to support resources for students of color across the different campuses in the University system. While the Twin Cities campus had—and continues to have—the Office of Equity and Diversity and the Duluth campus the Multicultural Center, other campuses lack such robust systems to support their students of color. In addition, the Representatives pointed to a lack of information being disseminated to students of color about system-wide support programs.

²³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=89

²⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=90

A large focus of the Representatives' report, though, was about the retention of faculty of color at the University. In particular, they discussed the incorporation of a system-wide mentoring program for faculty of color at the University. In support of this proposal, they pointed towards the University of Michigan, Western Washington University, and multiple others that had found success with university mentoring programs.²⁵ Meanwhile, at the University of Minnesota, while there had been individual departmental efforts, as well as an effort in 2012 to implement a system-wide program, no such program had ever been established on a university scale.

In addition, the Representatives also suggested that the University invest more in both the Diversity Predoctoral Fellowship program and the Bridge Funding for Faculty of Color hires, both of which provide the resources for departments to more easily bring in faculty members of color.²⁶ All of these solutions, they believed, would help improve faculty diversity throughout the campus system and allow for better support of students of color.

The following are the 2016 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:²⁷

- 1) "Implement a system-wide campus climate survey and evaluation to better understand the needs of students of color at every University of Minnesota campus.
 - a) Utilize the data from this survey to recommend changes to current practices that would benefit the individualized needs of different communities on campus."
- 2) "Create a standard of quality for resources and programming for students of color to which all campuses in the University must adhere."
- 3) "Create a mechanism with which to disseminate valuable system-wide financial and programmatic resources to all students of color at the University."
- 4) "Allocate funding for each campus in the system to have a campus-wide faculty mentoring program."
- 5) "Establish hiring tracks for Ph.D. candidates that are enrolled in the Diversity Predoctoral Fellowship program."
- 6) "Increase bridge funding that is available to departments and campuses across the system, in order to increase the ability of these units to provide competitive job offers to talented, prospective faculty of color."

In 2017, the Student Representatives to the Board of Regents discussed the potential for disaggregation strategies in connection to the University of Minnesota's continued struggles with minority underrepresentation in campus enrollment. In light of Minnesota's significant achievement gap between White students and students of color, the Student Representatives showcased enrollment rates for various different student racial and ethnic groups. This data showed that, "while

²⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=93

²⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=94

²⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2016.pdf#page=95

White, Native American, and Asian students are proportionately represented in the U, there is disproportionate representation of Black and Hispanic students throughout the system.”²⁸ Importantly, however, they went on to say that this data obscures particular demographics that are most hurt by the achievement gap.

The Student Representatives specifically highlighted that large immigrant groups like Somali and Hmong Americans are significantly less likely to reach higher education than the other racial subgroups that they are nonetheless categorized with.²⁹ This, they argued, has created a misleading perception of the demographic data and prevented administrators from knowing which subgroups are most in need of representation in enrollment.

The solution that they discussed is the concept of disaggregating enrollment data by breaking race-based questions into questions about specific ethnic groups. Doing so would allow the University of Minnesota to better understand how historically underrepresented ethnic groups are represented in campus enrollment and better formulate strategies with them in mind. To showcase this practice already in use, they pointed out that the Minnesota Department of Education, in conjunction with the national Department of Education, disaggregated their K-12 student surveys back in 2013 to better identify Somali and Hmong students.³⁰ In addition, they pointed out that the University of California system had recently implemented disaggregation policies for their Asian American populations.

The following are the 2017 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion: ³¹

- 1) “The Board should adjust the current application process system-wide to incorporate a comprehensive question about race.”

In 2018, the Student Representatives to the Board of Regents took a broad-based approach to examining the entire University system’s current Diversity and Inclusion efforts. While they found that much progress was being made in this area, they ultimately concluded that the topic had “not been paid its due diligence.”³²

On the Twin Cities Campus, while the Student Representatives lauded the strength of its Race, Indigeneity, and Gender Studies Departments, as well as the abundance of equity programs and cultural student groups, they nonetheless stressed the continued need for stable funding. On the Crookston campus, they showed how its Office of Diversity and Multicultural Programs was

²⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=94 ²⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=95 ³⁰

The Minnesota Student Survey has since expanded its disaggregation policies to include multiple questions regarding particular ethnic subgroup identity for Black, Hispanic, Asian, and Native American students. <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=242>

³¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2017.pdf#page=104
³² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=119

working to foster diversity and service students of color. On the Duluth Campus, though its Multicultural Center has done an admirable job servicing and supporting over a dozen student groups on campus, it was in dire need of more space and staffing. On the Morris campus, while the Student Representatives noted Morris's proud history of hosting one of the most diverse student populations in Minnesota, they did press the need for an American Indian Cultural Center to support the campus's large Native American population. Finally, at the Rochester Campus, increased funding has allowed the administration to better support its most vulnerable marginalized populations. At the same time, though, they observed a lack of support for the "recruitment and retention of faculty and staff of color."³³

In terms of Disability Diversity, the Student Representatives also dedicated specific time to detailing each campus's progress in better supporting their disabled communities. On the Twin Cities Campus, they criticized the lack of resources dedicated to its Disability Resource Center, leading it to "fall behind in a way that detrimentally affects student users."³⁴

They also observed a large disparity in faculty support for disability accommodations and noted a potential avenue for faculty to abuse their discretion and deny student requests. At Crookston, conversations with its DRC director entailed a broader plea for greater mental health resources and case sharing. On the Duluth Campus, while its DRC reported operating at "functional levels," rooms for improvement still remained in more helpful student advising.³⁵ The Morris Campus DRC reported a general lack of resources and space to accommodate student testing and institute programs like peer mentors. Finally, the Student Representatives reported Rochester Campus as being unable to keep up with increased usage of its DRC, leading to a lack of staff and space to accommodate greater demand.

The following are the 2018 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:³⁶

- 1) Strengthening the system wide strategic framework to better reflect the University's Mission Statement on Teaching and Learning.
- 2) Provide stable funding for the continuation of diversity programs and hiring within the Race, Indigeneity, and Gender Studies Departments.
- 3) Better staff UMD's Office of Diversity.
- 4) Create an American Indian Center on the Morris campus to better support its large Native American student population.
- 5) Adopt an Auburn University-style strategy to promote the hiring and retention of faculty and staff of color.

³³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=118

³⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=118

³⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=120

³⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=120

- 6) Better fund and staff every campus's Disability Resource Center in order to better accommodate increasing usage over time.
- 7) Ensure that professors are not abusing their discretion to deny students necessary accommodations.

The 2019 Student Representatives to the Board of Regents DEI Report begins with an astute observation: "There are so many options available for education, students are not likely to attend college on campus where they do not feel safe, welcome, or respected."³⁷ In consideration of such an understanding, the Representatives sought to undertake a systematic review of the campus climates upon each of the University of Minnesota campuses.

On the Crookston Campus, while the climate was generally described as tight and close-knit, owing to its small size, the campus has seen a decline in public event attendance in the last few years. In addition, focus group discussions suggested that many students on campus did not feel as though they were engaging with a diverse community on a regular basis.³⁸ While the Representatives commended Crookston for undertaking these focus group discussions in the first place, they also suggested that bias training for students, faculty and staff could have a positive impact.

At the Duluth Campus, a tale of two experiences seemed to emerge. While a large portion of the population rated high levels of satisfaction on campus, nearly 20% of prior survey respondents reported "personally experienc[ing] an exclusionary, intimidating, offensive, or hostile conduct event on campus," many of whom also identified as transgender.³⁹ In addition, there seemed to be widespread discontentment amongst UMD faculty and staff, with 25% reporting "unjust or unfair hiring practices" and over half having seriously considered leaving within the past year.⁴⁰ While the Representatives identified these statistics as being equivalent with other peer institutions, the Duluth campus nonetheless has much to improve.

In the face of declining enrollment and student retention, the Morris campus sought to counteract these trends on multiple fronts. These efforts included an investigation into first-year student experiences, a commitment to better fill staffing vacancies, a more hands-on approach to fostering civil discourse and inclusivity, and better supporting disabled and transgender students.⁴¹ Most importantly, the Representatives recommended the creation of a comprehensive campus climate survey to ensure the administration is readily in tune with the current problems students face on campus.

At the Rochester campus, a recent campus-wide survey revealed that, while many students believed that the administration was doing enough to promote diversity and a positive campus climate, there

³⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=90

³⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=91

³⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=92

⁴⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=93

⁴¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=93

was still work to be done. Minority groups on campus still reported a higher likelihood of feeling uncomfortable, excluded, or otherwise discriminated against on campus. In addition, conservative students felt that their beliefs were not being respected on campus. Representatives recommended a continued push to advocate for underrepresented groups on campus, a commitment to hiring a more diverse staff, and ensuring that all political beliefs were respected.

The climate of the Twin Cities campus received a substantial dedication of analysis in the Representatives' report. They noted that access to affordable housing was a major concern for students living near campus, especially in light of rising rent costs and an increase in certain types of crime in 2018. They also focused heavily on the topic of the student body's relationship with the University of Minnesota Police Department (UMPD). In the context of nationalized instances of police brutality, as well as notable poor local experiences, many marginalized students had become wary of the police presence on campus. While the Representatives applauded the efforts of the UMPD to better connect with the community through its Community Engagement Team, they nevertheless stressed a continued need for community outreach and involvement.

In light of recent revelations regarding the efforts of various historic university administrators to marginalize and discriminate against African American and Jewish students on campus, the Representatives brought forward the topic of renaming those university buildings that had been named after these controversial figures. They highlighted the Task Force on Building Names and Institutional History which formally recommended the renaming of Coffman Memorial Union, Middlebrook Hall, Coffey Hall, and Nicholson Hall, and the Representatives affirmed their support for the task force's recommendations. Finally, they noted that, while the Twin Cities campus did invest into multicultural programs and events, that investment had neither been stable nor substantial. In response to only a small increase in multicultural students over the last five years, they demanded a redoubling of efforts to increase multiculturalism on campus.

The following are the 2019 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:⁴²

- 1) Create a systemwide taskforce for the purpose of sharing information across campuses to better help in improving campus climate across the University system.
- 2) Implement bias training for both faculty and students, perhaps through either freshmen orientation or a first year class.
- 3) Host more community outreach events in which administration can better understand the problems and complaints of a diverse background of students.
- 4) Conduct comprehensive and systemwide campus climate surveys.
- 5) Better focus on the recruitment and retention of faculty of color.
- 6) Continue and intensify outreach efforts between the UMPD and students.

⁴² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=90

- 7) Support the Task Force on Building Names and Institutional History in renaming buildings named after historic administrators who propagated policies aimed at discriminating against marginalized communities on campus.

In 2020, the Student Representative’s report contained a section highlighting the importance of fostering academic success from underserved communities. Their focus is to augment traditional academic advising with mentoring, coaching, and identity specific resources across the University’s five system campuses. The Student Representatives begin by providing a dynamic definition of “underserved communities”. They intentionally define the term openly, aiming to lend the definition as a tool in ongoing conversations around which communities the University has historically served, and the ways support can be provided to communities that have been left out. The definition that the Student Representatives give is as follows: “Underserved communities: Groups for whom participation, inclusion, and success in higher education have not been typically or consistently realized”

The 2020 report acknowledges that various institutions have implemented their own definitions of underserved or underrepresented communities. A common idea in all many of these definitions is the consideration of groups that have not consistently benefited from these institutions’ activities. The report details a plethora of nation-wide trends of gaps of degree completion rates between students of color and the overall student population. For example, first-generation students are much less likely to reach a timely graduation, and the nationwide retention and graduation rates for Native American students are the lowest out of any ethnic group. The Student Representatives acknowledge that the University of Minnesota is not the source of this socioeconomic inequality. However, the University has a responsibility to address these challenges, as countless of its students face them regularly. Furthermore, as the state’s land-grant institution, the University has a responsibility to address these challenges that Minnesotans across the state have been dealing with for generations.

The Student Representatives conclude the Diversity, Equity, and Inclusion section of the 2020 report addressing an opportunity for the University of Minnesota to be a leader in providing support to its underserved students. In addition to the core tenet of academic advising on topics from class registration to life transitions, the Student Representatives considers programs such as mentoring, individual academic support, and success coaches vital to the progress of underserved communities at the University.

The following are the 2020 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:⁴³

- 1) “Measuring Academic Success for Students from Underserved Communities Systemwide.”

⁴³ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=93>

2) “Inventorying Academic Success Resources and Programs.”

In 2021, the conversations of the student reports shift further towards the systemic solutions that the University can offer, and how it can be a force for institutional change. After the events of 2020 with the COVID-19 pandemic and the murder of George Floyd in Minneapolis, spurring movements around the world, it is more important than ever for the University to acknowledge its role in institutional racism and commit to dismantling it.

The University has a duty to promote a diverse, equitable, inclusive, and prosperous campus. President Gabel’s inclusion of this goal in the MPact 2025 strategic plan is a primary step towards improving overall campus climate⁴⁴. The Office of Equity and Diversity is also a crucial resource for communities of color at a predominantly white institution. Their scholarships, training, and reporting procedures provide critical support for students, faculty, and staff⁴⁵. The Student Representatives ask that the University increase feedback and survey procedures for communities of color at the University of Minnesota in order to ensure that they feel they are the valued members of the University that we know them to be.⁴⁶

In order to remain on track to reach the diversity, equity, and inclusion agreements made in MPact 2025, accountability procedures must be put in place to guarantee that the mission remains intact. The University must rename the buildings with a racist legacy, and increase student, faculty, and staff diversity, as well as forging and maintaining tribal partnerships in order to reach these goals by 2025⁴⁷.

It is imperative that as these efforts move forward towards a more equitable campus the University must focus on checking both the explicit and implicit biases of its community⁴⁸. Doing so prevents the catastrophic events that bias can wreak on opportunity, achievement, retention, inclusion, and recruitment⁴⁹.

The following are the 2021 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:⁵⁰

- 1) Increase survey and feedback procedures for students of color
- 2) “Renaming campus buildings with a racist legacy.”
- 3) “Continuing to build and strengthen the University of Minnesota Partnership with Tribal partners.”

⁴⁴ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=79>

⁴⁵ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=74>

⁴⁶ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=73>

⁴⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=75>

⁴⁸ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=85>

⁴⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=85>

⁵⁰ <https://regents.umn.edu/sites/regents.umn.edu/files/2021-03/docket-bor-mar2021final.pdf#page=75>

- 4) “Increasing Student Diversity.”
- 5) “Increasing Faculty and Staff Diversity.”
- 6) Ensure Medical School Curriculum and the curriculum for Graduate and Professional Students reflect the needs of the diverse populations that these students will serve.
- 7) “Implement a Discrimination and Harassment Policy.”

The report by the Student Representatives to the Board of Regents in 2022 focuses on how the University of Minnesota can support underrepresented students, particularly in regards to the lasting impacts of COVID-19 on underserved populations. This report is a continuation of the conversation around Diversity, Equity, and Inclusion (DEI) efforts that has been repeated for six years since the student report in 2016. The frequent repetition of these matters, and those in connection with inclusion of underrepresented members of the University of Minnesota community, in the student reports emphasizes the urgent need to address the impact that the University has on these bodies, and to use the resources that it has available (such as programs in the graduate and professional schools) to partner with these communities and ensure equal access to positive health outcomes.

Community partnerships are directly in line with, and vital to, the success of the system wide strategic plan, titled MPact 2025. The 2022 report details the commitments made by MPact 2025 that can be met through achievements related to DEI efforts; Commitment 2: Discovery, Innovation, and Impact, and Commitment 4: Community and Belonging. While the University has seen increases in diversity particularly in its undergraduate population, more work needs to be done when it comes to the hiring of BIPOC faculty and admission of BIPOC graduate and professional students (pg. 164). The University must not only focus on admission or hiring in order to be in alignment with MPact 2025 Commitment 4, but also focus on retention and successful outcomes (pg. 164), and also consider how strategic goals like the Twin Cities Campus Master Plan affect communities surrounding the University of Minnesota.

Additionally, the COVID-19 pandemic has had a greater impact on underserved populations throughout the country. Taking note of this, the 2022 student report calls on the University of Minnesota to ensure equitable access to testing and vaccination resources, to communicate more accurately with students, and also to use the resources that it has available such as graduate and professional student programs to build community partnerships.

The following are the 2022 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion: ⁵¹

- 1) “Ensure Equitable Access to Testing and Vaccination Resources.”
- 2) “Maintain and Continuously Build Support for Community Partnerships.”

⁵¹ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=174>

C. Systemwide Efforts

Many efforts have been made to improve the climate at the University of Minnesota and promote diversity, equity, and inclusion. The recommendation from the 2017 report asking the University to include a comprehensive question in its application about race was implemented, and is optional for those applying to the University to answer.⁵²

The diversity of the student body has increased. According to the 2022 Progress Report, Fall 2021 represented the most diverse student body in University history.⁵³ 28.8% of the incoming freshman class systemwide were BIPOC, and 23.6% were first generation students⁵⁴. During the 21-22 academic year, the University had the largest enrollment of Asian undergraduate students, the largest enrollment of Hispanic undergraduate students, and the largest enrollment of African American undergraduate students in its history.⁵⁵

In addition, the implementation of the Native American Promise Tuition Program occurred in Fall 2022. As of June 2022, there was a 21% increase (compared to Fall 2020) in the number of Native American applicants for Fall 2022 who have confirmed their attendance at a campus in the UMN system⁵⁶.

The University of Minnesota Rochester (UMR) was named a 2021-2022 College of Distinction for Equity and Inclusion due to their dedication to equal opportunity for all students, faculty, and staff⁵⁷. According to Colleges of Distinction COO, Tyson Schritter, UMR has “created a welcoming environment for underserved students. It’s a tremendous opportunity to highlight the noteworthy support offered for students who might not otherwise study and thrive on a college campus.”⁵⁸

The NXT GEN MD program began in Fall 2022 as a cost-reducing, accelerated program which prepares diverse students for meaningful careers in the high-demand sector of Healthcare⁵⁹. This year-round, 2.5-year undergraduate program will decrease overall college costs by at least \$26,000, while students also engage in credit bearing, paid internships during the program. Graduates will be positioned to begin earning sooner, entering the workforce 18 months earlier than the traditional four (or six) year path to undergraduate degree completion.⁶⁰

The Voice, Art, and Community Series is a partnership between the University of Minnesota and local community members that are meant to provoke nuanced conversations about our institutional

⁵² <https://admissions.tc.umn.edu/race-ethnicity-definitions>

⁵³ https://president.umn.edu/sites/president.umn.edu/files/2022-07/DEI-REPORT-June30-final_0.pdf#page=4

⁵⁴ https://president.umn.edu/sites/president.umn.edu/files/2022-07/DEI-REPORT-June30-final_0.pdf#page=4

⁵⁵ https://president.umn.edu/sites/president.umn.edu/files/2022-07/DEI-REPORT-June30-final_0.pdf#page=4

⁵⁶ <https://system.umn.edu/native-american-promise-tuition-program>

⁵⁷ <https://r.umn.edu/UMR-College-of-Distinction-21-22>

⁵⁸ <https://r.umn.edu/UMR-College-of-Distinction-21-22>

⁵⁹ <https://r.umn.edu/academics-research/undergraduate-programs/bshs/nxt-gen-med>

⁶⁰ <https://r.umn.edu/academics-research/undergraduate-programs/bshs/nxt-gen-med>

history, equity, and justice.⁶¹ This highlights diverse artistic voices and connects the University further with local populations.

Furthermore, the University has worked towards recruiting diverse PhD and postdoc candidates. In 2021, 4 out of 5 system campuses went to the Southern Regional Education Board conference, and all 5 are hoping to attend this year⁶². The President's Postdoctoral Fellowship Program was formed with the goal of forming a community and increasing the number of Postdocs that are hired to work towards transitioning them into tenure-track positions.⁶³ Of this year's cohort, all members are from underrepresented backgrounds in postdoctoral education.⁶⁴

Last year, the University also held its first Juneteenth celebration. This was primarily a community effort, held off campus but hosted by the University of Minnesota.⁶⁵

Through continuation and expansion of these, and more efforts, the University of Minnesota can further its commitment to diversity, equity, and inclusion, as well as build toward the goals listed in MPact 2025.

D. Recommendations

The following are the 2023 recommendations from the Student Representatives to the Board concerning diversity, equity, and inclusion:

1) Mandated Gopher Equity Project training for University staff, faculty, administrators and students

As the population that the University serves increases in diversity, which is highly likely, it becomes increasingly more important that **everyone** at the University is able to contribute to an environment where members of underserved communities feel that they belong. In order to provide a welcoming space for everyone to learn, (and to align with the University's mission in MPact 2025), we believe that mandatory module training will go a long way towards that goal. We also encourage the University to replicate the current efforts being undertaken by the College of Liberal Arts surrounding the Gopher Equity Project across the University system⁶⁶. Requiring all personnel at the

⁶¹ <https://president.umn.edu/voice-art-and-community>

⁶² <https://www.sreb.org>, Vice President Ramirez Fernandez and Associate Vice Provost Keisha Varma in conversation with Sara Davis and Niko Vasilopoulos

⁶³ <https://ppfp.umn.edu>, Vice President Ramirez Fernandez and Associate Vice Provost Keisha Varma in conversation with Sara Davis and Niko Vasilopoulos

⁶⁴ <https://ppfp.umn.edu>, Vice President Ramirez Fernandez and Associate Vice Provost Keisha Varma in conversation with Sara Davis and Niko Vasilopoulos

⁶⁵ Associate Vice Provost Keisha Varma in conversation with Sara Davis and Niko Vasilopoulos

⁶⁶ Recommendation developed by Student Representatives, the existence of CLA efforts were shared with us by Vice President Ramirez Fernandez in conversation with Sara Davis and Niko Vasilopoulos

University to take the training encourages top down solutions to better serve the community at the University of Minnesota.

2) Increasing the accessibility of accommodations for students

Given the importance that students are placing on mental health stated above, and also feedback from students seen in recent news articles, the services provided by campus Disability Resource Centers are crucial to student success.⁶⁷ As stated in a recent MN Daily article, the services provided by campus Disability Resource Centers are large contributing factors to students choosing to come to the University of Minnesota.⁶⁸ The Morris Campus has one staffer to support students requiring these services⁶⁹. An inability to access those services fails to include these students, and also damages retention prospects. The University must increase its efforts to solicit feedback from students on what services they require, and follow through on these recommendations. Allowing all students to feel like their needs are met is crucial to an inclusive University environment, and the success of many underserved student populations.

3) Increase efforts to retain faculty and staff of color

While the Board of Regents has spoken about retention of University staff in its recent meetings, it is clear that direct efforts must be made, as there is a large gap in this area. According to the Diversity, Equity, and Inclusion Systemwide Review “At all campuses, faculty alone and staff alone were the intended beneficiaries of only a small percentage of initiatives. The relatively small percentage which addressed the unique needs of faculty and staff may be an area to review and address.”⁷⁰ In addition, the report mentions that the majority of initiatives at Duluth, and Rochester and three quarters at Morris were student focused when the cumulative total of the three student categories was considered. We suggest that the University survey faculty and create a systemwide strategy to improve their work environments in order to retain these crucial members of the University community.

4) Increase community involvement

The Board of Regents has made recent efforts with the public comment pilot program to facilitate community input, which is a great starting point and an effort that has long been called for. Hearing the voices of those the University can affect should make a positive impact on the University’s decisions going forward. We encourage the University to continue to solicit community input in campus safety reforms, the Twin Cities Campus Master Plan⁷¹, and continually engage with its Tribal Partners. Most importantly, this goal will not be accomplished by simply providing a platform

⁶⁷ <https://mndaily.com/273390/news/captionists-speak-out-as-drc-terminates-7-full-time-captionists/>

⁶⁸ <https://mndaily.com/273390/news/captionists-speak-out-as-drc-terminates-7-full-time-captionists/>

⁶⁹ Vice President Ramirez Fernandez in conversation with Sara Davis and Niko Vasilopoulos

⁷⁰ https://diversity.umn.edu/sites/oed.dl.umn.edu/files/media/umn_chp_report.pdf#page=14

⁷¹ <https://psre.umn.edu/sites/psre.umn.edu/files/2022-04/UMTC%20Campus%20Plan%202021%20web.pdf>

for the University to hear community members. Although this is a massive step towards accomplishing the mission of increasing community input, the University must also actively seek out and maintain partnerships with community members that it is not hearing. Only then will we truly be able to work towards this goal.

5) Adding an American Indian Center on the Morris Campus

Of the past student recommendations to the Board of Regents on issues of diversity, equity, and inclusion, the one recommendation where no efforts were made was from 2018 on creating an American Indian Center on the Morris campus. According to the Native American Student Life website, “American Indian students at Morris Graduate at rates higher than the national average for four-year colleges and demonstrate a commitment to multiculturalism, diversity, and social justice”⁷². Adding a space for these students to gather as a community demonstrates that Morris is a place where these students belong, a crucial component of the University’s increasing diversity, equity, and inclusion efforts.

⁷² <https://morris.umn.edu/native-american-student-life>

AFFORDABILITY

A. Overview

While an issue presently affecting students across the country, affordability is definitely a significant issue facing many students at the University of Minnesota. The cost of tuition, fees, and other expenses has been steadily increasing, making it more difficult for students to afford a college education. As a result, many students have had to take on significant debt or work multiple jobs to make ends meet, which can be a barrier to academic success and personal well-being.

Some of the most salient concerns voiced by students about affordability at the University of Minnesota include the high cost of tuition and fees, limited financial aid options, rising living costs, and limited availability of on-campus jobs. Students have also expressed frustration with the lack of transparency around how tuition and fees are allocated and the overall cost of attending the University.

Additionally, students from marginalized and low-income communities have reported feeling particularly impacted by the affordability issue. For many of these students, the high cost of attending college can be a significant barrier to accessing higher education and achieving their career goals.

In response to these concerns, the University has taken steps to address affordability, such as increasing financial aid options and launching initiatives aimed at reducing living costs. Since 2015, 9 recommendations have been made by the Student Representatives to the Board of Regents on the issue of affordability. 2 of the student recommendations were implemented, and efforts were made to work towards the goals of 4 of these recommendations, whereas the other 3 have not been addressed. Clearly, the issue of making college more affordable is a priority of the University. However, many students feel that more needs to be done to make college education more accessible and affordable for all students.

B. Audit of Previous Reports

According to the report from the Student Representatives to the Board of Regents in 2015, financial literacy skills are crucial to students' success in college. Transparency surrounding the actual costs associated with going to college enables students to plan more effectively to afford their education. Students surveyed were found to have overestimated their future salaries, while also underestimating the amount of debt they would have upon graduation⁷³. The Morris, Duluth, and Twin Cities campuses had financial literacy programs, whereas the other campuses essentially only offered

⁷³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=112

workshops surrounding loans and financial aid⁷⁴. Greater efforts can be made to ensure students have access to financial literacy and financial planning resources.

In addition, the Student Representatives particularly stress the importance of the University highlighting other options before loans, and preventing students from taking out loans without fully understanding their consequences⁷⁵. Early education financial literacy is important in college, when many students are trying to balance their budgets for the first time, and the University can do more to ensure its students make thoughtful financial decisions.

The following are the 2015 recommendations from the Student Representatives to the Board concerning financial literacy.⁷⁶

- 1) “Promotion of a culture at the University of Minnesota that places an emphasis on students making smart financial decisions. With such a culture, students will begin to steer away from the ‘buy now, pay for it later,’ mindset.”
- 2) “Increased number of ‘stopping points’ before students take out loans.”

The report generated by the Student Representatives in 2020 reiterates many of the points about financial literacy that we brought up in 2015. This report encourages the University to continue these efforts in regard to helping students gain more information about how to pay for their education, in addition to emphasizing the need for increased one-on-one financial counseling services⁷⁷. The 2020 report notes that at least 10 percent of students surveyed that left the University in their first year of study did so due to financial stress⁷⁸. Therefore, it is of crucial importance for the University of Minnesota to ensure that a college education remains affordable for its students.

The issue of financial transparency is also highlighted by the 2020 report. The University’s implementation of the MyU Finances tab makes it slightly easier for students to gain access to their financial information, and to have it all in one place⁷⁹. In addition, the STAR program makes it easier for colleges to grant and keep track of scholarships and financial aid to students, making it more likely students will receive such aid⁸⁰. In the past, University administrators have consulted with students when fees are possibly going to be raised, an important element of the process that the report notes is expected to continue, because a national survey found that fees are 20% of tuition⁸¹. This is of particular concern for graduate and professional students, who feel that these fees are

⁷⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=112

⁷⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=114

⁷⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=114

⁷⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=100>

⁷⁸ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=97>

⁷⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=100>

⁸⁰ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=103>

⁸¹ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=96>

primarily dedicated to undergraduate services⁸². The report therefore sincerely states the importance of financial transparency to guarantee to students and families that their education is achievable.

The following are the 2020 recommendations from the Student Representatives to the Board concerning affordability.⁸³

1. “Transparency of funds.”
2. “Transparency of Process and Accountability.”

Last year’s Student Representatives to the Board of Regents noted the concerns of the COVID-19 pandemic on affordability. Higher education nationwide was devastated by the pandemic, and the University did move to freeze tuition during the 2020-2021 academic year, however this did not apply to professional schools⁸⁴. Also made available to students were emergency and block grants, which were helpful to students facing financial crisis during the pandemic.⁸⁵ A continuation of these efforts would likely do a lot for overall retention of students at the University of Minnesota. Despite moving to remote education, and receiving federal financial support, the University increased tuition during the 2021-2022 academic year⁸⁶. At the time of publication, the University had not increased student wages.

The University of Minnesota did remain relatively affordable compared to Big 10 peers, and increased scholarships for students to be implemented in Fall 2022⁸⁷. The Native American Promise Tuition Program provides a full-ride scholarship for students on all campuses, and expanded the existing program on the Morris campus⁸⁸. The University also provides a full scholarship for transfer students with an annual family income under \$75,000, and highly discounted tuition for students whose families make under \$125,000 a year⁸⁹. These scholarships represent a significant contribution to the University’s mission, and towards making a college education accessible for more students.

The students of each campus have very different needs in regard to affordability, so increasing University efforts to listen to students and address these more unique aspects will go a long way towards increasing the overall affordability of the University of Minnesota. Duluth students graduate with highest average debt, Morris and Rochester face a lack of access to food, Crookston and professional students face high additional education expenses, graduate students are concerned about salaries not matching what was promised, and Twin Cities students struggle with high housing

⁸² <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=98>

⁸³ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=103>

⁸⁴ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=135>

⁸⁵ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=159>

⁸⁶ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=131>

⁸⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=131>

⁸⁸ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=130>

⁸⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=99>

costs⁹⁰. Providing more programs to address specific needs of students would increase the University's ability to provide everyone an affordable education.

The following are the 2022 recommendations from the Student Representatives to the Board concerning affordability. ⁹¹

- 1) "Tuition freeze for the 2022-2023 academic year."
- 2) "Student wage increases to meet the rising cost of living."
- 3) "Continued institutional support for emergency grants."

C. Systemwide Efforts

The aims of the University to increase affordability are obviously of great concern to students who have to cope with the continually rising costs of higher education. Over the years, the conversation has shifted from students' own ability to financially plan for their education to understanding that our systems and institutions must do more to ensure the cost of college is not an excessive burden to students.

The efforts surrounding increasing transparency about financial information for students has been a step in the right direction to make a college education accessible for all students. The use of technology obviously increases this drastically as programs like the MyU Finances Tab, OneStop's online chat feature, etc. are helpful ways for the University to ensure that students have access to the information they need to know if they can afford their education.⁹²

Scholarships, grants, and other forms of financial aid that do not have to be repaid are one of the major ways the University can reduce the financial burden on students. Gift aid increased by \$10 million over the last year, constituting a total of \$289.4 million given to students.⁹³ Continuing to focus on gift aid will not only draw students to the University, but will encourage student retention.

Current policy at the University of Minnesota is that all students pay a flat tuition fee for 13 credits, regardless of how many they are taking unless they receive an exemption⁹⁴. This policy is a great method of increasing affordability for students, because they are not charged for taking more credits. Students can therefore alter their schedules to some degree to suit their financial needs, which goes a long way towards creating a more affordable college experience.

The last major way the University has helped increase the affordability and accessibility of a college education is student wage increases. As of October 19, 2022 the minimum wage for student workers

⁹⁰ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=132>

⁹¹ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=159>

⁹² <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=100>

⁹³ <https://president.umn.edu/we-are-responsible-steward-resources>

⁹⁴ <https://onestop.umn.edu/finances/costs/tuition>

increased to \$15 an hour.⁹⁵ Universities are often the only employers where it is acceptable for their workers to still have school as their first priority, which should be the right of every student worker. Therefore, in order to provide students with the ability to provide for their current expenses, it is crucial for student wages to keep up with the cost of living. A minimum wage of \$15 an hour is a great way to make sure students can improve their future prospects with a degree and accommodate their current living expenses.

The University of Minnesota can further its commitment to creating a place that provides a quality education for all students by continuing these efforts, and implementing further recommendations, in order to fulfill its overall mission and purpose of public service.

D. Recommendations

The University of Minnesota is facing an affordability crisis, where the cost of tuition is rising faster than the increases in gift aid, making it challenging for students to afford higher education. To address this issue, a range of recommendations could be implemented.

- 1) We recommend that the University increase the amount of gift aid it offers to students. Gift aid is money given to students that does not need to be repaid, such as grants and scholarships.**

By offering more gift aid, the University could help offset the cost of tuition and reduce the need for students to take out loans to finance their education. To increase gift aid, the University could allocate more funding towards grants and scholarships. The University could also explore partnerships with external organizations to offer additional scholarship opportunities to students. By expanding the sources of gift aid available to students, the University could help ensure that students from all backgrounds have access to financial assistance to pay for their education.

In addition to increasing the amount of gift aid offered, the University could also ensure that the gift aid is distributed equitably. This would involve making sure that the gift aid is awarded based on financial need and academic merit, rather than factors such as race or gender. By ensuring that the gift aid is distributed fairly, the University could help level the playing field and ensure that all students have an equal opportunity to access higher education.

- 2) We recommend that the University promote scholarships more widely is an effective way for the University of Minnesota to help students overcome the affordability crisis.**

⁹⁵ <https://president.umn.edu/we-are-responsible-steward-resources>

This involves increasing awareness of the scholarships available and making the application process more straightforward for students. By doing so, the University could help more students apply for and qualify for financial aid.

To promote scholarships more widely, the University could increase its advertising efforts to raise awareness of the scholarship opportunities available to students. This could involve using a range of communication channels, such as social media, email, and traditional advertising methods like flyers and posters. The University could also collaborate with external organizations to advertise the scholarships they offer to students.

Making the scholarship application process more straightforward is also crucial. Often, the application process for scholarships can be complex and confusing, which can deter some students from applying. To overcome this issue, the University could streamline the application process, providing clear guidance on the application requirements and deadlines. Additionally, the University could offer workshops and support sessions to help students prepare their scholarship applications and answer any questions they may have.

Another way to promote scholarships more widely is to ensure that the scholarships offered are relevant and accessible to students from diverse backgrounds. This could involve creating scholarships that cater to the needs of specific student groups, such as first-generation college students, students from low-income backgrounds, and students from underrepresented communities. By doing so, the University could ensure that all students have equal access to financial aid and reduce the financial barriers to higher education.

3) The University could expand its emergency grant program by allocating more funds and making the application process more accessible.

This would ensure that students facing unexpected financial hardship could access financial assistance. As of Fall 2022, the University granted 312 out of 391 emergency grant applications, totaling \$214,000 in emergency funding. The average award was \$687, with 80% of grants awarded to undergraduate students and 20% to graduate and professional students.⁹⁶

Expanding the emergency grant program could also involve making the application process more accessible. Currently, the process involves filling out an application and submitting it to the University's Student Finances Office. However, some students may find the process confusing or may not know about the program's existence. To overcome this issue, the University could increase its outreach efforts to raise awareness of the program and simplify the application process.

⁹⁶Vice Provost McMaster in conversation with Sara Davis.

To do this, the University could advertise the program more widely to students, including those who may not be aware of the program's existence. The University could also provide additional resources to students, such as workshops or online tutorials, to help them navigate the application process.

Another way to expand the emergency grant program is to ensure that the grants are awarded fairly and equitably. This could involve creating specific criteria for emergency grant eligibility and increasing the number of grants available to graduate and professional students. By doing so, the University could ensure that all students facing unexpected financial hardship can access the financial assistance they need to continue their education.

4) We recommend that the University reduce the pace of tuition increases to ensure that costs remain affordable for students.

This would require budget cuts and austerity measures, but the long-term benefits of affordable education would be significant.

One way to reduce the pace of tuition increases is to focus on cost-cutting measures within the University. This could involve reducing administrative expenses, consolidating programs, and re-evaluating other expenses. The University could also consider implementing more efficient operational practices to reduce overall costs.

Another approach is to explore alternative sources of revenue. For example, the University could consider increasing partnerships with local businesses and organizations to secure additional funding. The University could also seek out more grants and donations from alumni and other benefactors to support students.

5) We recommend that the University considers implementing differential tuition fees as a means of addressing the affordability crisis.

By charging higher tuition fees for out-of-state residents, the University could generate additional revenue without burdening Minnesota residents with additional financial responsibilities.

However, it is important to note that implementing differential tuition fees may have unintended consequences. For instance, it could make the University less attractive to out-of-state students, which could have implications for enrollment and diversity. In addition, it could result in in-state students paying higher fees in the long run as the University seeks to balance its budget.

To mitigate these potential consequences, the University would need to carefully consider the impact of differential tuition fees on its student body and take steps to ensure that it remains accessible and affordable to all students. This may include investing in more financial aid programs, scholarships, and other forms of support to help students from all backgrounds pay for their education.

6) The University of Minnesota could benefit from being more transparent about the cost of tuition and the financial aid available.

This would help students make informed decisions about their education and better understand how their tuition dollars are being spent. The University could provide a detailed breakdown of fees and expenses, including how much goes to tuition, housing, meal plans, and other expenses. Additionally, providing detailed information about the grants and scholarships available would enable students to better plan their finances and seek out additional sources of aid.

State funding is a critical component of higher education funding, and the University of Minnesota could benefit from increased support from the state government. To secure more funding, the University could work with policymakers and community leaders to advocate for increased funding for higher education. This could involve presenting evidence of the value of higher education and the benefits that it provides to the state and its residents, including the economic impact of higher education and the role that the University plays in research and innovation.

In summary, a combination of increasing gift aid, promoting scholarships, expanding emergency grants, slowing down tuition increases, increasing transparency, and securing more state funding could be effective in addressing the affordability crisis at the University of Minnesota. By implementing these recommendations, the University could ensure that all students have access to higher education, regardless of their financial circumstances.

ACADEMIC SUCCESS

A. Overview

Academic success and undergraduate student outcomes remain a critical metric and point of interest for the University of Minnesota system, as well as for prospective and current undergraduate students. In the past eight years, the Representatives to the Board have discussed Academic success once, in 2020, just before the COVID-19 pandemic set in. These support resources focus on “advising and coaching resources that provide curricular and co-curricular support for students based on their backgrounds and identities...they may incorporate mentoring, coaching, and identity-specific resources on the University's campuses.”⁹⁷ However, there remains a continued need for data-informed decision-making, continuity across data collection methods, and a desire for transparency in graduation outcomes, career prospects, and other data related to undergraduate and academic success. After eight years, the Student Representatives to the Regents have chosen to revisit this topic again.

Since 2016, the Student Representatives to the Board of regents have made 9 recommendations to the Board regarding academic existence. Out of these recommendations only 1 has been accomplished. However, 6 of these recommendations have been addressed with progress made. The remaining recommendations have been addressed but with differing progress for each campus.

B. Audit of Previous Reports

In 2015, the student representatives presented their annual report to the Board of Regents which included a section on undergraduate outcomes. In this report, the representatives recommended the University “take a vested interest in collecting and distributing [salary, outcome, and post-graduation] data to students.”⁹⁸ These recommendations arose from an expressed interest in undergraduate students' post-graduation activities. In brevity: upcoming graduates of the University of Minnesota system were interested in knowing what life will be like after graduation, and if their education adequately prepared them for the job market and life ahead. In order to capture this data, recent or upcoming graduates were surveyed to collect opinions and perspectives about their perceived or actual academic success.

At the time of the 2015 report, graduate survey data was inconsistent across campuses. It was difficult to capture a comprehensive picture of undergraduate outcomes across the University system, as well as internally to the Twin Cities campus due in part to differing surveying tools utilized at the time of the report varied across colleges and system campuses. In the 2015 report, the Office of Institutional Research (OIR) on the Twin Cities campus utilized a survey from the

⁹⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=81>

⁹⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=104

Minnesota Student Association (MSA).⁹⁹ This survey reached the majority of colleges at the University of Minnesota - Twin Cities, with some exceptions. The Carlson School of Management (Carlson) and the College of Science and Engineering (CSE) engaged independent data collection methods to pursue “college specific questions,” as well as “earlier job recruitment periods for students enrolled in [their] respective college.”¹⁰⁰ The Crookston, Duluth, and Morris campuses sent out surveys unique to their campuses.¹⁰¹

An observed concern from 2015 was that Graduate data was not easily accessible to prospective, current, and matriculated students. Student representatives reported that “the following schools provided information somewhere on their website:”

- Carlson School of Management
- College of Design
- College of Food Agriculture, and Natural Resource Science
- College of Education and Human Development.

The following are the 2015 recommendations from the Student Representatives to the Board concerning graduate outcomes.¹⁰²

- 1) “The Outcomes Survey is adapted to fit the needs of all colleges across the University of Minnesota. With the adaptation of individual college needs, we recommend the encouragement of all University of Minnesota campuses to use The Outcomes Survey.
- 2) “The University supports and facilitates a culture that reports and engages with current students about graduate outcomes.”
- 3) “The University edits graduate outcomes data for confidentiality and information is released to students.”
- 4) “The University utilizes the graduate outcomes data to aid and support students in financial decisions, as well as to improve current programs and career service offices.

In 2018, the student representatives to the Board of Regents spoke on the issues of credit transfer and the unfortunate case of losing credits or not graduating on time in the transfer process between U of M system schools. This issue is crucial to student success outcomes, as it affects the number of students that graduate on time. The representatives proposed that campuses offering the same degree should structure their classes to make credit transfer easier¹⁰³. The best way to go about this is to promote cross-campus collaboration between system leaders that dictate the credit transfer process between campuses¹⁰⁴. However, the representatives did mention the unique experience each

⁹⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=104

¹⁰⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=105

¹⁰¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=106

¹⁰² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=107

¹⁰³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=126

¹⁰⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=127

campus brings to their specific programs¹⁰⁵. In these situations, it is the University's responsibility to be clear and straightforward about the credit transferability between campuses. It must be noted that the representatives valued the individual strengths of each campus but acknowledged the importance of transparency in potential transfer problems and the willingness of campuses to help.¹⁰⁶

The Student Representatives noted the importance of this issue, though no 2018 recommendations were made.

In 2020, student representatives presented a report to the Board of Regents which included a section on fostering success of students from underserved communities. The report mentioned that “academic success resources can serve multiple functions in a student’s academic career at the University of Minnesota, from guidance in class registration to support in navigating the life transitions that can occur during their studies.”¹⁰⁷ As such, these resources were vital at the time and remained as such throughout the early stages, peaks and troughs of COVID-19, and are still critical as COVID-19 moves into endemic phases and higher education takes different forms.

A positive aspect reported in 2020 is that more students from underserved communities than ever before have access to higher education. The number of undergraduate students of color on the Twin Cities campus, for instance, increased by 40.5 percent between 2009 and 2018.^{108 109}

The system campuses also reported strong successes. At the Crookston Campus: in 2019 was regrouped with a “first Forward” distinction for its effort with first-gen students,¹¹⁰ a strong commitment to distance learning advising practices, and on-campus tutoring services,¹¹¹ including a student success center with a peer mentoring program.

At the Duluth campus, it was reported mentoring services through its Cultural Outreach and Retention Effort (CORE) program, and pairing incoming multicultural students through mentoring services; mentoring services also facilitates events and functions on and off campus in Duluth throughout the year¹¹²

At the Morris campus, there was a focus on Native American students in their first year of college, highlighting the Native American Student Success (NASS) “assists students in their personal, social, intellectual, and ethical development in becoming life-long learners and responsible members of society,” and focuses on individualized and professional academic coaching, career and financial aid,

¹⁰⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=127

¹⁰⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2018.pdf#page=126

¹⁰⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=83>

¹⁰⁸ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-02/docket-mis-feb2020.pdf#page=65>

¹⁰⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=84>

¹¹⁰ <https://www.crk.umn.edu/sites/crk.umn.edu/files/campus-weekly-2019-06-25.pdf#page=1>

¹¹¹ Dr. Lamesha Brown (Director of the Student Success Center at UMC), in discussion with Austin Kraft, February 4, 2020

¹¹² <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=86>

and personal and social opportunity.¹¹³ The federally-funded TRIO program also remains a strong support system on the Morris campus.

At Rochester's campus, Rochester reported a team of eight success coaches who provide academic coaching, career coaching, and pre-health coaching. Through social media communications, the coaches provide students with news about professional development opportunities like information sessions on graduate programs. Career development opportunities for students from underserved communities include the Pre-Med Insight Program that pairs students with mentors who are medical students at the Mayo Clinic.^{114 115}

The Twin Cities campus reported a number of successes: For undergraduates, success was detailed in the multi rural student success committee (MSCC) report, but spoke to the successes and functions of initiatives such as Student Success Analytics (SSA), the Multicultural Center for Academic Excellence (MCAE), and the President's Emerging Scholars (PES) program. Additionally, Graduate students are overseen by the Graduate School Diversity Office (GSDO) and a Graduate Student & Postdoctoral Alliance for Diversity and Inclusivity works with the graduate school leadership team to “foster a diverse and inclusive culture”.¹¹⁶ Subsequently, Professional students in the Twin Cities have support through means such as Carlson's Graduate Business Career Center (GBCC) and the Emerging Leaders of Color (ELOC) program for high school students; the Medical school's Center of American Indian and Minority Health “seeks to support medical students through community and cultural events as well as preparatory programming for the United States Medical Licensing Exam”^{117 118}

The following are the 2020 recommendations from the Student Representatives to the Board concerning fostering academic success of students from underserved communities.¹¹⁹

1. “Measuring academic success for students from underserved communities systemwide.”
2. “Inventorying academic success resources and programs.”

In 2022, the student representatives to the Board of Regents discussed academics and how it has changed to become more flexible as a result of the COVID-19 pandemic. In the academic year of 2020-2021, classes were switched to online and hybrid learning. From its success, many institutions have continued this type of learning style in the following year. Furthermore, the incorporation of a pass/fail grading policy was implemented into academic courses, giving grace to all students facing

¹¹³ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=87>

¹¹⁴ <https://r.umn.edu/student-life/services/career-development-resources>

¹¹⁵ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=88>

¹¹⁶ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=91>

¹¹⁷ <https://med.umn.edu/caimh/medical-students>.

¹¹⁸ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=92>

¹¹⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=93>

personal hardships due to the pandemic. Few institutions have even implemented this policy in the 2020-2021 academic year.

The Representatives noted that all U of M schools began a more holistic review on admission applications. Universities also switched to a test optional admission process starting in the timeframe of 2020-2022. University of Minnesota Crookston's test admission was optional beginning Fall 2019.

The following are the 2022 recommendations from the Student Representatives to the Board concerning academics and flexibility.¹²⁰

- 1) "Test optional expansion for undergraduate, graduate, and professional students."
- 2) "Tracking guidelines for graduate research."
- 3) "Encouraging classroom Accessibility."

C. Systemwide Efforts

The systemwide efforts of the University are on par in the promotion of academic success for its students. The student regents reported that the Graduate Outcome survey would be replaced after 2015 with a measurement tool called "The Outcomes Survey" (OS) powered by CSO Research, Inc., and administered by the Institutional Data and Research (IDR).¹²¹ ¹²² In the 2015 report, it was recommended by the student regents to encourage its use across campuses which was very quickly applied. In Spring 2015, the Rochester campus transitioned to the OS tool.¹²³ Furthermore, Crookston joined the project in the 2017-18. Data from the Outcomes Survey is available as Post Graduation Survey from 2015 onward on the IDR website through the 2019-20 academic year for Crookston, Rochester, and the Twin Cities campus.

However, the OS survey data is not a full picture of the Twin Cities campus nor the University of Minnesota system at large.¹²⁴ ¹²⁵ As of 2019-20, the last reported and up-to-date year, the following colleges and system campuses were not captured by OS data:

- Carlson School of Management
- College of Science and Engineering

¹²⁰ <https://regents.umn.edu/sites/regents.umn.edu/files/2022-03/docket-bor-march2022-final.pdf#page=161>

¹²¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=105

¹²² The Office of Institutional Research (OIR) rebranded into IDR between 2015 and 2023.

¹²³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=105

¹²⁴ <https://idr.umn.edu/reports-by-topic-student-outcomes/post-graduation-survey>

¹²⁵ Per the IDR website: "This is not a true systemwide view of post graduate outcomes at the UMN because not all UMN campuses and colleges participated in the UMN Outcomes Survey each year the survey was administered. The following UMN campuses and colleges participated during the most recent 2019-20 administration period: UMN-Crookston, UMN-Rochester, TC College of Liberal Arts, TC College of Education and Human Development, TC College of Design, TC School of Nursing, TC College of Food, Agriculture, and Natural Resource Sciences, TC College of Biological Sciences, and the TC College of Continuing and Professional Studies."

- Health Science Education
- UMN-Morris
- UMN-Duluth

In relation to reporting and engaging with current students about graduate outcomes, it is important to note that, in the absence of OS data, most campuses and colleges in the UMN system provide some sort of publicly available data for students, current and prospective, to engage in order to make critical decisions. College of Nursing data is not clearly available online¹²⁶ and neither is data for the College of Health Science Education,¹²⁷ which does present a transparency barrier, but all other campuses and colleges have accessible information.

For a more robust systemwide measurement of academic success for students from underserved communities, as recommended in the 2020 report, data listed in the MPact 2025 reporting page, shares a number of data-driven stats regarding enrollment successes and opportunities for underserved communities. The Student Experience in the Research University (SERU) survey, in particular, was a useful tool for engaging data from undergraduate students across the system.

In 2022, SERU results revealed that the University of Minnesota's incoming 2022 freshman class who identify as Black, Indigenous, or POC was at a record high - 31%, a reported 10% increase from 2017, and an over 5% increase in two years.¹²⁸

This increase in BIPOC enrollment remains consistent across the system campuses:¹²⁹

- Crookston saw a drop from 19% down to 14.3%, but returned to 17.6%
- Duluth enrollment stayed above 15% between fall semesters 2020 and 2022.
- Morris saw an increase of over 10%, with now over 50% of the incoming freshman class of 2022 identifying as BIPOC.
- Rochester's growth of BIPOC enrollments between 2017 and 2022 grew from 31.9% to 45.6%.

MPact plan reporting and the Office of the Executive Vice President and Provost also generated a PDF called the "University Performance and Accountability Report," approved annually by the Board of Regents and published in February 2023.¹³⁰ This report features a high-level summary of the University of Minnesota's accomplishments, such as application counts, graduation rates, national standings, and student aid strategies. This report is a good summary of the MPact plan's accomplishments thus far, and serves as a good marketing tool for prospective students. However,

¹²⁶ <https://regents.umn.edu/sites/regents.umn.edu/files/2023-02/docket-bor-feb2023.pdf#page=62>

¹²⁷ <https://regents.umn.edu/sites/regents.umn.edu/files/2023-02/docket-bor-feb2023.pdf#page=62>

¹²⁸ [We are equitable, diverse and inclusive | Office of the President \(umn.edu\)](#)

¹²⁹ [We are equitable, diverse and inclusive | Office of the President \(umn.edu\)](#)

¹³⁰ <https://regents.umn.edu/sites/regents.umn.edu/files/2023-02/docket-bor-feb2023.pdf#page=62>

there is still a notable lack of presence of underserved student data and outcomes on this document, and on the MPact page as a whole.

One final document, the University Progress Card, published in February 2023, offers more detailed insight about undergraduate, graduate and professional, faculty and staff from underrepresented ethnicities.¹³¹ This document, part of the University Performance and Accountability Report, is a deeper data set, showing the baselines, currents, and goal marks for recruitment in BIPOC and underrepresented ethnicities. Data like that seen in the progress card is ideal for measuring and viewing success and opportunity benchmarks.¹³²

Since 2020, a number of critical resources and programs have emerged or been sustained to support BIPOC and underrepresented students. These include, but are certainly not limited to the BIPOC Mental Health Collective¹³³ and Multicultural Center for Academic Excellence (MCAE) as well as the MCAE Living Communities.¹³⁴

D. Recommendations for 2023

- 1) **We recommend that all undergraduate academic success data is clearly listed on all college and campus pages; is clearly accessible to all prospective, current, and past students and community members; and, updated as regularly as possible for accuracy and clarity.**

The student representatives are encouraged by the increased transparency in data metrics which foster and support student success at the University of Minnesota across the system. The increase in data transparency and transition towards a unified reporting system is promising. We thank those involved for their efforts in making this happen. We also see room for continued improvement and growth in this space.

Most colleges in the Twin Cities campuses have publicly available data. We recommend that the HSE and Nursing Colleges at the Twin Cities update their information to make undergraduate outcome data available to their students and the public.

We recognize the impact that COVID-19 has had in slowing or skewing the reporting processes and data collection. However, we recommend that reporting on statistics for colleges missing years 2018-2022 updated as soon as possible. These data sets remain critical to student outcomes, and remain valuable to students seeking information. Likewise, we recommend that data updates remain a priority for those in IDR and respective colleges. Valid, current, and correct data helps students

¹³¹ <https://regents.umn.edu/sites/regents.umn.edu/files/2023-02/docket-bor-feb2023.pdf#page=70>

¹³² <https://president.umn.edu/sites/president.umn.edu/files/2023-02/2023-Progress%20Card-Feb-1-2.pdf#page=4>

¹³³ [BIPOC Mental Health Collective | Student Counseling Service \(umn.edu\)](#)

¹³⁴ [Faculty & Advisor Services | Multicultural Center for Academic Excellence \(MCAE\) \(umn.edu\)](#)

make informed decisions for financial literacy and career outcomes which are critical to student success.

2) We recommend that the University of Minnesota system utilize one unified tool or reporting system to capture academic and student success outcomes for a more robust portrait of academic success across the system.

The move to a more unified reporting tool in 2015 for multiple colleges in the Twin Cities campus, and the Crookston and Rochester campuses shortly thereafter, was a commendable and strategic move. We applaud that decision for accessibility and transparency purposes and recommend such a move is taken further across campuses and colleges in the future. This could be accomplished by:

- Continuing to merge all campuses and colleges into an already-engaged tool, such as OS.
- Moving to a new reporting tool built from scratch, custom tailored to the University of Minnesota system.
- Finding a means to capture and archive existing data while moving forward with aggregate data across the Minnesota system (a combination of 1 and 2).

3) We recommend that the University continue its measurement of academic success for students from underserved communities systemwide.

As mentioned earlier in this report regarding undergraduate outcomes, there is a good set of data collection practices and publicly available data across the campuses and colleges which gauges academic success, with room to improve data collection practices and transparency. In tandem with earlier recommendations in this report regarding comprehensive and transparent data collection, we see an opportunity for data collection practices to incorporate more explicit means of measuring data regarding underrepresented students.

As mentioned in the 2020 report, the Graduate School is relatively unique among peer institutions in having a diversity office, and the school prides itself on the amount of data collected and analyzed through the gradSERU survey.¹³⁵ This wealth of data and the direction from an expert consultant on diversity and inclusion position the Graduate School to make data-informed decisions in designing and assessing programs for its students' academic success.¹³⁶

Data sets from the SERU and GradSERU, and documents like the Report Card and Accountability Report are critical to the health and future of the University system. We recommend those reports and surveying practices continue to occur. In the reporting process, we recommend that data displays and reports include information about BIPOC student outcomes as well. It is important to know who is coming into the University, but also important to know who is graduating, or leaving, and when or why. Transfer student data may also help provide insight into this topic as well.

¹³⁵ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=92>

¹³⁶ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=92>

4) We recommend that the University prioritize the academic success of those students who are marginalized or in positions of precarity.

In 2020, the Student representatives shared part of the University’s mission statement. We repeat again this year the University’s mission of teaching and learning:

“To share... knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and preparing graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.”¹³⁷

In the wake of local, national, and global crises which have transpired since March 2020, including the COVID-19 pandemic’s onset, George Floyd’s murder in Minneapolis, an increased violence level on the Twin Cities campus, increased rent and food prices due to inflation, the need for a strong commitment to students is necessary, in particular those from underserved communities.

A university cannot function without students; nor should it. We acknowledge and see who are Black, Indigenous, persons of color(s), queer, disabled, neurodiverse, parents, low-income, rural, and fall into other precarious and intersectional identities. All of these students are, to some degree, at risk of dropping out of college or not meeting their academic goals¹³⁸ because of systemic factors. It is hard to be a student, but it is harder to be a student from an underserved community in precarity.

As mentioned in the 2020 report, “Disparities experienced by communities underserved in higher education are not monolithic, with these disparities stemming from various factors and manifesting in distinct ways,” and the University has “a responsibility as the state’s land-grant institution to thoughtfully and impact fully address [these] challenges that affect the lived experiences of ... students across its campuses”¹³⁹ And, we feel that when a student pays to attend school, the school should, at minimum, support them back with their highest ability. As such, we recommend that more energy, tangible resources (such as money, places/spaces, and dedicated staffing), and time should be put into supporting students whose perspectives, time, and labor are frequently going under witnessed and under-supported. As this pursuit is taken up, we recommend that special attention is paid to core values of justice, equity, diversity and inclusion. The section of this report on diversity, equity and inclusion and its recommendations should be paid attention to, in particular, for more information on inclusive and just practices.

In order to help with this ongoing pursuit, we recommend the University prioritize the academic success of those students who are multiply marginalized or in positions of precarity. By continuing

¹³⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_mission_statement.pdf#page=1

¹³⁸ <https://research.com/universities-colleges/college-dropout-rates>

¹³⁹ <https://regents.umn.edu/sites/regents.umn.edu/files/2020-03/docket-bor-march2020-final.pdf#page=82>

to take inventory of programs, opportunities, offices, supports, audit them regularly, and make them accessible - to make them work *for* underrepresented students, and not make students work harder the collegiate experience will likely improve.

SUSTAINABILITY

A. Overview

Sustainability has been and continues to be a key mission of the University of Minnesota system. Of the previous reports, sustainability efforts have been a topic twice. The reports show considerable progress from all campuses in the system, both from their benchmark data years and from the previous reports. Still, the University has made progress in relation to their MPact 2025 goals as well as towards priorities identified by past Student Representatives. The Student Representatives have made a total of seven recommendations regarding sustainability, three of which were repeated in 2019 from the 2015 report. Of these, we can find that 2 have been definitively met, with the University beginning to reinstate Sustainability Committees and working groups, and a promotion of sustainability efforts being made across the system.

B. Audit of Previous Reports

In 2015, the Student Representatives outlined the important role the University of Minnesota has in being a leader in sustainability. The University is a member of the American College and University President's Climate Commitment (ACCUPCC), a commitment to “developing solutions for a healthy world” signed by 677 signatories.¹⁴⁰ The goal for these organizations, ultimately, is carbon neutrality. Emphasis is placed on the University as a role model for other Big Ten schools in sustainability. The Student Representatives note that a university's commitment to sustainability and the environment are a major factor for students in their decision to apply to a school.¹⁴¹ They stated that top talent is attracted to sustainability, and a continued commitment to sustainability is imperative.

The Student Representatives outline several obstacles from the perspectives of students across the campuses. The first of which is general awareness. They do note that there were over 170 environment themed courses being taught on the Twin Cities campus that spring, but overall should be included more in curriculum across disciplines.¹⁴² They note the difficulty in teaching people about the impact that switching to renewable energy has compared to just attempting to save energy, and the other minute changes that could make great impacts on sustainability. The other major obstacle they note is making changes under the intricacies of University policy. They give a specific example, quoting a student, “in order to get organics initiatives implemented you have to go through the recycling program, custodial program, the faculty/staff of a building, university administration, and sometimes food services and the sustainability department and make sure they are all in

¹⁴⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=108

¹⁴¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=108

¹⁴² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=109

agreement on how or if organics recycling should be implemented.”¹⁴³ They call for a structure that streamlines the process of engaging administrators in sustainability efforts from campus to campus.

In 2015, the student representatives acknowledged that the University had made several large strides toward sustainability efforts systemwide, but the final note they make is one about sustainable endowment. While the University had been putting in work towards divesting from fossil fuels, the student representatives called on university administrators to immediately freeze any new investments in the top 200 fossil fuel companies and to divest their endowment from these companies within 5 years. On top of this, they also strongly recommended the University make efforts to invest in Fossil-Fuel Free Indices.¹⁴⁴

The following are the 2015 recommendations from the Student Representatives to the Board concerning sustainability.¹⁴⁵

- 1) “Clearly defined roles in key areas of sustainability and common sustainability metrics for all University of Minnesota Campuses (i.e. energy savings measurements, food waste measurements etc.)”
- 2) “Promotion of greater collaboration between sustainability offices at all University of Minnesota campuses.
 - a) Require greater integration of sustainability office objectives and those of student groups.”
- 3) “Explore how to streamline sustainability initiatives that have been identified by students, prioritizing their input within the process.”
- 4) “Explore greater options towards a sustainable endowment; though options do exist, the OIB has yet to engage with sustainable indices and managers. The Board should continue to support and encourage the OIB to engage those managers in the near future.”

In 2019 the Student Representatives highlighted the sustainability achievements of the University system in order to better understand the places where improvements could still be made. They outline the mission of the University, being “a continuous effort integrating environmental, social and economic goals...[requiring] the collective actions of the University of Minnesota (University) community... The University is committed to incorporating sustainability into its teaching, research, and outreach and the operations that support them.”¹⁴⁶

Before diving into the campus-by-campus assessment of sustainability, they briefly touch on carbon emissions from the system as a whole. The University system as a whole is part of the Carbon

¹⁴³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=109

¹⁴⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=110

¹⁴⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2015.pdf#page=111

¹⁴⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sustainability_and_energy_efficiency.pdf#page=1

Commitment, a pledge of carbon neutrality by 2050.¹⁴⁷ In addition to this, several campuses had set their own, loftier goals regarding cutting carbon emissions. On the whole, between 2008 and 2019, the University had cut carbon emissions by 18% from the 2008 baseline, a significant step toward their goal of cutting 50% of emissions by 2021.¹⁴⁸

Crookston

As of 2019, Crookston's research efforts in regards to sustainability were primarily focused on reducing emissions by cutting commute times for students by developing better ways to distance learn. At the time, Polk County did not have a composting facility, which made efforts on that front difficult to achieve. The keys to progress, they note, are an inventory of greenhouse gas emissions, a concrete plan for achieving carbon neutrality, and to actually develop "recycling, curriculum, communication and outreach, physical operations, and food."¹⁴⁹ The student representatives also recommended more work in integrating sustainability into the curriculum. At the time the campus offered 6 majors in the Environmental Science category, as well as the Sustainable Life series, which connected students to opportunities to make sustainable choices in their lives. The Curricular Work Group was noted to be making efforts toward further integration of sustainability into the general curriculum, with additional goals to take learning about sustainability out of the classroom and to promote internships and study abroad programs. On the topic of outreach, the Crookston campus had been working within the campus as well as the wider community, reaching out to the k-12 schools in the area to work on sustainability curriculum materials and community programming.¹⁵⁰

Duluth

By 2017, Duluth had already reduced carbon emissions by 7.5%, attributed to general grid greening, which was a considerable step towards their goal of a 25% reduction by 2020. Additionally, students in the UMD SUN (Solar University Network) Delegation raised funding for a solar electric project that contributed toward a 900% solar capacity over that year. Using flyover drones and thermal imaging technology, UMD had begun identifying ways to further their energy efficiency to maximize savings. Beyond energy, UMD had also adopted a commitment to maintaining pollinator friendly practices in 2017.¹⁵¹ On teaching and learning, it was noted that the UMD general education requirements are the only ones with an explicit "sustainability" requirement. The goal is to leave students with a sense of competency regarding sustainability issues, across disciplines.¹⁵² The Duluth campus's outreach partially takes the shape of the Sustainable Agriculture Project, which seeks to grow food for campus dining while also offering sustainability education opportunities. The campus also donates eligible leftover food to Second Harvest Northern Lakes Food Bank. In addition, UMD

¹⁴⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=69

¹⁴⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=67

¹⁴⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=69

¹⁵⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=70

¹⁵¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=71

¹⁵² https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=71

is partnered with Minnesota Sea Grant, with the goal of planning how the campus can reduce runoff into Lake Superior. Finally, the Duluth campus purchased a block of 100 kW of solar in the first large Community Solar Garden in northern Minnesota.¹⁵³

Morris

In 2018, Morris had the highest AASHE STARS score of any higher education institution in the entire state. On top of this, Morris's emissions had been reduced 40% since 2007. The campus was the first public university in the nation to install a large-scale wind turbine, which produces 70% of UMM's electrical energy needs. With the goal of complete carbon neutrality by 2020, Morris was also in the process of converting their vehicle fleet to hybrid-vehicles, as well as the goal of meeting 70% of heating and cooling needs with the biomass gasification plant located on the Morris campus.¹⁵⁴ As of 2019, UMM had 2 majors related to sustainability, with an additional area of emphasis and a minor in Sustainability Leadership. UMM also offered programs such as Green Tours and classes across disciplines that offer a better understanding of sustainability and carbon literacy. UMM also had the goal of adding a general education requirement with a sustainability component.¹⁵⁵ The Morris Model, a multipartner initiative to extend not just to the Morris community, but beyond it, to the state of North-Rhein Westphalia, Germany. The Model centers around the ideas of clean energy, energy conservation, community resilience, and cultural exchange. The program allows for students to visit the state and experience energy transition and learn how Minnesota can follow these paths.¹⁵⁶

Rochester

On the Rochester campus, sustainability research is primarily focused on smart resource usage. Like Crookston, Rochester focuses on cutting emissions by reducing costly travel emissions by using video conferencing. Rochester also has a plan called *Vision Drives our Strategic Growth*, which outlines sustainability as a key part of their growth. Within their curriculum, UMR works to integrate sustainability into their Bachelor's of Science in Health Studies. The goal is to create an understanding of sustainability in the broader context of the health world.¹⁵⁷ In 2019, students at UMR had begun focusing on engaging with the community on sustainability efforts far more than years prior. Outreach initiatives included developing a citizen science air quality project, building relationships and strengthening partnerships with local organizations, and encouraging walking, cycling, use of public transit, and limited use of private vehicles to cut down on greenhouse gas emissions from vehicles.¹⁵⁸

¹⁵³ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=72

¹⁵⁴ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=73

¹⁵⁵ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=74

¹⁵⁶ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=74

¹⁵⁷ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=75

¹⁵⁸ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=76

Twin Cities

As of 2019, the Twin Cities campus had reduced their carbon emissions by 29% from the 2008 benchmark, largely due to renewable energy investments and co-generators. The school also works directly with the Institute on the Environment in St. Paul on interdisciplinary thinking on sustainability.¹⁵⁹ Within academics, the Twin Cities campus offers a Sustainability undergraduate minor, as well as internship opportunities and leadership opportunities in fields relating to sustainability. The student representatives also note the Grand Challenge Curriculum, which addresses a pressing global issue not able to be covered in a single semester. Many of these classes surround the topic of sustainability, stretching across disciplines and reaching students campus wide.¹⁶⁰ During this time the Twin Cities campus was working to expand its outreach, creating a circular economy within the community and bringing the corporate sector together with the University. The primary focus areas were lean energy, greening gray infrastructure, and increasing the use of organic and recycled materials and reducing waste.¹⁶¹

The following are the 2019 recommendations from the Student Representatives to the Board concerning sustainability:

- 1) “The centralization of communication of campus-specific and systemwide goals for carbon neutrality and emissions.”
- 2) “The reinstatement of the System Wide Strategic Sustainability Committee as a standing committee.”
- 3) “Identifying and prioritizing critical utilities and maintenance projects.”

C. Systemwide Efforts

As of the 2021 MPACT 2025 accountability report, the University system was on track in several key sustainability goals set for itself. With baseline data submitted for Times Higher Ed Sustainability Development Goal Ranking, and progress being made for the entire system to receive a gold AASHE STAR rating, the University’s self set goals for Sustainability Research were in the green.¹⁶² As of their 2022 report, their progress on these fronts remained at these points, but were still marked as “work underway and on track.”¹⁶³ The University has also been working to streamline sustainability work system-wide, with the implementation of Sustainability Committees and various working groups that collaborate with students, staff, and faculty on sustainability efforts. The primary goal of these committees is to work on Climate Action Planning to meet MPACT 2025

¹⁵⁹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=76

¹⁶⁰ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=77

¹⁶¹ https://regents.umn.edu/sites/regents.umn.edu/files/2019-08/docket-board_of_regents-mar2019.pdf#page=78

¹⁶² https://provost.umn.edu/sites/provost.umn.edu/files/2021-08/psp2021_final.pdf

¹⁶³

<https://idr.umn.edu/sites/idr.umn.edu/files/MPact%202025%20SWSP%20Annual%20Measures%20Update%20Report%20Feb%202023.pdf#page=5>

goals of sustainability leadership.¹⁶⁴ The current projected time frame for CAP is to have climate action plans for 2030 by 2023. The first phase of this planning has gone underway, with an initial survey of goals, challenges, risks, and core values of a diverse range of University voices.¹⁶⁵ From this survey, it was found that food waste, energy consumption in buildings, education and awareness, and equity and justice were all top priorities. Of these, it was determined by the University that waste did not have a sizable enough carbon footprint to be considered for CAP planning. Equity was also found to be a standout in importance to the group surveyed for this initial phase.¹⁶⁶ For each campus, data on various goals is readily available on their respective “Sustainability” pages, but each page offers different kinds of information on widely different sustainability efforts. There is no common set of metrics available on these sites. The only relative constant is carbon emissions, which appear on most, but not all, campus websites.

D. Recommendations

- 1) We recommend that the University continue to make efforts toward centralizing streamlining key efforts and metrics regarding sustainability.**
 - a) We recommend that key efforts and common sustainability metrics be made available on campus websites.**

Centralization of sustainability efforts was outlined as an important part of making progress towards the system wide goals in both past reports. However, CAP planning is still in its beginning phases, and concrete goals have yet to be created for the University system as a whole. There are no consistent markers regarding carbon emissions or initiatives contributing to MPACT 2025 goals. Additionally, as it currently stands, each campus’s “Sustainability” page offers different metrics, goals, and efforts towards sustainability. The University has made important steps toward streamlining initiatives and goals of the system, but this is not reflected on the campus websites. These goals being available publicly would add a level of accountability on the system campuses as they continue to work on sustainability efforts. We also see it as important to make these goals and initiatives accessible to current and prospective students, as the sustainability efforts of the University are a major draw.

- 2) We recommend greater transparency and accountability regarding the University’s divestment from fossil fuels.**

In 2015 it was strongly recommended by the Student Representatives that the University make efforts to divest from fossil fuels and make efforts toward sustainable endowments. As of 2022, the University has joined the Principles for Responsible Investment (PRI), an entity promoting the

¹⁶⁴ <https://sustainable.umn.edu/cap/engagement>

¹⁶⁵ <https://sustainable.umn.edu/sites/sustainable.umn.edu/files/2023-02/CAP%20Engagement%20Summary%20-%20Phase%201.pdf#page=2>

¹⁶⁶ <https://sustainable.umn.edu/sites/sustainable.umn.edu/files/2023-02/CAP%20Engagement%20Summary%20-%20Phase%201.pdf#page=2>

integration of environmental, social and governance priorities into institutional investment processes worldwide.¹⁶⁷ This shows a good step towards divestment from fossil fuels and greater investment in sustainable endowment. However, while assembling this report we came across great difficulty finding official reports of the University's efforts toward either of these recommendations. This lack of transparency is discouraging, and makes it difficult to write a conclusive recommendation on the subject itself. Therefore, we **strongly recommend** the University work toward greater transparency in regards to their investments in fossil fuels and progress toward divestment.

¹⁶⁷ <https://twin-cities.umn.edu/news-events/U-joins-principles-responsible-investment>

CONCLUSION

Overall, from 2015-2022 the Student Representatives to the Board of Regents have made a total of 61 recommendations to the Board on the topics that were covered in this report. Of these recommendations 39 have been either implemented, or efforts to reach the goals have been made. That means we can roughly estimate that over the course of 8 years the Board of Regents implemented students' report recommendations about 63% of the time. In addition to more efforts surrounding transparency, it is clear that the University can also do more to support the inclusion of student voices in its processes and decisions.

APPENDIX

Each year the Representatives to the Board of Regents work in consultation with our respective Student Government Bodies to provide the Board of Regents individual campus updates from the Student Body Presidents. Each campus has provided an update as to what they have been working on over the most recent academic year and any issues that are prevalent within their specific campus/student community.¹⁶⁸

Crookston: **Madison Elijah**

Duluth: **Nam Nguyen**

Morris: **Dylan Young**

Rochester: **Patricia Hernandez**

Twin Cities Undergraduate: **Flora Yang**

Council of Graduate:Students: **Drew Swartz**

Professional Student Government: **Summer Jabber**

¹⁶⁸ An update was not provided by the Morris Student Body President.

A. Duluth

The year has been a learning experience for UMDSA. With many new members joining, our Student Association is evolving and adapting to better serve the new student body. The dedication, passion, and ideas that each member brings reflects the needs, wants, and ideas of our school. In the past years, President Counihan and Bhakta primarily focused on COVID-19 and its lasting effects and set the grounds for UMDSA to thrive afterwards.

In August UMDSA launched the Free Legal Services program for students in Duluth. With the \$20,000 that was allocated to the Student Association Administrative budget and with the help of the Student Life Office, we were able to reach an agreement with the local Duluth law firm, Overom. Gunner, the lawyer from Overom, is on campus 4 times a month offering free legal consultation for a wide majority of problems to students undergoing a stressful time. There is also a zoom modality that students can attend if they have classes during the time Gunnar is on campus. The program is about to undergo its second pilot year, with hopes of extending this program to hiring a part-time lawyer to be on the UMD campus.

Our Student Organization Grants (SOG) program is being utilized more than ever. With the Fall SOG process allocating \$167,520 to 77 UMD Student Organizations and the Spring process allocating \$23,800 to 16 UMD Student Organizations. Around half of the clubs that are active on campus have received the funding they need to function.

Bulldog Lyft had a late start due to some legal issues that arose when the Twin Cities wanted to start a contract. Bulldog Lyft offers two \$8 coupons monthly that students can use for their rides. With these coupons, some of the rides are free to students. The program launched late in the last week of November but saw a hundred students utilizing the program. Both December and January saw more students utilizing Bulldog Lyft than in its entire history.

The External Affairs Committee led by Olivia Osei-Tutu has been hard at work. During the midterms UMDSA organized Voterpalooza and was joined by Bulldog Republicans, College Democrats, Kirby Student Center, League of Women Voters - Duluth, and SEE-Change, to help students register to vote, learn about candidates, and provide students with the necessary knowledge to do their civil duty. On Monday, February 13th, 2023, UMDSA members bussed down to the capital for Bulldog Lobby Day, an event that has been canceled or virtual in the past 3 years. There, UMDSA members showed Bulldog pride, and met with legislators, lobbying for the full approval of the University Capital Request.

Now UMDSA is focusing on the next year. With Duluth being a primarily tuition-funded campus, there are looming financial deficits for the University next year. This will result in many budget cuts and lowered funding to many critical areas of our campus. UMDSA has strengthened its SOG reserves and is prepared to give away more money than ever to student organizations the next

academic year. Currently our buildings are deteriorating; the Chemistry Building is in shambles. AB Anderson left unfinished and CEHSP in desperate need of wet labs. All of these projects are constrained by the lack of funding that UMD receives. We will continue to lobby and advocate for equitable funding of the UMD campus. The work this year as well as previous years has been hard but rewarding, setting up UMDSA to advocate for the students of UMD next year on an unheard of basis, to better UMD for current Bulldogs, as well as future Bulldogs.

President Nam Nguyen
UMDSA

B. Undergraduate Student Government (Twin Cities)

During the Fall semester, the Undergraduate Student Government (USG), previously known as the Minnesota Student Association, represented the voices of over 35,000 Twin Cities students through our advocacy initiatives. In the past several years, USG has been working extensively to improve student basic needs on campus and allow for a better student quality of life. In October, the Undergraduate student minimum wage was finally increased from \$10.33 to \$15 an hour to meet the minimum wage in the city of Minneapolis, which has received significant positive feedback from students. In the same vein of providing workers with a livable wage, we also worked extensively with the Teamsters Local 320 Union to ensure that both Teamsters and the University came to an agreement that respected the labor that keeps our University functioning.

Furthermore, USG suggested that the University develop a Basic Needs Strategic Plan to ensure that there is a long-term plan in place to ensure that student basic needs are met. We are excited to work together with Boynton Health and the Office of Student Affairs, along with many other stakeholders, to develop a plan that includes recommendations and metrics for the University, which is predicted to be finalized by the end of the Spring semester. Our Basic Needs Task Force is also continuing many advocacy efforts outlined in last year's update such as the Mobile Market and services related to housing insecurity. The Universal Transit Pass, which USG has collaborated with the University's Parking & Transportation Service and Metro Transit on for years, was also implemented this Fall, which expanded student access to more affordable food options among many other benefits.

Minnesota boasts one of the highest rates of youth voter turnout in the nation. Since 2022 is a midterms election year, USG led Row-the-Vote, a nonpartisan campus-wide voter outreach campaign that engaged over 25,000 students and was one of the most successful student voter efforts in University history. USG hired 15 paid, part-time student voting captains and trained over 120 volunteers to speak in over 600 classrooms, register 2000 students, help more than 8000 students pledge to vote, and rent out limousines and party buses to make voting a fun and accessible experience for students. In addition, USG also advocated and testified at the Minneapolis City Council for increased pedestrian street lighting in the Dinkytown and Marcy-Holmes areas of

campus to improve campus safety, among many other Government and Legislative Affairs initiatives.

On the Regents level, USG is delighted to continue our Shadowing Program to allow Regents to better understand the day-to-day student experience in order to make informed decisions regarding students and show students that the Regents are a resource. It was also our pleasure to work together with the Morris Campus Student Association (MCSA) to recommend Regent Tadd Johnson to the Governor's office to uphold the Native American voice that was previously missing from the Board.

USG is deeply committed to empowering student voices and working to improve the student experience overall on the Twin Cities Campus. For more updates regarding our projects, feel free to read our [Midyear Report](#) to see what our committees, task forces, and other staff members have been diligently working on. We expect that many of our advocacy efforts will relate to future Regent decisions in the future, and we look forward to continuing our partnership with the Board.

President Flora Yang
USG

C. Rochester

Rochester Student Association (RSA) targeted key issues that relate to the needs of the student body that encompass security, student housing, and food insecurity. This Spring, RSA has been mindful of safety and security by surveying the student body on faulty UCard usability along with offering students the option of extending 24 hour UCard-only access to student spaces¹. There have been multiple instances where students have felt threatened by intruders on the shared study spaces of 318 Commons, which is a hub for classrooms and student housing. In addition, we are navigating ways to prevent outsiders that may come in through the skyway and tighten security guidelines. We are carefully monitoring what the student body prefers to do in response to these issues along with providing resources like directing students to call the non-emergency line and notifying front desk workers.

RSA serves as the liaison between administration and the student body in regards to decisions regarding the new addition of the *Student Life Center* to student housing that opens for occupancy beginning Fall 2023². This building includes recreational spaces that our students have been lacking since the shutdown of the walkable YMCA last year due to the impact of COVID-19, and RSA currently advocates for maintenance of gym spaces at 318 Commons⁴ along with pushing for transport to 125 Live⁵, which is the gym that UMR has temporarily partnered with while the *Student Life Center* is in construction. Members of our student government who have personally toured this space, along with providing feedback on room layouts and pitching ideas on amenities to add in study spaces of this new building. Previously known as the Doubletree, freshmen are required to live in this building along with opting in to our brand-new meal plan. We believe that this

implementation of the meal plan will aid in addressing past food insecurity issues⁶. In the present, RSA keeps tabs on the management of the food pantry. The student body has raised concerns about the upkeep of the food pantry and has commented on the accumulation of expired food products, to which RSA has notified administration and requested clarity on the Channel One guidelines along with transparency on the training of the food pantry staff⁴.

RSA is committed to promoting the health of students not only through the food pantry, but through social events and emphasizing the importance of student life. We have continued to support student organizations through aiding in funding Hmong New Year, Muslim Student Association Night, and Research Club Panels⁷. In addition, we have partnered with UMR's ambassadors to host Homecoming events along with an End of Semester Carnival that promoted stress relief and encouraged school spirit in the midst of the pandemic⁷. Because our student body is so proactive in organizing events, RSA has affirmed a 5% increase in a student activities fee to continue supporting student life⁸. RSA are also dedicated advocates of student academic success by promotion of our unique JustAsk Thursday along with development of Student Academic Support Working Group⁹.

As a first-generation Filipino-American, I am proud that we are a campus rich in diversity with numerous multicultural organizations. Our student body is dedicated to furthering intercultural competence through participation in our unique *Diversity Dialogues*, along with attendance in student-led panels heading discussions on microaggressions in the classroom. RSA will continue to foster this welcoming environment, along with advocating to the Minnesota legislature and the Board of Regents for the funding of UMR in regards to our student body needs.

President Patricia Hernandez
RSA

¹Rochester Student Association. (13 February 2023). *RSA 23 Safety Survey*. Retrieved February, 15, 2023 from [📄 RSA 23 Safety Survey \(Responses\)](#)

²Baker, S. (2022, June 21). *Board of Regents approves UMR's plan to convert DoubleTree into student housing*. Med City Beat. Retrieved February 15, 2023, from <https://www.medcitybeat.com/news-blog/2022/umr-eyes-doubletree-for-student-housing#gsc.tab=0>

³Wall, J. (2022, January 31). *Closing of Rochester YMCA 'Devastating loss for this whole community'*. KIMT News 3. Retrieved February 15, 2023, from https://www.kimt.com/news/olmsted-county/closing-of-rochester-ymca-devastating-loss-for-this-whole-community/article_39667a18-8235-11ec-834d-f353802caddb7.html

⁴Rochester Student Association. (31 January 2023). *1/31/2023 Full Board Minutes*. Retrieved February 15, 2023 from [📄 1/31/2023 Full Board Minutes](#)

⁵Rochester Student Association. (17 October 2022). *125 Live Provided Transportation Survey*. Retrieved February, 15, 2023 from [📄 125 Live Provided Transportation \(Responses\)](#)

⁶Osiecki, K., Barnett, J., Mejia, A., Burley, T., Nyhus, K., & Pickens, K. (2022). Studying hard while hungry and broke: Striving for academic well-being while navigating food insecurity. *Journal of Agriculture, Food Systems, and Community Development*, 11(4), 183–195. <https://doi.org/10.5304/jafscd.2022.114.011>

⁷Rochester Student Association. (8 November 2022). *11/08/2022 Full Board Meeting Minutes*. Retrieved February, 15, 2023 from [11/08/2022 Full Board Meeting Minutes](#)

⁸Rochester Student Association. (6 December 2022). *12/06/2022 Full Board Minutes*. Retrieved February, 15, 2023 from [12/06/2022 Full Board Minutes](#)

⁹Rochester Student Association. (14 February 2023). *2/14/2023 Full Board Minutes*. Retrieved February, 15, 2023 from [2/14/2023 Full Board Minutes](#)

¹⁰Cotter, A. (2023, February 11). *UMR students host panel discussion about race in the classroom*. ABC 6 News - kaaltv.com. Retrieved February 15, 2023, from <https://www.kaaltv.com/news/top-news/umr-students-host-panel-discussion-about-race-in-the-classroom/>

D. The Council of Graduate Students

The Council of Graduate Students (COGS) is the representative body for graduate students at the University of Minnesota. COGS is committed to advocating for the needs and concerns of graduate students and to promote the general welfare of the University.

COGS is pleased to share that we accomplished a number of important tasks in 2022, and continues to work towards advocating towards issues and topics pertinent graduate student needs, wants, and values across the University of Minnesota into 2023. Below are some of our advocacy highlights from 2022.

Community Grants. In 2022, COGS created the community grants program, offering COGS program representatives up to \$200 to host a graduate student event to build community within the program, educate students about COGS, and give space to students to voice their priorities they want COGS to focus on. Several programs and hundreds of graduate students have already benefited from this opportunity, but there are plenty of funds left to continue supporting these events. These events continue to be offered into 2023.

Justice, Equity, Diversity, and Inclusion. COGS initiated the conversation on caste-based discrimination, which has been endorsed by multiple Senate committees. We continue to support the effort as it progresses forward, and we are proud to have been a driving force behind this important issue. Additionally, we worked alongside the Professional Student Government (PSG) to create a task force with the mission of organizing and coordinating policy responses to institutional racism and policing. Our two groups successfully proposed and created a University Senate Committee on Campus Safety, requested an independent Operational Audit of the Department of Public Safety (including the University of Minnesota Police Department [UMPD]), and planned a Town Hall to discuss public safety with Dr. Cedric Alexander. This has helped to ensure that graduate students feel safe on campus and are treated fairly. We continue to pursue this work into 2023.

Graduate Student Finances. A major win in the 2022 year, COGS advocated for and won a payment plan and later due date for semester graduate student fees. No longer are fees due in the first month of the semester, at times before some students have even received a paycheck. This

critical move allows for graduate students to avoid further late fees and holds on accounts which can cause undue stress and burdens.

Graduate Student Health and Safety. Graduate student health was a critical advocacy point for the COGS team in 2022 as the pandemic continued through the year. In an cross-organizational effort, COGS teamed up with the Undergraduate Student Government (USG) and PSG to create a phased opening plan in response to the COVID-19 pandemic. We also authored a systemwide letter for enhanced access, flexibility, and stronger protocols for workplace and classroom safety for graduate students. This letter led to a systemwide COVID-19 Town Hall, masking at indoor Gopher athletic events, and increased access to PPE for graduate students. Additionally, COGS worked to develop the Provost's task force for faculty behavior in graduate education. We continue to work towards a safer University system for all graduate students, in and out of the classroom and labs.

Graduate Student Labor Support and Advocacy. Last year, COGS advocated for raises for graduate student workers. Workers across the University won 3.85% raises, and some colleges and departments saw raises above this rate. Additionally, in late 2022, COGS supported the Graduate Labor Coalition (GLC)'s petition. This petition, signed by over half of graduate student workers, advocated to raise graduate student stipends, lower graduate student fees, and alleviate the high burden on healthcare costs for graduate student parents. Ultimately, the University agreed to cover 75% of health insurance costs for graduate students' families, up from 65% before the petition was presented to the administration. Supporting graduate student labor with fair, equitable pay is COGS' number one voted-on priority by the general assembly continuing throughout the 2022-2023 academic year as well, so our work in this space is ongoing.

Transportation and Parking. One of our major accomplishments was winning better parking contracts for graduate students. This has allowed us to apply for quarterly permits, which has lowered the cost of parking from upwards of \$17 a day to as low as just a few dollars a day. This helped to alleviate the financial burden on graduate students. We also worked with the USG to get the Universal Transit Pass (UTP), which has significantly reduced transportation costs for all students and taken a step towards sustainability. This has made it easier for graduate students to get around and has had a positive impact on the environment.

President Drew Swartz
COGS

E. The Professional Student Government

The Professional Student Government (PSG) at the University of Minnesota represents over 6,000 professional students across the University's graduate and professional schools. PSG's mission is to advocate for and represent the unique needs and interests of professional students at the University of Minnesota.

To achieve this mission, the PSG has set several goals, including improving graduate and professional student quality of life, promoting diversity, equity, and inclusion within the professional student community, increasing funding for professional students, and advocating for improved access to resources and opportunities. PSG also seeks to facilitate communication and collaboration among graduate and professional students, as well as between students and the administration.

In pursuit of these goals, the PSG has undertaken various initiatives and programs, including hosting workshops and events on professional development and mental health, lobbying for increased funding for professional students, and partnering with other student organizations to promote diversity and inclusion. PSG has also worked to increase transparency and accessibility of resources for professional students by creating a comprehensive guidebook and online platform.

Professional students often have unique concerns and challenges that differ from those of undergraduate students. Professional students often have to pay higher tuition and fees, and may face additional expenses related to licensing exams, internships, or other professional requirements. Many professional students are also balancing work and family responsibilities, which can add to the financial burden. Professional students are often focused on building their careers, and may be concerned about the availability of job opportunities in their field, as well as the level of competition for these positions. Balancing academic demands with work and family responsibilities can be a major challenge for professional students. Many professional programs require extensive coursework, clinical rotations, or internships, which can be time-consuming and stressful. Additionally, professional students may need specific resources and support to succeed in their programs, such as access to clinical or research facilities, funding for conferences or research projects, or mentorship opportunities.

Overall, the concerns of professional students are diverse and complex, reflecting the unique challenges and opportunities of pursuing a graduate or professional degree. PSG remains committed to advocating for the needs and interests of professional students at the University of Minnesota and enhancing their overall experience as members of the University community.

Gabriel Richardson, Secretary of Regents
Professional Student Government

F. Crookston

Announcement

We now have a new advisor Monica Kustritz. We are very excited to have her as part of our team. She is very excited to make a fresh start for our CSA program and is already helping make monumental changes to help our program.

We also voted in a new Vice President, Rachel Meany. Rachel has always been a great asset to our team and we are looking forward to her taking on a bigger leadership role this spring semester.

We have gotten rid of the Senator for Committee on Committees position and replaced it with Senator for Liaison. The student filling this position, Zach Hanson, will maintain our social media accounts and find other opportunities for publicity.

Unfinished Business

Commuter Day - Mar 21, 2023: In order to give back to those students who drive to classes everyday we will be putting up a table with a fun activity for students to win prizes that are related to cars.

End of Year Dance - Apr 28, 2023: We are looking at bringing back the Grad Dance, but opening it up to all students, not just graduates. We have quite a bit of carryforward from not doing as many events the past few years. Our goal is to spend these funds on events and initiatives that serve the whole student body. Bringing back the End of Year Dance is a good way to bring some visibility to our newly revamped CSA board and end the year on a good note.

Student Group Handbook: We are working on updating our handbook for clubs and organizations. This will eventually lead to major amendments to our Constitution and Bylaws, but that will probably not be until next Fall semester.

Report of the Student Representatives to the Board of Regents

Riley Tuft, Duluth, Chair

Sara Davis, Twin Cities, Vice Chair

March 10, 2023



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Report Overview

- Audit of Previous Representative to the Board of Regents Reports
 - Mental Health
 - Diversity, Equity, and Inclusion Efforts
 - Affordability
 - Academic Success
 - Sustainability



Mental Health

- Previous Reports and Recommendations
 - 2016, 2017, 2019, and 2022
- Systemwide Efforts
 - PRISMH and Individual Campus Efforts
- Board Involvement, External Expert, and PRISMH



Diversity, Equity, and Inclusion Efforts

- Previous Reports and Recommendations
 - 2016, 2017, 2018, 2019, 2020, 2021, and 2022
- Systemwide Efforts
 - Increased Efforts, Diversity of the Student Body, and Recruitment of Diverse Students
- Gopher Equity Project Training, Retention, Community Involvement, and American Indian Center- Morris Campus



Affordability

- Previous Reports and Recommendations
 - 2015, 2020, and 2022
- Systemwide Efforts
 - Greater Transparency, Increased Gift Aid, and Student Wage Increases
- Gift Aid, Scholarship Promotion, Emergency Grant Program, Reduce Tuition Increases, and Differential Tuition Fees



Academic Success

- Previous Reports and Recommendations
 - 2015, 2020, and 2022
- Systemwide Efforts
 - Outcome Survey and Increased Resources
- Academic Success Data, Centralized Student Success Outcomes, Academic Success and Outcomes from Underserved Communities



Sustainability

- Previous Reports and Recommendations
 - 2015 and 2019
- Systemwide Efforts
 - MPact 2025 and Streamlining of Systemwide Efforts
- Centralization of Sustainability Efforts and Metrics, and Greater Transparency Regarding Divestment



Recommendations Overview

- 61 Recommendations from the Student Representatives to the Board of Regents in 5 Topic Areas Since 2015
- 63% of Recommendations have been Implemented or have Received Efforts Towards Implementation



Questions and Discussion



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Crookston Duluth Morris Rochester Twin Cities

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

AGENDA ITEM: Advancing a Vision for Diversity, Inclusion, Justice, and Equity

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Mercedes Ramírez Fernández, Vice President, Office for Equity and Diversity
Tina Marisam, Director of EOAA and Associate Vice President, Office for Equity and Diversity
Keisha Varma, Associate Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is to share the evolving Diversity, Inclusion, Justice, and Equity vision for the University. Main topics for the discussion include:

- Addressing recommendations from the University of Minnesota DEI Systemwide Review, conducted by Cambridge Hill Partners.
- Reorientation of the Office for Equity and Diversity.
- Updates from systemwide units and initiatives within the Office for Equity and Diversity.
- MPact 2025 Systemwide Strategic Plan (MPact 2025) DEI goals and progress.

BACKGROUND INFORMATION

Overview

The University's Office for Equity and Diversity (OED) has systemwide responsibilities to advance diversity, inclusion, justice, and equity. The March discussion will feature OED's systemwide work by highlighting the Disability Resource Center (DRC), the Office of Equal Opportunity and Affirmative Action (EOAA), the Office for Conflict Resolution, and the Office for Supplier Diversity. In addition, it will summarize initiatives to diversify the faculty, improve campus climate, and promote equitable and inclusive teaching practices.

OED Priorities and MPact 2025

OED's strategic priorities are:

1. Increasing representational diversity.
2. Improving campus climate.
3. Building, supporting, and aligning partnerships.

These priorities inform and mirror MPact 2025 Commitment 4: Community & Belonging. Commitment 4 is defined as “Fostering a welcoming community that values belonging, equity, diversity and dignity in people and ideas.” OED’s work is aligned with these guiding principles and critical to the realization of the University’s diversity, inclusion, justice, and equity goals.

Systemwide DEI Review

OED, in partnership with Cambridge Hill Partners (CHP), led a systemwide review during the 2021-22 academic year. The report of this review is guiding OED’s reorientation and directing the ways that the office will advance diversity, inclusion, justice and equity through its leadership, partnerships, programs, and initiatives. The report, [which is available online](#), was discussed with the Board at the October 2022 meeting.

The report outlines four pathways to drive systemwide actions and advance MPact 2025 goals.

1. Develop a DEI strategic plan, guided by key insights and questions from the review.
2. Build coordination infrastructure to better connect and scale current initiatives, and to encourage ongoing collaboration.
3. Support faculty and staff retention and wellness through collaborative planning, implementation of best practices, and continued engagement and review of progress.
4. Reorganize OED to strengthen strategic thought leadership and increase capacity and consistency systemwide.

The Board previously discussed this topic at the following meetings:

- October 2022: *Scope and Impact of DEI-Related Efforts Across the University*, Board of Regents

ADVANCING A VISION FOR DIVERSITY, INCLUSION, JUSTICE & EQUITY

Mercedes Ramírez Fernández, Vice President, Office for Equity and Diversity
Tina Marisam, Director of EOAA & Associate VP, Office for Equity and Diversity
Keisha Varma, Associate Vice President, Office for Equity and Diversity

Board of Regents

March 10, 2023

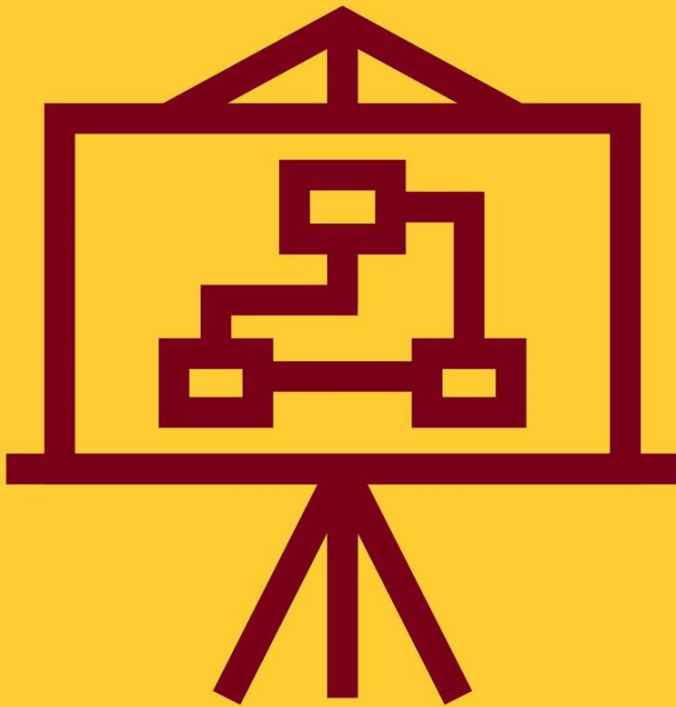


Diversity, Inclusion, Justice, and Equity Strategic Priorities

- Increase Representational Diversity
- Improve Campus Climate
- Build, Support, and Align Partnerships

CHP Pathways Forward: Clarify, Connect, & Collaborate



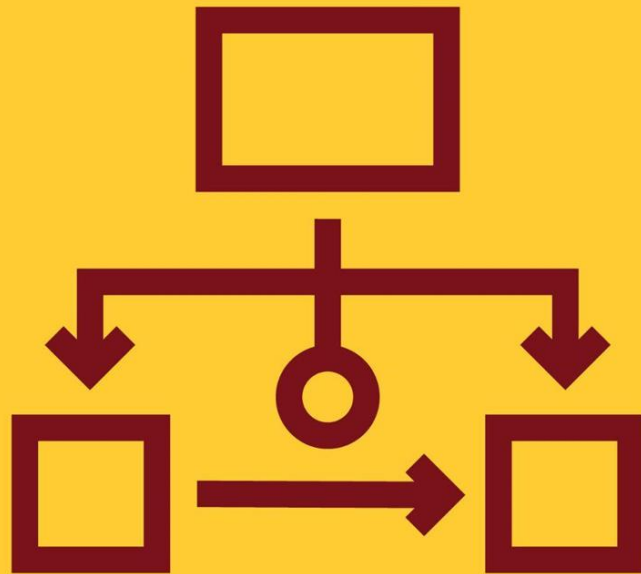


Reorganize the Office for Equity & Diversity (OED)

Reorganization of the Office for Equity and Diversity will strengthen strategic thought leadership, and increase capacity building and systemwide consistency.

- Associate Vice President for Institutional Engagement and Education Justice
- Sexual Misconduct Prevention Program Director
- Faculty and Staff Fellows

Build Coordination Infrastructure



- The Office for Equity & Diversity should create new synergies, scale up current U of M innovation and best practices, and reward collaboration:
 - Respond to current demand by sharing resources and tapping into faculty to address training and development demand
 - Workshop led by Dr. Menah Pratt
 - Faculty Fellows
 - Leverage existing diversity, equity, and inclusion (DEI) groups
 - DCoP
 - DEI Collective



The Gopher Equity Project

- In 2019, the Multicultural Student Success Committee recommended that the Twin Cities campus implement a diversity, equity and inclusion online educational module for new students as they begin their U of M career.
- The Gopher Equity Project, launched fall 2020, offered the online module for all undergraduate students on the Twin Cities campus, follow-up discussions in first-year courses or campus-wide Discussion Groups, and a website with additional resources.

Pilot Study in CLA

520

CLA Students participated in the modules

340

CLA Students completed a follow-up survey

93%

Agreed that the module was an effective introduction to DEI

90%

Recommended the University to offer this module to undergraduate students.



The Gopher Equity Project for Instructors

- For Graduate Students, Staff, Faculty & Supervisors (all instructors)
- Being led by CLA Associate Dean Malinda Lindquist and Kelly Collins, Director of Education in the Office for Equity and Diversity in collaboration with Susana Pelayo Woodward, UMN Duluth Assistant to the Chancellor for Inclusive Excellence
- Based on the undergraduate-facing Gopher Equity Modules (Twin Cities campus) and the workforce modules (Duluth campus)

A Collaborative Initiative

This initiative is a collaboration between:

U of M Duluth campus

CLA Office for Diversity, Equity, and Inclusion

U of M Office for Equity and Diversity

Office for Undergraduate Education

The Graduate School

Office for Human Resources

Office for Faculty & Academic Affairs

Office for Student Affairs

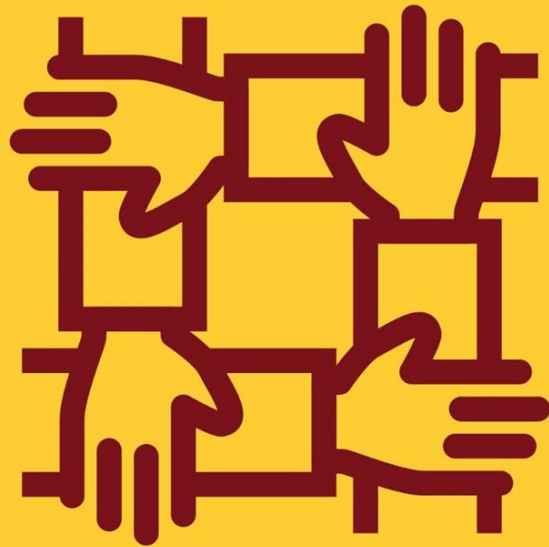


The Gopher Equity Project for Instructors

- 60-90 minute introduction to diversity, inclusion and belonging on our campus
- The platform allows for customized content development and curation
- Content will be created summer 2023
- Pilot study on the Twin Cities campus fall 2023

All members of the collegiate community need to be introduced to the basic vocabulary and meanings of diversity, equity, and inclusion in a college and university where these concepts and commitments are embedded in our mission and key to ensuring diverse student, staff, and faculty success.

Support Faculty & Staff Retention and Wellness



The University should support faculty and staff retention and wellness by:

- Developing systemwide faculty retention strategies
 - IChange Strategic Plan for Faculty Diversity
 - Faculty Women of Color in the Academy Conference
- Engaging a climate survey to assess belonging among students, staff and faculty
 - First U of M Systemwide DEI Campus Climate Survey was enacted in February 2023



The U of M Systemwide DEI Campus Climate Survey

- Responds to the MPact 2025 call for our university to foster a welcoming community that values belonging, equity, diversity and dignity in people and ideas.
- Follows recommendations from the AAU Advisory Board on Racial Equity in Higher Education co-chaired by University of Minnesota President Joan Gabel
- The university's first *systemwide* campus climate survey
- All faculty, staff, and students were invited to complete the survey during February 2023

Survey Topics

Discriminatory Events

Fair and Equitable Treatment

Climate Conditions in Your Unit

Feelings of Value & Belonging



Faculty Women of Color in the Academy Conference

- Educational and Professional opportunity for Indigenous and women of color in higher education to network, engage, and learn with colleagues from around the country.
- Topics
 - Leadership
 - Career Advancement
 - Personal Well-being
 - Scholar Activism

**2023 U of M
Participants**

.....

34 Faculty

**Assistant,
Associate & Full
Professors**

**Systemwide
Representation**

**Interdisciplinary
Community**

Disability Resource Center

FY22 Data

Students served	5,331
Employees served	2,370
Sign language interpreting hours	7,523
Real-time captioning hours	6,123
Accommodated exams administered	8,207
Access assistance hours delivered	23,352
Media files captioned	824
Pages converted to accessible formats	90,542

Facilitates access for disabled persons through consultations, partnerships, and the interactive process for providing reasonable accommodations for disability.

.....

379%

Increase in the number of people served by the DRC over the past 10 years.

Office for Conflict Resolution

Addresses workplace conflict and misconduct matters through:

- Informal assistance
 - strategic consultations
 - mediations
 - facilitated dialogues
- A formal grievance process

An independent, impartial, and confidential resource for employees experiencing conflict in the workplace.

.....

Serves all University employees and graduate assistants systemwide, except labor-represented employees.

Office for Conflict Resolution

In FY22, the 1.75 FTE OCR staff provided:

- 152 confidential strategic consultations for employees
- 14 mediations or facilitated dialogues for employees
- Training on addressing and resolving workplace conflict and misconduct for over 200 employees

OCR Visitors in FY22

- 48% P&A visitors
- 26% faculty visitors
- 24% Civil Service visitors
- 2% student worker visitors



Key FY22 Survey Data

- 100% of OCR visitors felt respected.
- 98% felt that OCR listened to their concerns.
- 90% felt that OCR helped to clarify their options.

Office for Supplier Diversity

- Supports the integration of businesses owned by BIPOC, women, and disabled persons, and other underserved businesses, into the University's supply chain.
- By providing support to underserved local businesses and connecting them with University purchasers systemwide, OSD leverages the University's resources to build powerful economic partnerships in our communities.

\$368m

Spent with BIPOC, women, and disabled-owned suppliers in the last five years

Doing Business with Minnesotans

- The Office for Supplier Diversity is committed to promoting and uplifting diverse, underserved businesses in our home state of Minnesota.
- In FY22, more than half of the University's total spend with diverse businesses was with MN-based suppliers.
- The University contracted with 300 MN-based diverse suppliers in FY22 – an increase of more than 20% from the previous year.

\$41.8m

Spent with 300 Minnesota-based BIPOC, women, and disabled-owned business in FY22

Equal Opportunity and Affirmative Action

Responds to systemwide reports of:

- **Discrimination**
- **Sexual misconduct** including sexual harassment, sexual assault, stalking, and relationship violence
- **Related retaliation**

EOAA Response Strategies

.....

- Formal investigation
- Informal problem-solving

Equal Opportunity and Affirmative Action

	FY19	FY20	FY21	FY22
Total EOAA Cases Systemwide	663	594	476	649
Student Respondent Cases	297	229	175	281
Employee & Third-Party Respondent Cases	366	365	301	368

EOAA addresses most matters through informal problem solving. In FY19-FY22, EOAA conducted an average of 57 investigations per year, and made an average of approximately 25 policy violation findings per year.

Sexual Misconduct Prevention Program

The systemwide Sexual Misconduct Prevention Program has been newly created to **provide strategic coordination of evidence-based sexual misconduct prevention initiatives and activities across the University's five campuses.**

Since 2017, the President's Initiative to Prevent Sexual Misconduct (PIPSM) has been charged with enhancing and expanding our sexual misconduct prevention efforts.

.....

We are continuing the work. PIPSM is now transitioning into the Sexual Misconduct Prevention Program within the Office for Equity and Diversity.

Required Professional Development for Instructors

In Spring 2023, the University will roll out a new required online course to all instructors systemwide entitled *Fundamentals of Disability Accommodations and Inclusive Course Design*

A partnership between the Executive Vice President and Provost and the Office for Equity and Diversity

Requested by University governance:

In Spring 2022, University governance recommended a required online course for all instructors on disability accommodations and inclusive course design.

Thank you



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

AGENDA ITEM: Update from the DEI Working Group

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Janie Mayeron, Chair, DEI Working Group

PURPOSE & KEY POINTS

The purpose of this item is to update the Board on the progress of its Diversity, Equity and Inclusion Working Group (Working Group).

The Working Group has three members, all Regents: Janie Mayeron, chair; Tadd Johnson; and Bo Thao-Urabe. It was charged in January with assisting Board leadership in developing and implementing a comprehensive diversity, equity and inclusion plan for the Board of Regents. At the March meeting, the Board will hear an update on the progress of that work.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 10, 2023

AGENDA ITEM: Making an Impact: UMN Morris

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Janet Schrunk Ericksen, Acting Chancellor, Morris campus

PURPOSE & KEY POINTS

The purpose of this item is to provide an overview of how the University of Minnesota Morris makes an impact locally, regionally, and at the state and national levels. This item supplements and contextualizes the 2023 *University Performance and Accountability Report* and addresses the Morris campus' progress on MPact 2025 Systemwide Strategic Plan (MPact 2025) goals, specifically:

- Commitment 1: Student Success
- Commitment 2: Discovery, Innovation, and Impact
- Commitment 3: MNtersections, especially in sustainability leadership, ag-innovation and partnerships

Additional details about Morris' impact are included in the docket.

BACKGROUND INFORMATION

Additional materials on the Morris impact include:

- 2023 [University Performance and Accountability Report](#). Morris summary on pages 18-19.
- [MPact 2025](#). See slides 7 and 12, and appendices.
- October 2022: [Progress Toward MPact 2025 Enrollment Goals: Morris](#) (begins on page 3), Mission Fulfillment Committee
- July 2021: [Campus Strategy: UMM](#) (begins on page 89), Board of Regents
- February 2018: [University of Minnesota Economic Impact](#) (begins on page 323), Board of Regents

MAKING AN IMPACT: UMN Morris

The University of Minnesota Morris is small and rural yet has a significant reach and impact. Where we are matters, as does what we do with our distinctive identity as a baccalaureate arts and sciences university that has both the capacity and the drive to innovate. Our size and location do not limit our reach. In fact, to the contrary: our size and location boost our reach, as what follows demonstrates. This overview provides context for MPact2025 progress and the UMN Accountability Report.

I. Sustainability Impact

In summer 2022, *The New York Times* featured the UMN Morris leadership in building a model, scaleable, sustainable living and learning community, with a focus on the transformative collaborations between the campus and the city of Morris. The article quotes a key partner, Morris City Manager Blaine Hill '97, a UMN Morris alumnus (major: Political Science and Government) and highlights work now led by the City of Morris sustainability coordinator and Morris Model coordinator, Griffin Peck '22 (Environmental Studies, Sustainability Studies) and Stevens County organics recycling program lead, Sydney Bauer '19 (Biology). The sustainability goals referenced are inspired by initiatives like the UMN Morris low-input, cold-weather compost system and its diversion of 1 million pounds of organics from area landfills – a model for northland communities developed with Minnesota Pollution Control Agency support.

Excerpt from the *NYTimes* article, “As Federal Climate-Fighting Tools Are Taken Away, Cities and States Step Up,” by Maggie Astor, published July 2, 2022:

By removing partisan politics from community discussions about climate policy, it's sometimes possible to reach a consensus that's been difficult to achieve on a national level.

That is what happened in Morris, a city of about 5,000 in Minnesota, not far from the South Dakota border. There, the University of Minnesota Morris campus leans left politically, while surrounding farming communities lean right. But both communities broadly support — and have helped to shape — the “[Morris Model](#),” which calls for reducing energy consumption 30 percent by 2030, producing 80 percent of the county's electricity locally by 2030 (thus guaranteeing it comes from renewable sources) and eliminating landfill waste by 2025.

“We've never focused on climate as being the thing to talk about, because you don't have to,” said Blaine Hill, the city manager, noting the benefits of lower energy bills and more local economic activity from the locally produced power. “You can go around that and just start working on stuff.”

Morris has solar panels on its community center, library, liquor store and city hall. It has installed an electric-vehicle charging station at the grocery store and is working on a composting program. The university has solar panels on poles, high enough for cows to graze underneath, and two wind turbines.

The University of Minnesota's West Central Research and Outreach Center uses wind energy to create fertilizer for crops that grow beneath the turbines — circumventing the

traditional, emissions-intensive process of making fertilizer, which is normally derived from petroleum.

Mike Reese, the director of renewable energy at the research center, said it didn't matter that he had political disagreements with Troy Goodnough, the sustainability director at the University of Minnesota Morris.

"Troy is on the more liberal side, I'm on the more conservative side," Mr. Reese said. "But we also share the same philosophies when it comes to changing climate, resiliency, but especially on generating wealth and making our community better for the next generations."

Mr. Goodnough said the campus often helped demonstrate technologies that were later adopted by the city. That's helped residents to consider options they might have otherwise dismissed.

"I have people coming up to me and going: 'Hey, how did you do that solar system on your roof?'" Mr. Hill said. "'That looks kind of cool.'"

One advantage of community strategies is that they can be tailored to the needs of the local economy — in the case of Morris, farming.

Morris Model Impact

UMN Morris and the city of Morris lead the Morris Model, an award-winning public engagement partnership to advance shared sustainability aspirations. The Morris Model focuses its work on "energy conservation, clean energy, community resilience, cultural exchange, and celebration with specific goal areas within clean and efficient energy, transportation, waste reduction and recycling, and education." The collaboration's top current goals are:

1. **Produce 80% of energy consumed** in Stevens County by 2030.
2. **Reduce energy consumption by 30%** in Stevens County by 2030.
3. **No land-filling of waste** generated within Stevens County by 2025.

The Morris Model leverages UMN Morris' connections and collaborations with local, national, and international sustainability leaders. Key efforts include:

- A climate protection agreement in partnership with the city of Morris,
- A technical partnership with the Muenster University of Applied Sciences facilitated via the UMN Institute on the Environment Climate Smart Municipalities program,
- And a sister-city learning collaboration with Saerbeck, Germany, one of Germany's greenest cities, a climate protection community, and winner of the European Energy Award – also a Climate Smart Municipalities collaboration.

International interns come to Morris each summer to learn more about Morris Model efforts and to exchange ideas.

Sustainability and Diversity Impact

The UMN Morris Intercultural Sustainability Leaders program partnered last year with the West Central Clean Energy Resource Team to bring college students together with clean energy professionals to discuss how the renewable energy sector might become more inclusive and serve as an economic driver for Indigenous communities and communities of color. Partnership conversations also enabled Indigenous students and students of color to learn about career opportunities where they can contribute to a more sustainable energy future.

UMN Morris is a clean energy leader and destination, with the notable achievement of carbon neutrality in electricity. UMN Morris produced more clean electricity per student of any campus in the United States. The campus plays a leadership role in advancing clean energy planning and experimentation across Minnesota in areas such as a current partnership with our local utility, Otter Tail Power Company and OATI – a Minnesota microgrid company – on a large battery storage development project.

Center for Renewable Energy Storage Technologies (CREST)

UMN Morris and UMN WCROC partnered in 2022 to launch the Center for Renewable Energy Storage Technology (CREST). Efficient, economical energy storage systems are a critical need in efforts to boost the reach and impacts of renewable power generation – a field poised for significant growth and attention. This new UMN intercollegiate Center will provide leadership in research, demonstration, education, and outreach by organizing teams and partnerships and incubating energy storage research and demonstration-scale projects.

A hallmark and unique characteristic of UMN Morris renewable energy efforts has been the ability to test systems at commercial or near-commercial scales – a crucial factor in moving new technologies from labs to the commercial market. CREST will also expand opportunities for UMN Morris students and other Minnesotans to learn more about energy storage technologies and potential applications.

CREST efforts include UMN WCROC’s recently announced hosting of an \$18.6 million US Department of Energy ARPA-E REFUEL Technology Integration ammonia pilot plant generating 1 metric ton/day. WCROC’s State of Minnesota Xcel Energy RDA account \$10 million allocation in the 2021 legislative session supports the development of ammonia-fueled power generation and self-contained ammonia storage technologies. The UMN Morris project to develop a large-scale battery-storage demonstration project funded by the Environmental Trust Fund in partnership with Otter Tail Power Company and Open Access Technology (OATI) adds to this transformative work. These groundbreaking projects build on and expand collaborations with University of Minnesota and regional partners and public and private sector innovators.

A UMN Morris graduate’s sustainability leadership story:

Chris Droske ’11, Chemistry - Energy Manager for the City of Minneapolis

“I knew UMN Morris was where I wanted to go. UMN Morris’s small class size and first-name basis allowed staff and professors to really get to know you as a person, your interests, and your educational and career goals. I was blessed with the opportunity to participate in undergraduate research, perform wetland monitoring as a summer internship, and be a two-year part-time member of the Minnesota GreenCorps working on energy conservation during my time in Morris.

Currently, Chris is serving as the energy manager for the City of Minneapolis and is managing the implementation of solar photovoltaic arrays across city-owned buildings to help Minneapolis reach its goal of 10% renewable energy generated on-site.

Chris feels like the opportunities he had outside of the classroom were also a big part of his career success. “What I liked most about UMN Morris was the campus community and ability to participate in so many different extracurricular activities.” Chris has two siblings who also attended UMN Morris, and says they also received a high quality education: **“My brother majored in history and then became a lawyer, my sister majored in French and is now a French professor, and I majored in chemistry and am working as an energy manager. A degree from UMN Morris will set you up well no matter what your future holds.”**

UMN Morris is the only UMN campus to have signed the full Second Nature Climate Commitment. We are playing a leadership role in helping to convene climate adaptation work in our cities and campuses across Minnesota. Almost a decade ago UMN Morris partnered to host the first Rural Climate Dialogue in Minnesota with the city of Morris. In 2022 UMN Morris partnered with The Nature Conservancy and Second Nature to continue our climate adaptation efforts, delivering a Community Resilience Building Workshop that may be a model for other campuses. And UMN Morris catalyzes projects that engage UMN resources in our region. Our partnerships with UMN WCROC, Southwest RSDP, West Central CERTs, and more leverage and extend sustainability work in our region.

II. Local/Regional Impact: Center for Community Partnerships, 2022-2023 Overview

The UMN Morris Clifford J. Benson Center for Community Partnerships fosters campus-community collaborations to address needs in small towns. The Center’s Office of Community Engagement and Center for Small Towns work toward the shared vision of more vibrant and equitable rural communities. A summary of current community collaborations follows.

Center for Community Partnerships Initiatives

The Center’s multi-year initiatives originate from a place-based rural challenge articulated by community members. The initiatives follow a four-phase process funded through the generous support of the Otto Bremer Trust, institutional funds, and community support.

Phase One: the Center coordinates an advisory group to conduct a community needs and assets assessment and shares the results with stakeholders.

Phase Two: the Center coordinates community-engaged learning courses, student interns, and faculty fellows to work with the advisory group on each output and outcome, until all have been addressed.

Phase Three: outcomes are shared with rural communities experiencing similar challenges, beginning a process to expand the initiative’s work beyond the original community/region.

Phase Four: ongoing work related to the initiative either becomes self-sustaining or has institutional commitments from UMN Morris or other organizations for ongoing support.

The Rural Intercultural Education Initiative focuses on alleviating educational and community engagement inequities for immigrants in Stevens County and expanding partnerships/sharing lessons learned to other rural MN communities. Next steps for Phase Three include providing

resources to communities interested in conducting their own needs and assets assessments and adding distance learning options for TERCERO to serve more communities.

Faculty Fellows: Tammy Berberi, Thomas Genova, Cristina Ortiz, Windy Gonzalez Roberts

Interns: Two UMN Morris students

Programs: Community ESL (English classes for adults taught by trained UMN Morris students); TERCERO (community translation and interpretation training); TREC-ESL (see TREC below)

Core Community Partners: Morris Area Community Education; Conexiones and Morris Area Schools; Conexiones

Status: Ongoing since 2013; Phase Three

The Stevens County Food Systems Initiative focuses on alleviating food insecurity in Stevens County. This year, the team is working toward two goals: creating a one stop resource for food security for the county and establishing a pilot mobile food shelf to serve outlying communities in the county using existing resources. We anticipate addressing additional goals over the next two years, including better connecting service providers, food producers, food distributors, and grocery stores to meet food security needs; establishing a community garden and/or greenhouse for improved food security; and working with grocery stores, city, and county government to provide delivery service to EBT users with transportation constraints.

Faculty Fellow: Ed Brands

Interns: Two UMN Morris students

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Core Community Partners: Stevens County Food Shelf; Horizon Public Health

Status: Ongoing since 2022; Phase Two

Faculty Research and Creative Activity Fellowships Center for Small Towns

The Center for Small Towns invites biennial proposals from faculty for a three-year fellowship exploring, planning, and implementing a research project or creative activity to meet critical needs in rural Minnesota communities. Three faculty hold fellowships: Ed Brands, Environmental Studies; Kristin Lamberty, Computer Science; and Denise Odello, Music; all are in their second year.

Connecting Students, Faculty, and Community Projects Center for Small Towns

This work centers proposals from community members for projects that might benefit from coordination support, faculty expertise, and/or student interns. These projects are funded through external sales when feasible, an ongoing partnership with the Regional Sustainable Development Partnership, generous support from the Otto Bremer Trust, institutional funds, and community support. Projects are structured in three levels.

Level One projects: CST places and oversees student interns in a project that is coordinated by an organization.

Level Two projects: a faculty member and/or CST staff are a part of the core team coordinating a project and meeting weekly.

Level Three projects: CST is leading the project or contracted to complete a project for a partnering organization. CST stays at the table as project outcomes are met and works with stakeholders to consider the question, “What comes next?”

100 Rural Women

Project Summary: 100 Rural Women’s goal is to conduct authentic engagement and ignite action in community leadership, civic engagement and rural entrepreneurship. In this project, leaders are supporting a dynamic team of staff and interns in data analysis, website improvement, and planning for a mentorship program for women seeking to run for elected office. This project is a collaboration with the Regional Sustainable Development Partnership and partially funded by Otto Bremer Trust.

- **Student Interns:** Two UMN Morris students
- **Status:** Level Two, ongoing since 2021

Bonanza Education Center

Project Summary: This collaboration with the Regional Sustainable Development Partnership seeks to develop a communications portfolio for the Center to Enhance Community Partnerships.

- **Student Intern:** a UMN Morris student
- **Status:** Level Two, new project

Center for Community Vitality-UMN Extension

Project Summary: Data entry and analysis for a range of Center for Community Vitality projects, funded through the support of UMN Extension.

- **Student Interns:** Two UMN Morris students
- **Status:** Level one, Ongoing since 2018

Center for Small Towns Communications

Project Summary: The Communications Intern works on ongoing communications tasks to share the Center’s programs and projects with stakeholders and the public, supported by the Otto Bremer Trust.

- **Student Intern:** a UMN Morris student
- **Status:** Level Three, ongoing since summer 2022

[Minnesota Musical Map](#)

Project Summary: The Minnesota Musical Map is a growing map of community ensembles in Minnesota. The map is part of a larger project that will ultimately be used to connect Minnesota music makers and provide additional support for ensembles.

- **Faculty Lead:** Denise Odello
- **Student Intern:** a UMN Morris student
- **Status:** Level Three, ongoing since 2021

Morris Area Tree Board

Project Summary: The Morris Area Tree Board works to enhance education about and care of trees in the Morris community. The intern will assist the tree board with administrative and tree care tasks.

- **Student Intern:** a UMN Morris student
- **Status:** Level One, New project

PartnerSHIP 4 Health

Project Summary: PartnerSHIP 4 Health is developing a four county regional food systems plan. The intern will work with a dynamic team to collect secondary data, conduct planning/outreach for asset mapping, and develop primary data collection and outreach to gather local data.

- **Student Intern:** a UMN Morris student
- **Status:** New Project, level one

Pomme de Terre Foods

Project Summary: Serving as the manager at Pomme de Terre Foods during a critical transition and integrating volunteers back into the work of PDT.

- **Student Intern:** a UMN Morris student
- **Status:** Level One, Summer 2022-Fall 2022

Someplace Safe

Project Summary: The research team is engaged in analyzing data from an ongoing research project about equity in the court system for survivors of intimate violence. The study will inform Someplace Safe's next steps in providing victim advocacy.

- **Faculty Advisors:** Jon Anderson and Kerry Michael
- **Student Interns:** 2 UMN Morris students
- **Status:** Level Three, Ongoing since 2019

Stevens County Organics Survey

Project Summary: The Stevens County Organics Survey project seeks to gather input about next steps for the county's composting project.

- **Faculty Lead:** Ed Brands
- **Student Intern:** a UMN Morris student
- **Status:** Level Three, New Project

Story Builder

Project Summary: Story Builder is an emerging software that aims to provide teachers and parents with a tool to build children's literacy skills in a creative way.

- **Faculty Lead:** Kristin Lamberty
- **Student Interns:** 2 UMN Morris students
- **Status:** Level Three, Ongoing since 2021

Uniting Cultures

Project Summary: This ongoing project seeks to collect stories and histories from residents in the multicultural community of St. James, MN. In this phase of the project, CST is supporting ongoing planning and working toward transcribing Spanish language interviews as a critical step

in the project's overall goals. The project is a collaboration with the Regional Sustainable Development Partnership with additional funding from Otto Bremer Trust.

- **Student Intern:** a UMN Morris student
- **Status:** Level Two, Ongoing since 2021

Wadena Development Authority

Project Summary: The city of Wadena is working toward a Creative Community Plan to enhance artistic and cultural resources in the region. Through background research, a community survey, and other community engagement efforts, the Wadena Development Authority hopes to have a plan to guide their work by summer 2023.

- **Faculty Advisor:** Mauri Systo
- **Student Intern:** a UMN Morris student
- **Status:** Level Two, New project

Community-Engaged Learning Office of Community Engagement

Community-engaged learning is a pedagogy that utilizes community service, community-based research, or other civic engagement activities along with regular reflective activities and assignments to meet both course goals and identified community needs. Office of Community Engagement staff work with faculty and community partners to create a project plan, pre-project preparation plan, implementation/logistics plan, reflection plan, and assessment plan.

Community-Engaged Learning Classes, Fall 2022

ARTS 1050: Beginning Ceramics

ARTS 3012: Media Studies: Ceramics

Faculty: Andrew Stansbury

Community need: Enhanced resources and education related to rural violence and poverty

Community partners: Prairie Renaissance Cultural Alliance, Someplace Safe, Stevens County Food Shelf

Project description: Ceramics students learn about rural violence and poverty and create bowls to be used at the annual Bread 'N Bowls awareness raising event.

French 1803: Fairies and Warriors: Medieval Legends and Fictions

Faculty: Lisa Bevevino

Community need: Improved recreational and educational opportunities in Morris area

Community partner: Morris Public Library

Description of project: Students planned a mini Medieval festival at the Morris Public Library, sharing what they had learned in the class through interactive activities for all ages.

Statistics 3901: Statistical Communication

Faculty: Jon Anderson

Community need: A clearer understanding of the rural court system and how well it serves survivors of intimate violence

Community partner: Someplace Safe

Description of project: In collaboration with an ongoing Center for Small Towns project, students analyze publicly available data, present to Someplace Safe staff, and contribute to a project report.

Theatre 2211: Oral Interpretation

Faculty: Siobhan Bremer

Community need: Enhanced cultural and artistic opportunities for youth in Morris area

Community partner: Chokio-Alberta Elementary School, Morris Area High School

Description of project: Students plan and lead interactive activities that teach literacy skills

Community-Engaged Learning Classes, Spring 2023

CSCI 3601 - Software Design and Development

Faculty: Kristin Lamberty

Community need: Food security in Stevens County

Community partner: Food Systems Initiative

Description of project: Students are developing a software that would better connect food providers, potential donors, and people who are food insecure.

French 1002

Faculty: Tammy Berberi

Community need: Enhanced cultural and artistic opportunities for Morris area youth

Community partner: Morris Area School District

Description of project: Students plan and teach an interactive after school French language and Francophone culture course for elementary school aged youth

Spanish 2002 and 3012

Faculty: Windy Roberts and James Wojtaszek

Community need: Enhanced ability for Spanish-speaking families to remain connected to their language and culture of origin

Community Partner: Morris Public Library

Description of project: Students will read and review children's and teen readers' books in Spanish. The books and reviews are then donated to the library, and students plan an event to encourage engagement with the books.

Spanish 3111 and 3112

Faculty: Tom Genova

Community Partner: Uniting Cultures

Description of project: Students will transcribe interviews conducted with Spanish-speaking community members in St. James and do research to contextualize those narratives in an historical context for the organization's eventual public display of oral histories.

Statistics 4761

Faculty: Jon Anderson

Community need: A clearer understanding of the rural court system and how well it serves survivors of intimate violence

Community partner: Someplace Safe

Description of project: In collaboration with an ongoing Center for Small Towns project, students analyze publicly available data, present to Someplace Safe staff, and contribute to a project report.

Community-Engaged Learning (CEL) fellowships

Office of Community Engagement staff also lead interdisciplinary teams, disciplines, and individual faculty through fellowships that prepare faculty to follow best practices and integrate CEL into the discipline and/or course learning outcomes. Faculty receive \$500 for completing the training and an additional \$1000 after teaching a CEL course for the first time. Current fellowships include:

- TRIO Student Services staff: exploring incorporation of community-engaged learning into students' first-year experience.
- Julia Dabbs, Art History; Laura Wiebe, Music: exploring integrating community-engaged learning into specific courses they teach.
- Psychology Discipline: exploring integration of community-engaged learning into the major.

Tutoring, Reading, and Empowering Children (TREC) Office of Community Engagement

TREC's mission is to:

1. promote literacy in children ages 0-18;
2. provide children with meaningful tutoring and mentoring experiences;
3. improve school readiness, school achievement, social-emotional development and intercultural competence among children;
4. provide UMN Morris students with meaningful work-study, volunteer, and service-learning opportunities that meet Campus Student Learning Objectives.

TREC-ESL

TREC-ESL is an interactive, bilingual learning space with pre-K and school-aged rooms. Between five to 20 youth read, do homework, and learn together with 10 paid and trained lead and assistant TREC tutors on Monday, Wednesday, and Thursday evenings and Wednesday and Friday afternoons.

Partners: Conexiones, Lazos, Morris Area Community Education

TREC-Storytime

TREC-Storytime uses proven pre-literacy learning strategies to foster pre-literacy skills and a love of books and reading. Between 10-30 pre-schoolers and their parents or daycare providers attend each TREC-Storytime session, led by four paid and trained TREC tutors.

Partner: Morris Public Library

TREC-Zone

TREC-Zone is an after school program focused on homework help, serving 20 to 40 youth each week, led by 20 paid and trained tutors.

Partner: Morris Area Community Education

Big Friend, Little Friend

Office of Community Engagement and Student Activities, Conferences, and Events

Big Friend, Little Friend is a campus life student organization supported by the Office of Community Engagement. College students are paired with elementary school children and spend at least two hours a week with one another in a mentoring relationship. In addition, BFLF hosts monthly events. OCE staff train big friends, ensure that we are following Safety of Minors policies, and support communication with parents, and support logistics and planning.

Students in Service (Pilot)

Office of Community Engagement

Students in Service positions are federal work-study entry level positions with organizations in Stevens County. Students in Service do work that would otherwise be done by volunteers and gain skills that will result in higher level work opportunities. In this year's pilot, Students in Service are serving the Stevens County Humane Society and Pomme de Terre Foods.

Community-Building Programs

Office of Community Engagement

The co-curricular community engagement student leadership team plans a series of programs meant to build community and meet direct needs in the Morris area community. Students and community members are invited to participate in these programs in a variety of ways.

Morris Community Meal

Morris Community Meal is a community-building program aimed at encouraging connection around food. Anyone can help plan, cook, serve, or enjoy a community meal. Community businesses, organizations, farmers, and faith communities fund and provide space for a free meal with 100 to 250 participants. Students and community members work alongside one another and eat together.

Fall Day of Service

Students learn about the Morris area community and engage in five short-term service projects in small groups.

Partners vary

Spooky U

Students learn about food security in Stevens County and work to eliminate it through Halloween-themed programs.

Partner: Stevens County Food Shelf

Pop Up Service Projects

The co-curricular student leadership team works with area organizations on pop up service projects that meet direct needs in the Morris area.

Partners vary

U.S. Fish and Wildlife Days of Service

Students learn about our unique prairie habitat and assist with field work, including butterfly tagging and seed harvesting.

Partner: U.S. Fish and Wildlife Service

Presents from Pounce

Students coordinate a donation campaign to ensure that all Morris area youth have holiday gifts.

Partner: Morris Area Women of Today

Bread 'N Bowls

Ceramics students, art faculty, and community artists donate bowls, which can be purchased at an awareness-raising event aimed at eliminating poverty and crime. Area businesses and faith communities donate food for a shared meal.

Partners: Prairie Renaissance Cultural Alliance, Someplace Safe, Stevens County Food Shelf

A UMN Morris graduate's community engagement impact story: Derek Nicholas '20, Economics, Management: Global Business - Nutrition program coordinator at Division of Indian Work, founder of Wiisinig LLC, and author of *Eating with the Seasons, Anishinaabeg, Great Lakes Region*

While the American Indian Tuition Waiver brought Derek Nicholas to UMN Morris, he didn't expect to find his Native American roots here. "I wasn't really connected to much of my culture until I came to Morris and I started taking language courses and learned to understand more about [Native American] cultures." After managing the Native American and organic gardens on campus, he was drawn to the food system. "Morris definitely helped bring out my passion for food," he says.

Today, Derek works as the nutrition program coordinator at Division of Indian Work, cooking healthy, culturally appropriate foods. He's also the founder of Wiisinig, LLC, which is dedicated to Indigenous food sovereignty and security.

Derek is grateful for the hands-on experiences and connections he had while at UMN Morris. "Morris gave me a few years of experience in [my chosen] field before graduating."

III. Local Partnership Impacts

Local partnerships and shared financial investments have created an out-sized impact for the UMN Morris campus and our area community.

In 2022, the Morris Softball Project created a shared community softball facility for use by students from kindergarten to college seniors. In the first year as construction continued, more than 750 individual athletes played on the new fields – with many area youth competing three to five times / week in the summer. Our leadership as a campus spurred shared investment in a project that the community can be—and is—proud of, with private giving providing 44% of the project cost and the UMN Morris and Morris Area School District each contributing 24%; the last 8% came from the Morris Area Community Education and Recreation program.

The softball project builds on a successful history of shared sports facilities in Morris. Big Cat Stadium has been home turf for the UMN Morris Cougars and Morris Area High School Tigers since 2006 and supports a variety of youth, district, and regional competitions. New turf was

installed in 2020 with UMN Morris and MAHS each paying a \$300K share of the cost rather than bearing the full burden of the facility upgrades.

The Regional Fitness Center has provided fitness opportunities for UMN Morris students, the Morris community, and Stevens County residents for over 20 years – serving over 2000 active users each year. The center operates as a joint powers partnership between the University, City of Morris, Morris Area School District, and Stevens County. With shared financial support from students and community members, the facility meets the needs of people of all ages and creates an opportunity for people to learn about UMN Morris and build connections on campus.

IV. Academic Pathway Impacts

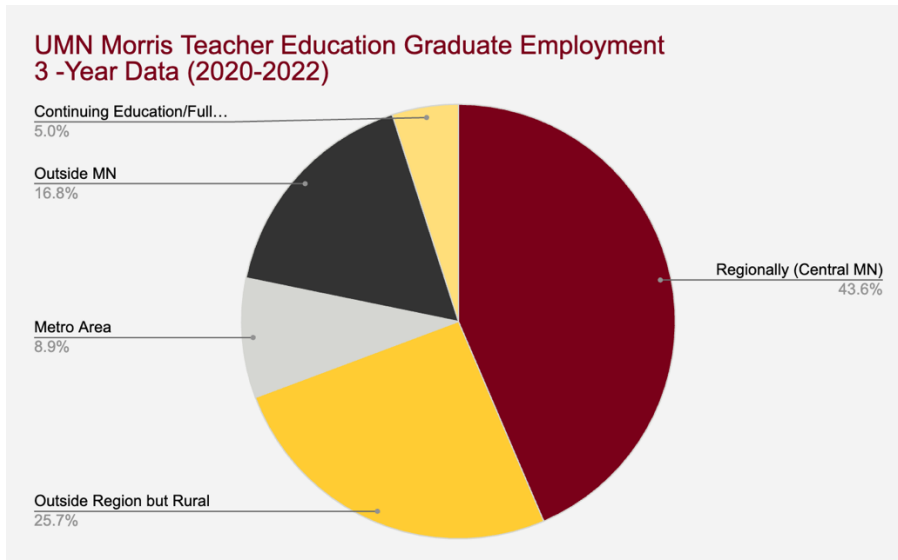
UMN Morris strives to meet workforce needs in the region, state, and beyond. One example of this is in teacher education, which has long been a hallmark of UMN Morris; our graduates are strongly represented both locally and in education positions across the state. A new example of this responsiveness is in our Licensed Alcohol and Drug Counseling program, which will be available to students starting next year.

Teacher Education

UMN Morris teacher education graduates (82) from 2020 to 2022 are teaching or employed in education related jobs – with most (78%) in Minnesota. Another 17% are employed outside Minnesota (in the midwest, Maryland, and Alaska, and internationally in Canada and Thailand). The remaining 5% are continuing their education – including as a Fulbright Scholar and in graduate school. As the graph shows, 70% of recent UMN Morris Education graduates are serving rural schools – 44% regionally in Central Minnesota, 26% in other rural Minnesota regions – with 9% in Twin Cities metro area school districts.

Four Minnesota school districts selected UMN Morris graduates as their 2022-2023 Teachers of the Year—all from Greater Minnesota. They are among 131 candidates for Minnesota’s 2023 Teacher of the Year.

- Mary Asche '95, Health and physical education teacher, Morris Area Schools
- Stephanie Groetsch '01, 2nd grade teacher, Alexandria Public Schools
- Patrick Mahoney '08, Social Studies teacher, Worthington High School
- Melinda Stewart '94, Spanish teacher / English language instructional coach, Fairmont High School



UMN Morris graduates serve in K-12 school leadership roles in Minnesota and beyond, supported by their UMN Morris experience and UMN Twin Cities and other advanced degrees. A few examples:

- Riley DuBois '00, Elementary Education – Vice Principal, International School of Tanganyika, Dar es Salaam, Tanzania
- Mindy Crawford '95, Elementary Education – Principal, Tiospa Zina Tribal School, Sisseton, SD
- Amy Millard '03, Elementary Education – Principal, Sauk Centre Elementary School
- Peter Olson-Skog '97, Elementary Education – Superintendent, School District 197 (West St. Paul, Mendota Heights, Eagan)
- Sarah Sorenson-Wagner '99, Elementary Education, Psychology – Principal, Woodbury High School
- Christine Zachow – Principal, Grandview Middle School, Westonka Public Schools

Two graduates highlight their UMN Morris teacher education pathways, abroad and at home:

Lizzie Kaiser '19, Elementary Education - middle school math teacher, Stockholm, Sweden

I think a common misconception about Morris is that it's a small school in the middle of nowhere... which, it is... but it's also so much more. UMM is a university with elite students, professors with published works and research, successful sports teams, friendly people, plenty of state-of-the-art resources, lots of on-campus activities, and a beautiful campus.

I believe I was as prepared as I could have been when entering the crazy world that is the teaching profession. During my time in the UMM elementary education program, I had teaching placements at various types of schools in kindergarten, second, third, fourth, fifth, seventh, and eighth grade classrooms. It was such an incredible opportunity to receive that type of well-rounded classroom exposure. I was also able to study abroad in

my senior year, as Professor Sara Lam thoroughly supported me in completing my four-month student teaching placement in Bray, Ireland.

Overall, I felt extremely prepared, even with the global pandemic that interrupted my first year of teaching.

Peter Ray '14, Theatre, English/Creative Writing, Secondary Education - English Teacher, West Central Area Secondary School, Barrett, MN

I chose Morris because, coming from a smaller school with smaller class sizes, I understood that a personal student-teacher relationship has a significant impact on student success.

For my Senior Project for my Theatre Major I was able to produce and direct a show at the local high school. This project required me to select a script, create a concept, cast, direct, manage designers and fabricators, and regularly document and share my progress with my professors. I quickly discovered that working with young people and helping them discover a confidence and a love for theatre was something that moved me deeply.

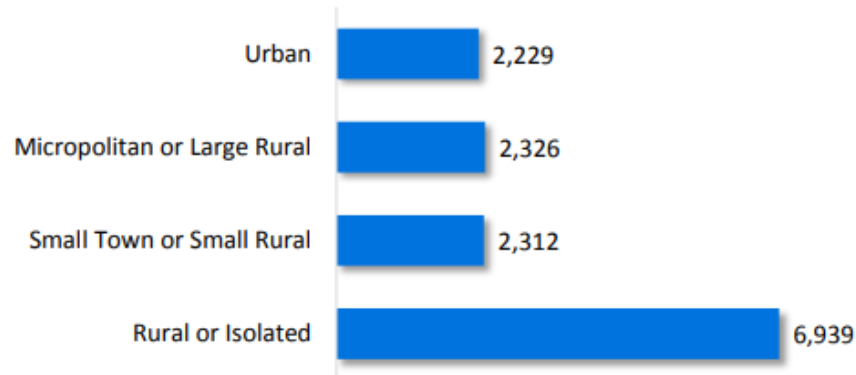
I was voted and put into a leadership position for the Improv Troupe by my peers. Aside from coaching my fellow improvisers I also was responsible for managing rehearsal space, communicating with our advisors, and running marketing and publicity. It seems silly to say that just making up stuff for Improv was a confidence booster, but it is sort of true. One of the first things I learned, and the first thing I taught, was the concept of “Yes, and.” The idea that you have to understand what your scene partner is saying, agree to their reality and truth, and add to it. It's tempting to respond to everything with "No, but" in the job. Morris actually taught me how to better collaborate and actually listen, instead of waiting for my turn to speak.

Licensed Alcohol and Drug Counseling (LADC)

UMN Morris Psychology faculty are developing a new student pathway to licensure in Alcohol and Drug Counseling in partnership with Fond du Lac Tribal and Community College. The pathway recognizes the need for counselors in tribal and other rural communities, builds on the colleges' existing coursework, and expands relationships with Tribal and Non-tribal agencies to create the extensive internships required for licensure.

A need for LADCs in Rural Areas: The majority of the state's licensed alcohol and drug counselors serve the Twin Cities metro area. There are nearly 7,000 Minnesotans for every LADC counselor across most rural/isolated areas (compared to 2,200 Minnesotans for every LADC counselor in the urban areas). Just one LADC resides in Stevens County serving Morris and the county's 9,700 residents, as well as the adjoining Traverse and Big Stone Counties where there are no LADCs. A MinnPost article ([“Minnesota’s supply of licensed alcohol and drug counselors isn’t meeting employer demand”](#)) detailing the “rapidly growing demand for LADCs in Minnesota and nationwide” noted the particularly significant need in rural communities.

Minnesota Population-to-LADC Ratio



Source: Minnesota Department of Health (MDH) geocoding and analysis of March, 2016 Minnesota Board of Behavioral Health and Therapy address data. Percentages above are based on 2,229 valid geocoded addresses.

Student Interest: The pathway provides access to a mental health career and state licensure without requiring completion of a graduate degree. Many prospective first generation and Pell-eligible students with a passion for psychology do not perceive graduate school as an option.

Other High-Impact Academic Pathways

UMN Morris graduates are well prepared for successful careers as well as for graduate and professional school. Approximately 95% of Morris graduates are employed or in graduate/professional school within a year of graduation. And recent survey responses indicate that 95% of graduates were satisfied with their UMN Morris experience.

A growing collection of UMN pathways directly linking UMN Morris students to UMN Twin Cities graduate and professional programs will extend the reach and impact of Morris alumni. Pathways include the following, with early admission and other advantages for UMN Morris graduates:

- Applied Economics - Master of Science in Applied Economics, UMN College of Food, Agriculture, and Natural Resources ([UMN Integrated Degree Program](#)), proposed 2023
- [Pharmacy](#) - Doctor of Pharmacy, UMN College of Pharmacy
- [Nursing](#) - Master of Nursing, Doctor of Nursing Practice, UMN School of Nursing
- [Veterinary medicine](#) (VetFast) - Bachelor of Science and Doctor of Veterinary Medicine, UMN College of Veterinary Medicine

Additional graduate pathways are in development with UMN Duluth and UMN Twin Cities.

Among recent UMN Morris graduates, approximately 30% on average have entered graduate school. UMN Morris graduates are sought after at the graduate level, and many choose to pursue future education within the University of Minnesota system. Since 2000, UMN Morris alumni have completed 173 UMN doctoral degrees (including 52 medical degrees), 32 UMN law degrees, and 362 UMN master's degrees, 73 of which are in the field of education.

Recent graduate and professional school destinations outside the UMN system include:

- Cornell University
- Dartmouth College
- Duke University
- Iowa State University
- Georgia Institute of Technology
- North Dakota State University
- South Dakota State University
- Stanford University
- Tufts University
- Yale University
- UMN Duluth
- UMN Twin Cities
- University of California, Berkeley
- University of Colorado Boulder
- University of Illinois at Urbana-Champaign
- University of Oregon
- The University of Utah
- Vanderbilt University
- Mayo Clinic College of Medicine and Science

Especially with a subsequent graduate or professional degree, UMN Morris graduates hold positions of influence across the region, state, and nation. UMN Morris graduates shaping the legal landscape, for example, include these highlights in the Minnesota and US Judicial Branches alone:

- Lorie Skjerven Gildea '84, Political Science - Chief Justice, MN Supreme Court
- Lois Regnier Conroy '94, Gender, Women, and Sexuality Studies - District Court Judge, MN Fourth District Court, Hennepin County; president, MN District Judges Association
- Benjamin Wilcox '00, English - District Court Judge, MN Eighth Judicial District, Stevens County
- Rachel Brand '95, Political Science - Former United States Assistant Attorney General

Morris graduates are also over-represented among Minnesota's rural doctors, dentists, and healthcare professionals. UMN Morris alumni have an impact locally, regionally, on the state, and beyond.

A recent example of an alumna who is contributing to the local community with a career in the sciences is Allison Pohlmann '22, Environmental Science (Melrose, MN) - Biological Science Lab Technician at USDA Agricultural Research Service, Morris, MN:

I changed my major three times before deciding on Environmental Science. I was not sure what to do and then I talked to my Chemistry PAL and professor and they suggested Environmental Science. ESci is the perfect mix of all of the areas of science.

Undergraduate research has been the highlight of my entire undergraduate career. It gave me the confidence to continue working in laboratory settings. I was also able to present at the American Chemical Society National Meeting in San Diego this past spring— my dream since I was a freshman. I found support from many people, especially from professors and friends. I have become close with a few professors who have given me guidance throughout my undergraduate career.

I love how many opportunities Morris has! With the small campus size, there are so many connections that can be made. I was recently hired as a Biological Science Technician at the USDA Soils Lab here in Morris.

The footprint of UMN Morris is, unsurprisingly, particularly large in the western part of the state. Of UMN Morris alumni from 2013-2022:

- 255 alumni live in the immediate region (Stevens, Grant, Douglas, Pope, Swift, Big Stone, and Traverse county) (10%)
- 404 alumni live in the expanded region (above, plus Wilkin, Otter Tail, Todd, Lac qui Parle, Chippewa, Kandiyohi, and western half of Stearns county) (16%)
- 53% live in Minnesota outside the Twin Cities Metro area

Longer term, all UMN Morris alumni:

- 1,569 alumni live in the immediate region (10%) - 83,999 total population in this area, 14,288 with bachelor's or higher
- 11% of all area higher education degree holders attended UMN Morris
- 2,773 alumni live in the expanded region (18%)
- 55% live in Minnesota outside the Twin Cities Metro area.

UMN Morris provides a “public-private” education, access to a high-quality and rigorous liberal arts college experience that includes:

- Collaboration with faculty on research (more than 50%)
- Internships and field experiences (almost 80%)
- Culminating senior experience – i.e., capstone course, senior project (100%)
- Study abroad (almost 50%; compared to 20% for other colleges).

The Morris campus fuels innovation and connections, and it contributes to a healthy and diverse workforce across the state, one that serves especially well talented individuals and populations that have been historically under-represented in higher education.

The University of Minnesota Morris provides a truly distinctive experience and graduates build here the skills that survey after survey indicates employers value and are seeking. The Morris campus is nationally ranked as one of the 50 best liberal arts and sciences universities in the nation, with the distinction of having the lowest cost of attendance after grants of any of these universities. UMN Morris offers a great return on investment and a wealth of opportunities for our students and, in turn, for the communities of which they are part after graduation.

Making an Impact

UNIVERSITY OF MINNESOTA MORRIS

Janet Schrunk Ericksen, Acting Chancellor, UMN-Morris
Board of Regents
March 10, 2023



UNIVERSITY OF MINNESOTA

Driven to Discover®

Crookston Duluth Morris Rochester Twin Cities



UMN MORRIS STRATEGIC VISION

The University of Minnesota Morris will be a national 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



Sustainability Impact

“We’ve never focused on climate as being the thing to talk about, because you don’t have to,” said Blaine Hill, the city manager, noting the benefits of lower energy bills and more local economic activity from the locally produced power. “You can go around that and just start working on stuff.”

—Blaine Hill
Morris City Manager
UMN Morris '87

As Federal Climate-Fighting Tools Are Taken Away, Cities and States Step Up

Across the country, local governments are accelerating their efforts to cut greenhouse gas emissions, in some cases bridging partisan divides. Their role will become increasingly important.

 Give this article    254



A wind farm run by Xcel Energy outside of Peetz, Colo. Xcel has pledged to reduce emissions 80 percent by 2030. Ryan David Brown for The New York Times

Sustainability Impact

- **Morris Model** - A community partnership model that promotes energy conservation, clean energy, community resilience, cultural exchange, and sustainable community through local, state, and global relationships.
- **Top goals for Stevens County include:**
 - **By 2030, produce 80% of consumed energy**
 - **30% reduction in energy consumption by 2030**
 - **No landfilling of waste generated within the county by 2025**



Sustainability Impact

- #1 campus in the US for most renewable electricity generated on campus per student (2019 by [Environment America](#))
- Top 10 performer in the [2022 AASHE Sustainable Campus Index](#), a publication that recognizes top-performing colleges and universities by institution type, as measured by the [Sustainability Tracking, Assessment & Rating System](#)
- [Carbon neutral in electricity](#) since 2020



Sustainability Impact

I

“UMN Morris’s small class size and first-name basis allowed staff and professors to really get to know you as a person, your interests, and your educational and career goals. I was blessed with the opportunity to participate in undergraduate research, perform wetland monitoring as a summer internship, and be a two-year part-time member of the Minnesota GreenCorps working on energy conservation during my time in Morris.”

**—Chris Droske
Energy Manager for the City of Minneapolis**

UMN Morris '11, Chemistry



Community Impact

The Rural Intercultural Education Initiative—UMN Morris Office of Community Engagement

Programs: Community ESL (English classes for adults taught by trained UMN Morris students);
TERCERO (community translation and interpretation training); TREC-ESL

Core Community Partners: Morris Area Community Education, Conexiones, and
Morris Area Schools



Community Impact

Morris Community Meal: Office of Community Engagement



A community-building program aimed at encouraging connection around food.

Several times a year, 100-250 community members receive a free meal from local businesses, organizations, farmers, and faith communities.

Students and community members work and eat alongside one another.

Community Impact

After managing the Native American and organic gardens on campus, he was drawn to the food system. “Morris definitely helped bring out my passion for food,” he says.

Derek is grateful for the hands-on experiences and connections he had while at UMN Morris. “Morris gave me a few years of experience in [my chosen] field before graduating.”

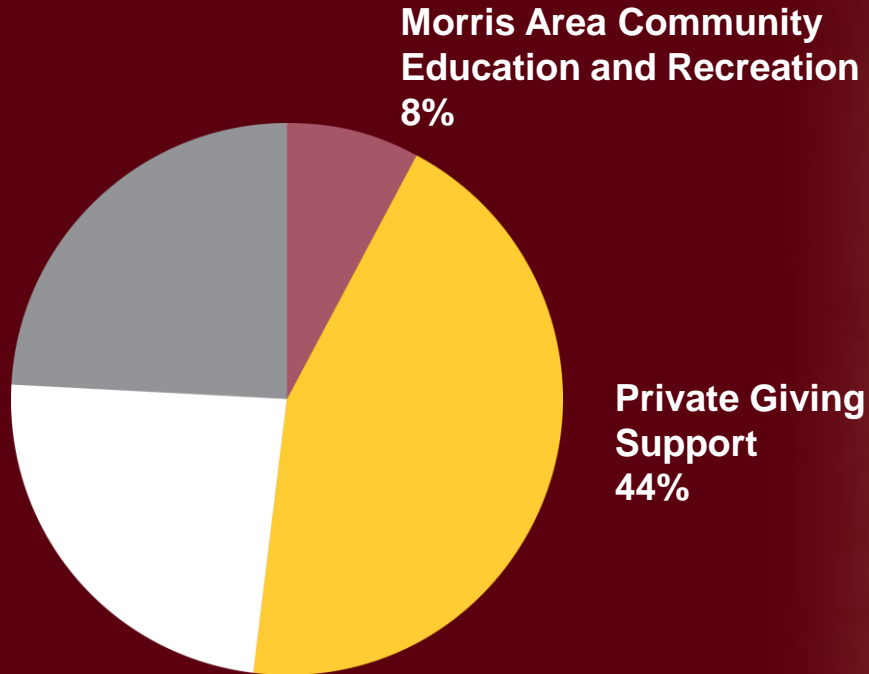
—Derek Nicholas
Nutrition program coordinator at Division of Indian Work,
founder of Wiising LLC, and
author of *Eating with the Seasons*,
Anishinaabeg, Great Lakes Region

UMN Morris '20, Economics, Management: Global Business



Community Partnership Impact

Morris Community Softball Project Funding Sources



Academic Pathway Impact

“It seems silly to say that just making up stuff for Improv was a confidence booster, but it is sort of true. One of the first things I learned, and the first thing I taught, was the concept of ‘Yes, and.’ The idea that you have to understand what your scene partner is saying, agree to their reality and truth, and add to it. It's tempting to respond to everything with ‘No, but’ in the job. Morris actually taught me how to better collaborate and actually listen.”

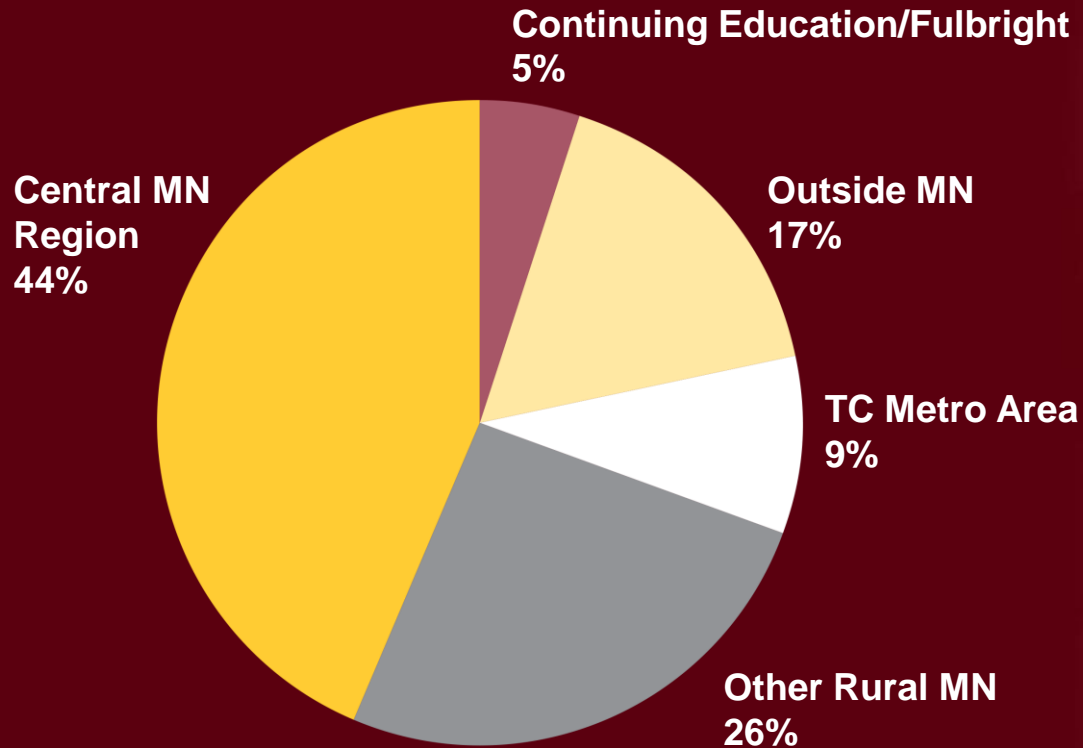
**—Peter Ray
English Teacher,
West Central Area Secondary School, Barrett, MN**

**UMN Morris '14, Theatre, English/Creative Writing,
Secondary Education**



Academic Pathway Impact

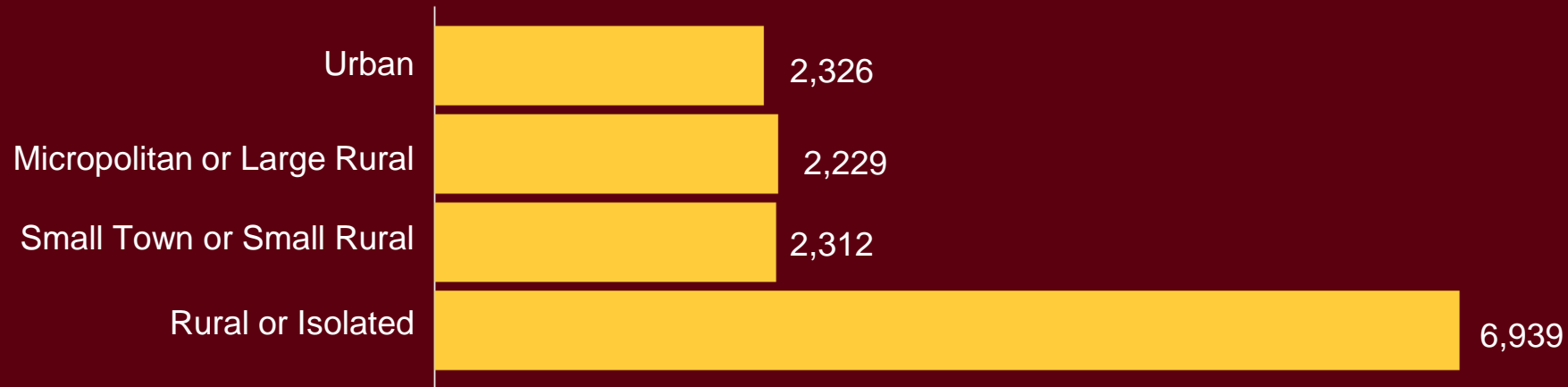
About 80% of 2020-22 UMN Morris Teacher Education graduates are employed in teaching or education-related jobs in MN



Academic Pathway Impact

What: UMN Morris Pre-Licensed Alcohol & Drug Counseling (Pre-LADC) Program

Why: Minnesota Population-to-LADC Ratio



Source: Minnesota Department of Health (MDH) geocoding and analysis of March, 2016, Minnesota Board of Behavioral Health and Therapy address data. Percentages above are based on 2,229 valid geocoded addresses.



Student Demographics

Enrollment	1,068
Gender	44% male 56% female
Race/Ethnicity	579 (54%) white 338 (32%) Native American 442 (41%) all BIPOC 33 (3%) international
Residency	Students from 33 states and 10 countries 832 (77%) Minnesota neighboring counties: 74 (9%) 47 (4%) South Dakota 25 (2%) North Dakota 25 (2%) Wisconsin 103 (10%) other US
First Generation	361 (34%)
Pell-Eligible	314 (29%)
Full time	994 (93%)
TC Metro	321 (30%)
Other MN	510 (48%)
Student-athletes	309 (29%)



Alumni Impact

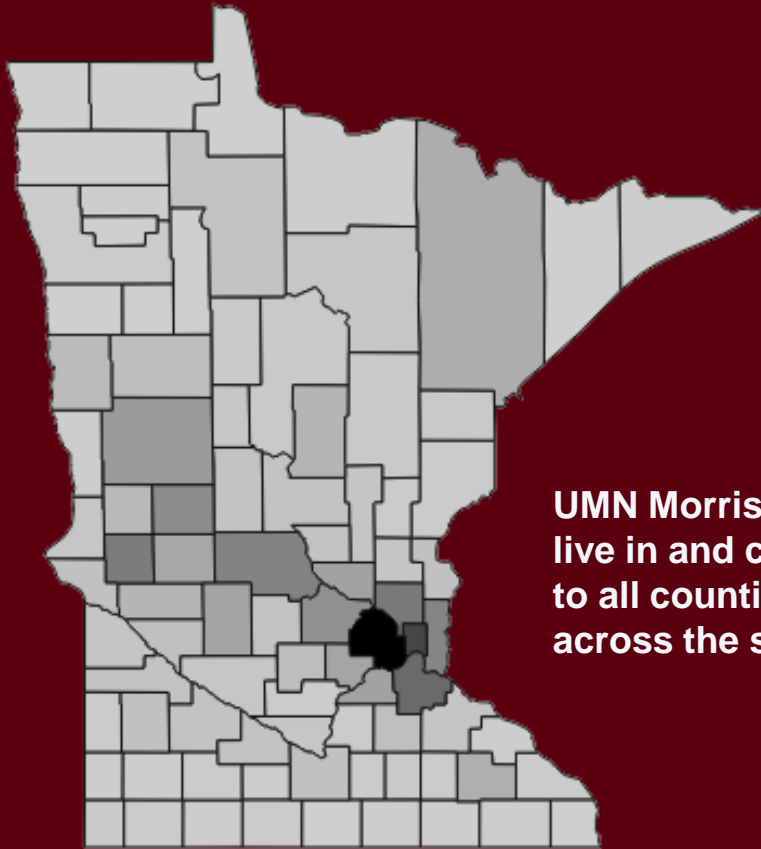
Alumni contribute to west central Minnesota's vitality.

Of 2013-2022 graduates:

- **10%** (255) alumni live in Stevens and adjacent counties
- **16%** (404) alumni reside in west central MN
- **53%** live in MN outside the TC metro area



Alumni Impact: Residences by County



UMN Morris alumni
live in and contribute
to all counties
across the state.



Alumni Impact

“Undergraduate research has been the highlight of my entire undergraduate career. It gave me the confidence to continue working in laboratory settings. I was also able to present at the American Chemical Society National Meeting in San Diego this past spring– my dream since I was a freshman.

I love how many opportunities Morris has! With the small campus size, there are so many connections that can be made.”

**—Allison Pohlmann
Biological Science Lab Technician
USDA Agricultural Research Service
Morris, MN**

UMN Morris '22, Environmental Science





Questions and 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 10, 2023

AGENDA ITEM: Reports of 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