Mission Fulfillment

October 2023

October 12, 2023

9:30 a.m.

Boardroom, McNamara Alumni Center

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Sustainable Development Goals Briefing

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Shane Stennes, Systemwide Chief Sustainability Officer
Katey Pelican, Associate Professor, Department of Veterinary Population
Medicine (VPM)

PURPOSE & KEY POINTS

MPact 2025 sets a goal for the University of Minnesota to be ranked in the *Times Higher Education's*
Impact Rankings, which measures progress toward the United Nations' Sustainable Development
Goals (SDGs).

In 2019, the University established the systemwide SDG Initiative to support and promote
transdisciplinary research, teaching, and partnerships. Specifically, the SDG Initiative aims to
mobilize University resources to advance a more socially and environmentally sustainable future in
Minnesota, the United States, and the globe through grants, information, and opportunities linked
to SDG targets and indicators. In addition to this work, the SDG Initiative annually convenes
University stakeholders to participate in the Impact Rankings.

The committee will engage in conversation about the University's participation in the Impact
Rankings, including current rankings and new initiatives.

BACKGROUND INFORMATION

Within the MPact 2025 strategic plan, Commitment 3 (MNtersections), Goal 2 calls for "Building a
fully sustainable future." One of the action items for accomplishing this goal is "Demonstrate state
and worldwide leadership in sustainability and environmental teaching, research, and convening
power." A measure for this action item is increasing the *Times Higher Education* Impact Ranking,
including but not limited to climate action, good health and well being, zero hunger, and clean water
and sanitation in order to demonstrate the University's commitment to these issues.

The Sustainable Development Goals

The Sustainable Development Goals, or SDGs, are a globally agreed-to framework for achieving a better and more sustainable future for our societies and our planet. The seventeen SDGs (Figure 1) lay out goals and metrics to address some of our greatest barriers to sustainability that cut across the '5 Ps': People, Planet, Prosperity, Peace, and Partnership. These goals are interconnected and applicable in all countries and at all levels of society from local communities to state and national governments and all the way to global non-profit organizations and corporations.

Figure 1: Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

Because of this design, SDGs are becoming a common framework for supporting impact-driven initiatives and mobilizing action for good across many sectors. The City of Los Angeles and State of Hawaii, for example, have both used SDGs as an organizing principle for laying out their social and environmental goals and the programs they are implementing to achieve them. SDGs are also a common organizing framework for industry in advancing their Environmental, Social, and Governance (ESG) programs. Local companies that explicitly tie their corporate responsibility reporting to SDGs include 3M, Boston Scientific, Cargill, General Mills, Land O'Lakes, and Target. Many local Minnesota organizations are also seen as leaders in advancing Sustainable Development Goals. A local non-profit, Global Minnesota, supports a Minnesota-based SDG Roundtable that includes over 400 local industry, non-profit, government and academic organizations. In fact, Minnesota's reputation as a center of SDG work has positioned our state as the location for a bid for both the World Expo and the Green Expo and inspired the UN Foundation and Brookings Institution to co-host with

the University a virtual workshop on local SDG implementation in February of 2022 that included 31 local non-profit and government organizations.

Measuring University Impact using the Sustainable Development Goals:
The *Times Higher Education* Impact Rankings
As evidenced by the examples above, the SDGs are relevant to organizations at various scales and across sectors, including higher education. In 2019, *Times Higher Education*—a London based organization whose mission is to "be the definitive source of data, insight and expertise on higher education worldwide"—launched the Impact Rankings to assess universities against the SDGs. The Impact Rankings include measures for each SDG and across the span of university activity, including research, educational outcomes, operational practices, and outreach.

The Impact Rankings are conducted annually, with data collection happening in the fall and final rankings published each year in April or May. Each participating institution must submit data on SDG 17: Partnership for the Goals, as well as three other SDGs of their choice. Institutions may submit data on more than these four SDGs, but only SDG 17 and the three highest scoring SDGs count toward the overall ranking. Metrics include quantitative data and evidence related to programmatic offerings. The overall ranking is an average of the last two year's total scores. In 2023, 1,591 institutions from 112 countries/regions participated in the rankings. In the United States, 50 institutions participated last year, including three Big Ten peers (Indiana U, Michigan State, Penn State).

The University of Minnesota system began participating in the Impact Rankings in 2022. We are one of the few institutions globally that submit as a higher education system, as opposed to an individual campus. For our inaugural submission we submitted data for the following SDG's:
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-Being
- SDG 13: Climate Action
- SDG 17: Partnership for the Goals

These SDG's were chosen based on the following criteria:
- Alignment with the MNtersections foci in the System-wide Strategic Plan
- Ability to make change happen on the strategic plan timeline (4 years)
- Agency to make change
- Potential to rank well
- Supported by libraries' comparative analysis of publications
- Systemwide strength

Performance on the Impact Rankings are a Progress Card measure for MPact 2025 goal *Build a Fully Sustainable Future*, and the objective is to increase the ranking over time. The University has significantly improved its ranking from 2022 to 2023 (Figure 2).
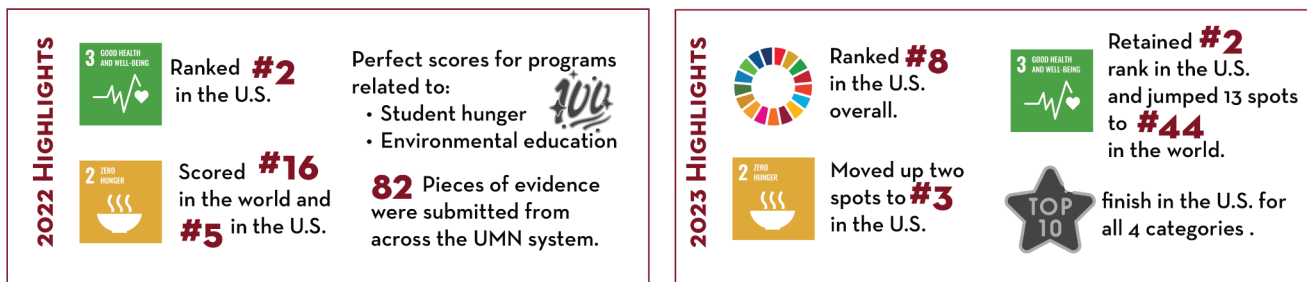
For the 2024 submission, the University plans to submit data for the following five SDGs:
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-Being
- SDG 6: Clean Water and Sanitation
- SDG 13: Climate Action
- SDG 17: Partnership for the Goals

The Sustainable Development Goals at the University of Minnesota

Over the past three years, the University aligned existing strengths to build a growing portfolio of work around the SDGs that is gaining momentum and is increasingly recognized on the global stage. This movement has been catalyzed and led by the SDG Initiative —a program founded by the University's Global Programs and Strategy Alliance. The SDG Intiative engages centers, faculty, staff, and students from every campus at the University, not to mention a diverse group of local, regional and global stakeholders from industry, state government, and the non-profit sectors. Since its inception in 2019, the Initiative has provided a proof of concept for SDGs as a framework to drive innovation, collaborative action, and impact in research, outreach and education across the University of Minnesota system.

SDG Initiative Accomplishments 2019-2022
- Engaging and inspiring faculty and staff across the university system:
  - Engaged over 150 faculty from 63 colleges, offices, and centers across all 5 UMN campuses in SDG work.
  - Issued 22 research and rapid response grants totaling $192,000 with PIs at 13 colleges and 2 campuses.
- Fostering partnerships and mobilizing faculty for local to global impact:
  - Industry Partnerships:
    - *SDG Data Alliance (UN, Esri, Kellogg Foundation, PVBLIC Foundation)*: UMN is the only local implementing partner for a new Minnesota geospatial SDG data and collaboration platform being rolled out globally to support national and local SDG implementation. This will serve as a hub for UMN to support state-level partners and UMN faculty to collaborate and achieve state goals under the SDGs. Supported the West Central Initiative to develop a hub for Western Minnesota counties as a pilot partner.
    - *Esri Collaboration*: Collaborating with Esri to advance GIS-based planning, forecasting and analytic tools and improve government, community and academic decision making and achieve SDG goals from the local-global scale.
    - *Global Minnesota, SDG Roundtable and Minnesota World and Green Expo Bid*: Member of a state-wide community of over 400 industry, government and community partners working to advance SDGs. Co-hosted a Local Implementation of SDGs Workshop funded by Brookings Institute and UN Foundation. Participating in the state bid for the World Expo and Green Expo.
  - Government Partnerships:
    - *SDG Water Circle:* This partnership involves 50+ faculty, staff, and students from across the system in partnering with the state Environmental Quality Board to advance goals under the State Water Plan through academic-public research partnerships - January Workshop in planning stages.
    - *Hennepin-University Partnership*: Partnering with Hennepin County and other metro area government entities to explore using SDGs as a framework for community resilience and programmatic impact in achieving their goals around climate, housing and poverty.
  - Community and Nonprofit Organization Partnerships:
    - *Zero Hunger Co-laboratory*: Working with community and tribal partners to mitigate hunger during the pandemic.
    - *Women, Climate, and Health*: Partnering with global NGOs to foster collaboration, understanding, and shared goals toward addressing the climate change-induced health crises that are disproportionately affecting women and families locally and globally.
  - Local to Global Partnerships and Networks:
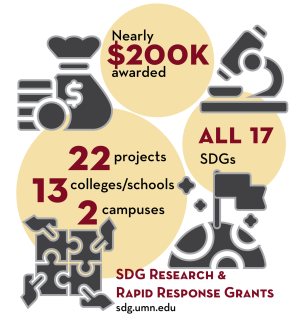
- - *Aurora Network*: The only US member of a European university network including 12 faculty from 4 campuses participating in working groups for research, education and outreach impact using SDGs as a framework.
    - *International GeoDesign Collaboration*: MN Design Center received over $1M in a partnership with Esri to embed artificial intelligence into geospatial tools as part of the Global Climate Geodesign Challenge to better understand the future carbon footprint of planned interventions. Northeast Minnesota used as the first demonstration site for implementation.
    - *University SDG Impact Network for Geodesign (U-SING)*: Establishing UMN as a US Geodesign Impact Hub to advance local SDG implementation, support local decision making and serve the most vulnerable communities, states and nations in Minnesota, the US and the world. Partners include esri, US Census, MN state government, SDG Data Alliance, Arizona State U.
    - *Finland-MN partnership*: ERASMUS+ Consortium funded by the European Union to advance US-Finland innovation initiatives around the SDGs.
- Providing students with new opportunities for action and impact:
  - 10 small grants totalling $3,800 provided to student groups to support SDG related activities.
  - UMN curriculum mapped to SDGs to allow easy access to courses by goal area and subject area.
  - Supported Crookston campus in developing an SDG-based competency framework for the new NXT Gen Ag curriculum.
  - Internationalizing the Curriculum and Campus team in the GPS Alliance to use SDGs as an organizing framework for this effort.
- Telling the UMN impact story:
  - Collaborated with the Office of Public Engagement to use SDGs as a framework for the Footprint Project that mapped all UMN engagement activities in a searchable geospatial database.
  - Worked with Libraries to tag all UMN research to SDGs under the experts@minnesota search engine and categorize all courses across all campuses under the SDGs.
  - Over 7,300 unique users have visited the new SDG website and over 750 people have attended the SDG Webinar Series.
  - Created a dedicated webpage for each of the 17 SDGs to highlight UMN work and partnerships. Each includes stories and content highlighting education, research and engagement successes from all 5 campuses (Figure 2).
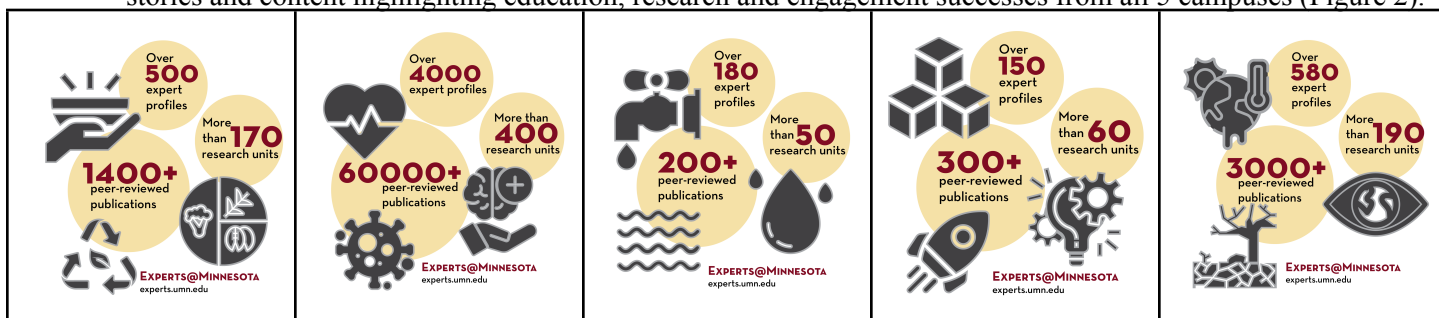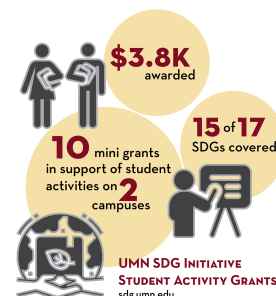

Figure 2: Infographics from SDG websites demonstrating UMN research impact analyzed through Experts@Minnesota. From left to right: SDG#2 Zero Hunger, SDG#3: Health and Well-Being, SDG#6 Clean Water, SDG#9 Industry, Innovation and Infrastructure, and SDG#13 Climate Action.

- Developing SDGs as a UMN impact and metrics framework:
  - Mapped UMN resources and MPACT2025 against SDGs
  - Led the SDG metrics team to submit to *Times Higher Education* Impact Ranking 2022 and 2023 aligned to MPACT 2025 goals.
  - Developed SDGs as a systems analysis and mapping tool for complex challenges.

SDG Initiative Vision

Our students, faculty and staff are eager to contribute to solutions and feel part of a community that is working together to address pressing local to global issues. MPACT 2025 envisions the University as responsive, innovative and engaged in our state, region and nation to address pressing challenges. This strategic vision aligns with and, in fact, integrates SDGs as a framework for action and measuring progress. By 2027, we want SDGs to serve as a flexible and globally recognized framework for mobilizing resources and supporting collaboration to "serve the state and impact the world" and achieve all of our goals under MPACT 2025.

Figure 3: SDG alignment to MPACT 2025

Student Success

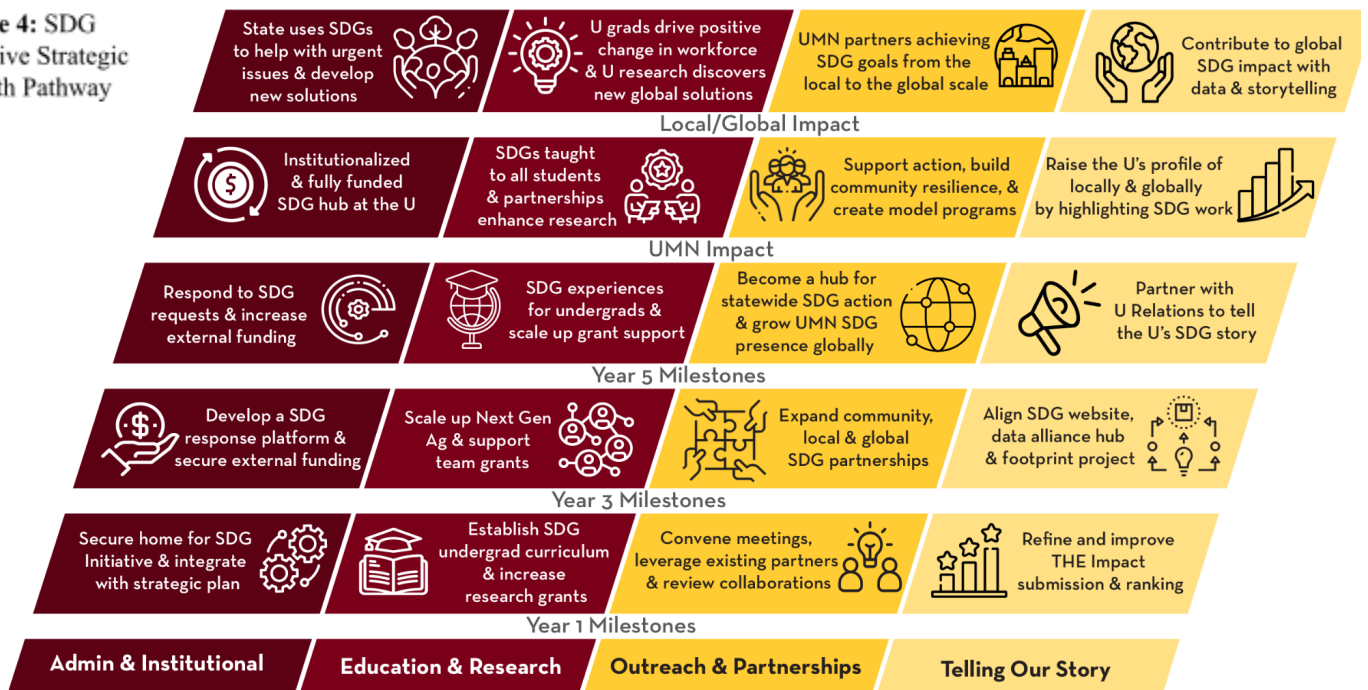Systemwide enrollment; Graduation rates; Retention; Institutional gift aid; Student mental health; Strengthen career outcomes and placement; Distributed learning models

Fiscal Stewardship

Student debt; On-campus employment; Targeted student aid; Administrative costs; Continuous improvement

Discovery, Innovation, & Impact

Research Growth:
Increase research opportunities for all undergraduate students; Growth of sponsored awards; Employment of grad students and post-docs; Grow start-ups; Increase industry sponsored awards; Elevate national rankings; Carnegie Community; Engagement designation; Develop Footprint map; Increase state funding; Increase state-sponsored research

Community & Belonging

Recruit diverse students, faculty and staff; Reduced disparities underrepresented groups; Climate survey; Job satisfaction; Institutional history

MIntersections

Medical School ranking; Technology innovation (med-tech/health); Leading health care delivery models; Sustainability leadership; Climate Action Plan; Ag-innovation and partnerships

SUSTAINABLE DEVELOPMENT GOALS

- SDG#1: No Poverty
- SDG#2: Zero Hunger
- SDG#3: Health & Well Being
- SDG#4: Equality Education
- SDG#5: Gender Equality
- SDG#6: Clean Water
- SDG#7: Affordable & Clean Energy
- SDG#8: Decent Work & Economic Growth
- SDG#9: Industry, Innovation & Infrastructure
- SDG#10: Reduced Inequality
- SDG#11: Sustainable Cities & Communities
- SDG#12: Responsible Consumption & Production
- SDG#13: Climate Action
- SDG#14: Life Below Water
- SDG#15: Life on Land
- SDG#16: Peace, Justice & Strong Institutions
- SDG#17: Partnerships for the Goals

SDG Initiative 2022-2025: Scaling up for impact

The SDG initiative has spent the past three years testing out potential models for university and partner engagement. It has had many successes, and the team has also learned many lessons along the way. Moving forward, the Initiative will scale up the most effective programs and efforts to institutionalize SDGs as an action framework across the research, education and outreach missions of the university to address our highest priority social and environmental challenges from the local to the global level (Figure 4).

Figure 4: SDG Initiative Strategic Growth Pathway

State uses SDGs to help with urgent issues & develop new solutions

U grads drive positive change in workforce & U research discovers new global solutions

UMN partners achieving SDG goals from the local to the global scale

Contribute to global SDG impact with data & storytelling

Local/Global Impact

Institutionalized & fully funded SDG hub at the U

SDGs taught to all students & partnerships enhance research

Support action, build community resilience, & create model programs

Raise the U's profile of locally & globally by highlighting SDG work

UMN Impact

Respond to SDG requests & increase external funding

SDG experiences for undergrads & scale up grant support

Become a hub for statewide SDG action & grow UMN SDG presence globally

Partner with U Relations to tell the U's SDG story

Year 5 Milestones

Develop a SDG response platform & secure external funding

Scale up Next Gen Ag & support team grants

Expand community, local & global SDG partnerships

Align SDG website, data alliance hub & footprint project

Year 3 Milestones

Secure home for SDG Initiative & integrate with strategic plan

Establish SDG undergrad curriculum & increase research grants

Convene meetings, leverage existing partners & review collaborations

Refine and improve THE Impact submission & ranking

Year 1 Milestones

| Admin & Institutional | Education & Research | Outreach & Partnerships | Telling Our Story |

UMN SDG Initiative Five Year Pathway

© UN Photo / Albert González Farran

ZERO HUNGER:
WHY IT MATTERS

About 2 billion people did not have regular access to safe, nutritious and sufficient food in 2019

What's the goal here?

To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

Why?

Extreme hunger and malnutrition remains a barrier to sustainable development and creates a trap from which people cannot easily escape. Hunger and malnutrition mean less productive individuals, who are more prone to disease and thus often unable to earn more and improve their livelihoods. 2 billion people in the world do not have regular access to safe, nutritious and sufficient food. In 2019, 144 million children under the age of 5 were

stunted, and 47 million were affected by wasting.

How many people go hungry?

More than 690 million people were undernourished in 2019, mainly in Asia and Africa. People experiencing moderate food insecurity are typically unable to eat a healthy, balanced diet on a regular basis because of income or other resource constraints. If these trends continue, an estimated 840 million people will go hungry by 2030.

The situation is likely to deteriorate even further owing to COVID-19.

Why are there so many hungry people?

Along with conflict, climate shocks and the locust crisis, the pandemic poses an additional threat to food systems. Civil insecurity and declining food production have all contributed to food scarcity and high food prices.

Investment in the agriculture sector is critical for reducing hunger and poverty, improving food security, creating employment and building resilience to disasters and shocks.

Why should I care?

We all want our families to have enough food to eat what is safe and nutritious. A world with zero hunger can positively impact our economies, health, education, equality and social development.

It's a key piece of building a better future for everyone. Additionally, with hunger limiting human development, we will not be able to achieve the other sustainable development goals such as education, health and gender equality.

How can we achieve zero hunger?

Food security requires a multi-dimensional approach – from social protection to safeguard safe and nutritious food especially for children - to transforming food systems to achieve a more inclusive and sustainable world. There will need to be investments in rural and urban areas and in social protection so poor people have access to food and can improve their livelihoods.

What can we do to help?

You can make changes in your own life—at home, at work and in the community—by supporting local farmers or markets and making sustainable food choices, supporting good nutrition for all, and fighting food waste.

You can also use your power as a consumer and voter, demanding businesses and governments make the choices and changes that will make Zero Hunger a reality. Join the conversation, whether on social media platforms or in your local communities.

To find out more about Goal #2 and other Sustainable Development Goals, visit:

http://www.un.org/ sustainabledevelopment

SUSTAINABLE DEVELOPMENT GOALS

© The World Bank/Dominic Chavez

GOOD HEALTH AND WELL-BEING:
WHY IT MATTERS

What's the goal here?

To ensure healthy lives and promote well-being for all at all ages.

Why?

Ensuring healthy lives and promoting well-being is important to building prosperous societies.

However, the COVID-19 pandemic has devastated health systems globally and threatens already achieved health outcomes.

Most countries, especially poor countries, have insufficient health facilities, medical supplies and health care workers for the surge in demand.

The pandemic has shown that in rich and poor countries alike, a health emergency can push people into bankruptcy or poverty.

Concerted efforts are required to achieve universal health coverage and sustainable financing for

An additional **18 million** health workers are needed, primarily in low- and lower-middle income countries, to achieve universal health coverage by 2030

health; address the growing burden of zoonotic and non-communicable diseases, tackle antimicrobial resistance and environmental factors contributing to ill health.

What progress have we made so far?

Progress in many health areas, such as in reducing maternal and child mortality, in increasing coverage of immunization, and in reducing some infectious diseases, continues, but the rate of improvement has slowed down, especially during COVID-19 which is overwhelming the health systems globally and threatens health outcomes already achieved.

How can we achieve these targets?

Ensuring healthy lives for all requires a strong commitment, but the benefits outweigh the cost. Healthy people are the foundation for healthy economies.

Immunization is one of the world's most successful and cost-effective health interventions. While vaccination coverage among infants increased from 72 per cent in 2000 to 86 per cent in 2018, an estimated

19.4 million children did not receive the essential vaccines during the first year of life. In fact, since March 2020, routine childhood immunization services have been disrupted on a scale not seen since the inception of the Expanded Programme on Immunization in the 1970s.

Does everyone have access to healthcare?

In 2017, only around one third to half of the global population was covered by essential health services. If current trends continue, only 39 per cent to 63 per cent of the global population will be covered by essential health services by 2030.

The COVID-19 crisis has disrupted essential health services around the world. Some services have been suspended to free up resources for COVID-19 patients and to reduce the risk of transmission. If universal health coverage is to become a reality by 2030, growth in the provision and use of

essential health services must greatly accelerate.

What can I do to help?

You can start by promoting and protecting your own health and the health of those around you, by making well-informed choices, practicing safe sex and vaccinating your children.

You can raise awareness in your community about the importance of good health, healthy lifestyles as well as people's right to quality health care services, especially for the most vulnerable such as women and children.

You can also hold your government, local leaders and other decision-makers accountable to their commitments to improve people's access to health and health care.

To find out more about Goal #3 and the other Sustainable Development Goals, visit:

http://www.un.org/ sustainabledevelopment

SUSTAINABLE DEVELOPMENT GOALS

© UN Photo / Kibae Park

CLEAN WATER AND SANITATION:
WHY IT MATTERS

What's the goal here?

To ensure access to safe water sources and sanitation for all.

Why?

Access to water, sanitation and hygiene is a human right.

The demand for water has outpaced population growth, and half the world's population is already experiencing severe water scarcity at least one month a year.

Water is essential not only to health, but also to poverty reduction, food security, peace and human rights, ecosystems and education. Nevertheless, countries face growing challenges linked to water scarcity, water pollution, degraded water-related ecosystems and cooperation over trans-boundary water basins.

2.2 billion people around the world still lack safely managed drinking water, including 785 million without basic drinking water

What are the challenges to lack of access to safe water and sanitation?

In 2017, an estimated 3 billion people worldwide lacked the ability to safely wash their hands at home – one of the cheapest, easiest and most effective ways to prevent the spread of diseases like the coronavirus.

Water, sanitation and hygiene services are also not always available at medical care facilities: in 2016, one in four facilities around the world lacked basic water supplies, one in five had no sanitation services, and two in five had no soap and water or alcohol-based hand rub, at points of care.

And today, 4.2 billion people are still faced with daily challenges accessing even the most basic of services. Of these, 673 million people practised open defecation.

By managing our water sustainably, we are also able to better manage our production of food and energy and contribute to decent work and economic growth. Moreover, we can preserve our water ecosystems, their biodiversity, and take action on climate change.

Are water and climate changed linked?

Water availability is becoming less predictable in many places. In some regions, droughts are exacerbating water scarcity and thereby negatively impacting people's health and productivity and threatening sustainable development and biodiversity worldwide.

Ensuring that everyone has access to sustainable water and sanitation services is a critical climate change mitigation strategy for the years ahead.

Without better infrastructure and management, millions of people will continue to die every year from water-related diseases such as malaria and diarrhoea, and there will be further losses in biodiversity and ecosystem resilience, undermining prosperity and efforts towards a more sustainable future.

What can we do?

Civil society organizations should work to keep governments accountable, invest in water research and development, and promote the inclusion of women, youth and indigenous communities in water resources governance.

Generating awareness of these roles and turning them into action will lead to win-win results and increased sustainability and integrity for both human and ecological systems.

You can also get involved in the World Water Day and World Toilet Day campaigns that aim to provide information and inspiration to take action on hygiene issues.

To find out more about Goal #6 and the other Sustainable Development Goals, visit:

http://www.un.org/ sustainabledevelopment

wateractiondecade.org

SUSTAINABLE DEVELOPMENT GOALS

13 CLIMATE ACTION

CLIMATE ACTION:
WHY IT MATTERS

What's the goal here?

Taking urgent action to tackle climate change and its impacts.

Why?

The climate crisis continues unabated as the global community shies away from the full commitment required for its reversal. 2010-2019 was warmest decade ever recorded, bringing with it massive wildfires, hurricanes, droughts, floods and other climate disasters across continents.

How are people being affected by climate change?

Climate change is affecting every country in the world. It is disrupting national economies and affecting lives and livelihoods, especially for the most vulnerable.

Weather patterns are changing, sea levels are rising, and weather events are becoming more extreme,

To limit global warming to 1.5C, as called for in the Paris Agreement, greenhouse gas emissions must begin falling by **7.6 %** **each year** starting in 2020

affecting more than 39 million people in 2018.

What happens if we don't take action?

If left unchecked, climate change will cause average global temperatures to increase beyond 3°C, and will adversely affect every ecosystem. Already, we are seeing how climate change can exacerbate storms and disasters, and threats such as food and water scarcity, which can lead to conflict. Doing nothing will end up costing us a lot more than if we take action now. We have an opportunity to take actions that will lead to more jobs, great prosperity, and better lives for all while reducing greenhouse gas emissions and building climate resilience.

Can we solve this problem or is it too late to act?

To address climate change, we have to vastly increase our efforts. Much is happening around the world – investments in renewable energy have soared. But so much more needs to be done. The world must transform its energy, industry, transport, food, agriculture and forestry systems to ensure that we can limit global temperature rise to well below 2°C, maybe even 1.5°C. In December 2015, the world took a significant first step by adopting the Paris Agreement, in which all countries committed to take action to address climate change. Many businesses and investors are also committing themselves to lower their emissions, not just because it is the right thing to do, but because it makes economic and business sense as well.

Are we investing enough to tackle climate change?

Global climate-related financial flows saw a 17 per cent rise from 2013 to 2016, largely due to private investment in renewable energy, which represents the largest segment in total climate-related flows, to the amount of $681 billion. However, investment in fossil fuels continues to be higher than in climate activities to the amount of $781 billion in 2016. To achieve a low-carbon, climate-resilient transition, a much greater scale of annual investment is required.

In 2019, at least 120 of the 153 developing countries had undertaken activities to formulate and implement National Adaptation Plans to enhance climate adaptation and resilience, an increase of 29 countries over the previous year. Furthermore, progress in meeting the 2020 disaster risk reduction target has been slow.

What can I do to help achieve this goal?

There are many things that each of us can do as individuals. To find out what you can do, go to: **https://www.un.org/en/actnow**

To read more about the UN's efforts on climate change: **https://www.un.org/en/climatechange**

To find out more about Goal #13 and other Sustainable Development Goals, visit: **http://www.un.org/sustainabledevelopment**

SUSTAINABLE DEVELOPMENT GOALS

Sustainable Development Goals Links

- **Times Higher Education's Impact Rankings**

- **United Nations' Sustainable Development Goals (SDGs)**

- **UMN Sustainable Development Goals Initiative**

Sustainable Development Goals

Board of Regents | Mission Fulfillment Committee | October 12, 2023

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UNIVERSITY OF MINNESOTA
Driven to Discover℠

MPact 2025

Commitment 3: MNtersections

Goal 2

Build a Fully Sustainable Future

Action

Demonstrate state and worldwide leadership in sustainability and environmental teaching, research, and convening power.

Sustainable Development Goals Initiative

Mobilizing the University

RESEARCH

Addressing the challenges of the SDGs requires new knowledge, new processes, hard choices between competing options, and in some cases profound transformations.
Universities drive technological and societal progress through research, discovery, knowledge creation, and adoption.

EDUCATION

Universities play a key role in inspiring and educating current and future leaders, decision-makers, teachers, innovators, entrepreneurs, and citizens with the knowledge, skills and motivation that will help them contribute to achieving the SDGs.

UNIVERSITY SYSTEMS

Universities are diverse and complex in their structure and often have a large footprint. By implementing the principles of the SDGs within their own operations and culture, universities can directly contribute to the achievement of the SDGs in their communities.

PARTNERS AND OUTREACH

Due to their position as a neutral and trusted stakeholder in society, universities are able to guide and lead the local, national, and international response to the SDGs. Public engagement is also critical for establishing broad understanding and acceptance of the SDGs.
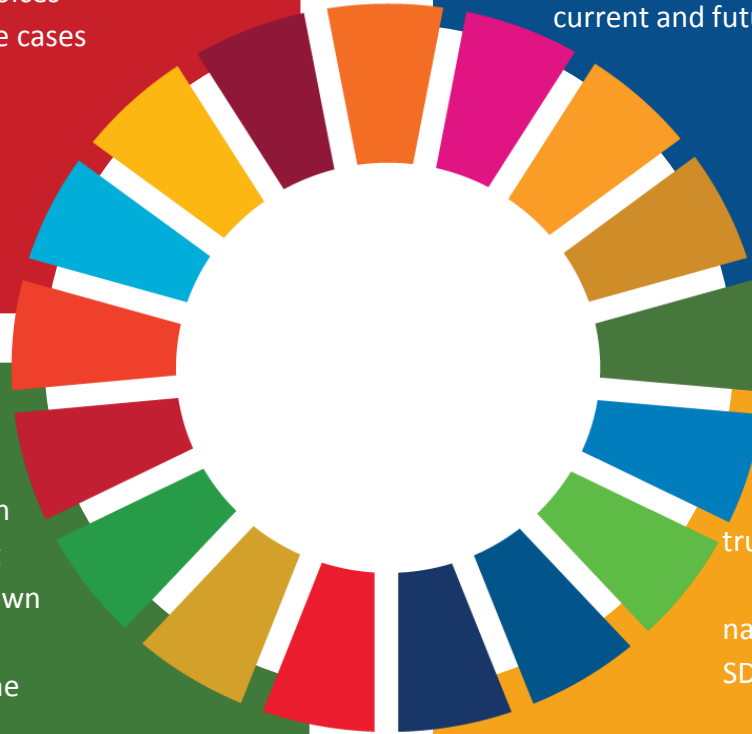
A blueprint to achieve a better and more sustainable future for all.

Faculty support and engagement

Internal SDG Research Grants

UNIVERSITY OF MINNESOTA SUSTAINABLE DEVELOPMENT GOALS INITIATIVE

SDG RESEARCH GRANTS PROGRAM

Experts@Minnesota SDG Impact Mapping

Over **4000** expert profiles

More than **400** research units

60000+ peer-reviewed publications

EXPERTS@MINNESOTA
experts.umn.edu

M GLOBAL

Incorporate SDGs into the ICC Program

We believe people's lives are enriched through global connections and understanding.

A blueprint to achieve a better and more sustainable future for all.

Supporting Student Success

UNIVERSITY OF MINNESOTA
SUSTAINABLE DEVELOPMENT
GOALS INITIATIVE

STUDENT GROUP ACTIVITY GRANT PROGRAM

Grants of up to $500 are available to help fund a variety of activities.

Curriculum Mapping

All Courses

Course Number	Course Name	Subject	Campus	Goals
AGEC 1004	Introduction to Agribusiness	Agricultural Economics	Crookston	2 ZERO HUNGER
AGRO 3660	Plant Genetic Resources	Agronomy and Plant Genetics	Twin Cities	2 ZERO HUNGER
AGRO 4605	Strategies for Ag Production & Management	Agronomy and Plant Genetics	Twin Cities	2 ZERO HUNGER
AGRO 2573	Entomology	Agronomy	Crookston	2 ZERO HUNGER
AGRO 4888	Issues in Sustainable Ag	Agronomy and Plant Genetics	Twin Cities	2 ZERO HUNGER

Centralized Website and Engagement Models

A blueprint to achieve a better and more sustainable future for all.

Connecting global frameworks to local priorities
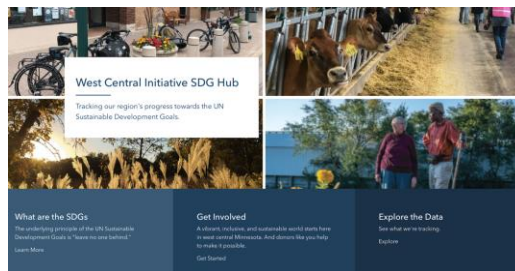
White Earth Tribal Community College

Measuring Climate Resilience

Aurora Network Partnership

West Central Initiative SDG Hub

Times Higher Education Impact Rankings

Times Higher Education Impact Rankings

- International Reach
  - 1,591 institutions from 112 countries/regions

- University specific metrics on Sustainable Development Goals

- MPact 2025 indicator for Sustainability Leadership

Times Higher Ed Impact Rankings

- Require at least 3 SDGs + SDG 17

- If submit more- they count the top 3 + 17

- Each SDG has 3 major areas:
  - Research
  - Institutional change
  - Outreach

Our Approach to Selecting SDGs

Reviewed Times Higher Ed metrics and SDG categories with 5 Criteria

Criteria

1. Aligns with the MNtersections foci in the Systemwide Strategic Plan

2. Can change happen on strategic plan timeline (4 years)?

3. We (UMN system) have agency to make change

4. Potential to rank well (1-5; 5 = most likely to rank well)

   a. Supported by libraries comparative analysis of pubs

5. We are one of the few institutions that submit data as a system; sought areas that have systemwide strength

THE Impact Ranking Task Teams

SDG 2:
Zero Hunger

Linda Kingery (System)
Jared Walhowe (TC)
Maggie McLeod-Shovein (Duluth)
Jennifer Schmitt (TC)
Rebecca Leighton (TC)
Kristen Cooper (TC)

SDG 3:
Good Health and Well Being

Katey Pelican (System)
Tricia Todd (TC)
Matthew Hanson (TC)
Shailey Prasad (TC+D+R)
Ann Laros (TC)
Carolyn Porta (TC+D+R)
Dawn Hackman (TC)

SDG 13:
Climate Action

Shane Stennes (System)
Jessica Hellmann (System)
Troy Goodnough (Morris)
Julie Etterson (Duluth)
Kristen Mastel (TC)
Heidi Roop (TC)
Lissa Pawlisch (System)

SDG 17:
Partnerships for the Goals

Kateryna Kent (System)
Amber Cameron (System)
Beth Mercer-Taylor (System)
Jan Fransen (TC)
Jeff Standish (TC)
Karen Brown (System)
Lynne Borden (System)

Example - SDG 2: Zero Hunger Metrics

- <u>Research related to hunger (27%) - from SCOPUS</u>
  - Proportion of research papers in the top 10 percent of journals as defined by Citescore (10%)
  - Field-weighted citation index of papers (10%)
  - Number of publications (7%)

- <u>Campus Food Waste (15.4%)</u>
  - Campus food waste tracking (7.7%)
  - Campus food waste/person (7.7%)

- <u>Proportion of graduates in agriculture and aquaculture including sustainability(19.2%)</u>

- <u>Student hunger (19.2%)</u>
  - Programme on student food insecurity (5.75%)
  - Students and staff hunger interventions (4.80%)
  - Sustainable food choices for on campus,(4.8%)
  - Healthy and affordable food choices (4.8%)

- <u>National hunger (19.2%)</u>
  - Access to food security knowledge (4.8%)
  - Events for local farmers and food producers (4.8%)
  - University access to local farmers and food producers (4.8%)
  - Sustainable food purchases (4.8%)

Submission Excerpts

- <u>Research: Citescore</u>
  - 41% of publications in top 10% of journals
  - Result: Score of 84
- <u>Student and Staff Hunger Interventions</u>
  - UMD Champ's Cupboard and UMTC Boynton Nutritious U Food Pantry Programs
  - Result: Score of 100

2 ZERO HUNGER

2022 Results

- Top 25 in the United States

- SDG 2: Zero Hunger
  - 5th in the U.S and 16th in the world

- SDG 3: Good Health and Wellbeing
  - 2nd in the U.S. and tied for 57th in the world

- SDG 13:Climate Action
  - Between 101-200 in the world

2023 Results

- Overall 8th in the United States

- SDG 2: Zero Hunger
  - 3rd in the U.S and 14th in the world

- SDG 3: Good Health and Wellbeing
  - 2nd in the U.S. and tied for 44th in the world

- SDG 13:Climate Action
  - Between 101-200 in the world

Next Steps: Scaling Up High Impact Work

2 ZERO HUNGER

- Expand food system partnerships with tribes, industry, NGOs and communities
- Support local partners to leverage the SDG Geo-data platform to advance food security in the state

3 GOOD HEALTH AND WELL-BEING

- Woman, climate and health partnership with global NGOs
- Support local partners to leverage the SDG Geo-data platform to advance health and well-being in the state

13 CLIMATE ACTION

- Implement priority actions from Climate Action Plans
- Building on existing county and state partnerships, establish state-wide climate resilience partnerships and metrics

6 CLEAN WATER AND SANITATION

- Partner with Water Council to support 50 year water planning effort
- Expand partnership with the Minnesota Environmental Quality Board to support implementation of the State Water Plan

Next Steps: Leveraging SDG Tools and Resources

Mapping the Course Catalog
(example: SDG 2: Zero Hunger)

Reporting

Geo-Data Portal to Support Informed Decision-Making

Mapping Research Impact
(example: SDG 3: Good Health and Well Being)

Centralized Website (sdg.umn.edu)

Questions for Discussion

- We are focused on Zero Hunger, Good Health and Well-Being, and Climate Action, and are adding Clean Water.
  - Should these continue to be our areas of focus?
  - Are there other SDGs we should prioritize going forward?

- How can the SDG Initiative help UMN to better serve the people of Minnesota?

- How can this academic and operational partnership be leveraged for greater impact? Are there other arenas where collaboration like this should be explored?

Office of Sustainability | University Services
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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Potential Realignment of Board of Regents Policy: *Tuition and Fees* and Board of Regents Policy: *Student Services Fees*

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Calvin Phillips, Vice President for Student Affairs
Julie Tonneson, Vice President and Budget Director

PURPOSE & KEY POINTS

The purpose of this item is to introduce potential revisions to two Board of Regents policies: *Tuition and Fees* and *Student Services Fee*. Revisions for discussion include:

- combining the two policies into a single policy for transparency
- eliminating redundancy and confusion within current policies
- changes to the course modality criteria for charging the Student Services Fee

Both policies are currently undergoing a comprehensive review.

BACKGROUND INFORMATION

Board of Regents Policy: *Tuition and Fees* was adopted in 1995 and last amended in June 2013. Essential elements of the policy include: guiding principles, tuition guidelines, fees, and delegations of authority. The policy guides the development of tuition rates and course, distance delivery, academic, and miscellaneous fees in the context of the University as a publicly supported institution and shared responsibility with students and the state.

Board of Regents Policy: *Student Services Fees* was adopted in 1982 and last amended in June 2005. The purpose of Student Services Fees is to fund non-instructional programs and activities that are an integral part of the student experience but that supplement the academic curriculum rather than being an integral part of the academic activity.

October 12, 2023
Presentation to the Mission Fulfillment Committee of the Board of Regents
Tuition and Fees and Student Services Fee Policy Discussion

Presenters
Calvin D. Phillips, D. Ed., Vice President for Student Affairs
Julie Tonneson, Vice President and Budget Director

Purpose

The purpose of this item is to discuss a combination and future recommended revisions to two Board of Regents Policies: *Tuition and Fees* (TAF) and *Student Services Fee* (SSF). The anticipated recommendations include eliminating the SSF policy by pulling its governance-level elements into the TAF policy to create a comprehensive Regents policy covering tuition and all fees. As part of this shift, a new administrative policy on the SSF will create a home for the more operational SSF rate development and allocation process for each campus. A single Regents policy will provide streamlined communication and eliminate confusion for those seeking information on fees, while a new administrative policy is a more appropriate level for detailed administrative processes. Both Regents policies are currently undergoing a comprehensive review, making this an appropriate time for this combination.

As part of this comprehensive review we also plan to propose two substantive changes to the SSF policy. The first involves adding an exclusion for students who are studying abroad. The second involves credits taken online. Currently, the SSF policy excludes all off-campus distance learning credits when determining eligibility. The proposed revision focuses on programmatic exclusions rather than exclusion of courses/credits, reflecting more current educational practices. Our experience with the COVID-19 pandemic and convergence to a "new normal" of instructional modalities is an important motivation for this change.

Board of Regents Policy: *Tuition and Fees* (TAF)

The policy on tuition and fees was adopted by the Board of Regents on February 10th, 1995. The policy guides the development of tuition rates and fees related to the academic mission in the context of the University as a publicly supported institution of the State of Minnesota.

In addition to outlining the process for the President to recommend tuition rates and fees to the Board of Regents as part of the Annual Operating Budget, the policy provides guidance on the setting of tuition rates and the types of allowable fees. Guidance recognizes the need for incentives for student "access, retention, and timely progress" along with factors that may affect tuition rates, including "the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations." Key elements related to tuition setting as part of existing policy include:

- Tuition will be charged for credit-based instruction

- Residency, reciprocity, and consortium and exchange agreements are allowable in accordance with state and federal law
- The Board may approve new waiver or tuition remission agreements
- For each campus, all resident undergraduate students will be assessed the same resident rate and all nonresident undergraduate students will be assessed the same nonresident tuition rate; surcharges may be approved for a college
- Rates for graduate students, professional students, and departmental masters students may vary by program
- Rates for nonresidents will be equal to or greater than rates for resident students

Anticipated proposed changes to these elements will be updates to terminology, consolidation of bullet points, and elimination of outdated elements.

Key elements related to fees in the current policy (last updated in 2013) include:
- Course Fees - fees specific to a course or class that are assessed only "to recover costs of goods and services provided beyond the normal expectations of instructional delivery."
- Distance Delivery Fees - for instruction off campus. This type of fee is no longer in use. Distance delivery fees were eliminated through tuition rate adjustments for each campus beginning in FY22 with the approval of the Board. The change responded to ongoing shifts in course delivery and academic technologies.
- Academic Fees - campus and collegiate fees that provide benefits related to academic activity outside of classroom instruction (advising and career services, orientation activities, etc.) and durable goods fees for materials and equipment that students will own (e.g., laptop computers).
- Miscellaneous fees - fees assessed for goods, services, benefits, or penalties to individual students or defined groups of students (transcript fees, application fees, damage deposits, special exams, etc.)

Fees covered by the TAF policy do not include the Student Services Fee or charges by auxiliary units (e.g., room and board).

As noted above, the President recommends tuition rates and fees to the Board for action in the Annual Operating Budget. In current practice, the development of tuition and fee rates each year works in tandem with the budget development process. Undergraduate tuition rates and the general graduate rate are calculated based on the specifications in the budget framework, which includes the general tuition percentage change for each campus for resident and nonresident students. Rates requested for post-baccalaureate programs may also follow the budget framework percentage increase recommendation. However, campuses and colleges may request a different percentage change for post-baccalaureate programs based on program costs and/or market considerations. Requests are reviewed by the Budget 6 as part of the Budget and Compact process each year (the President delegates the budget process to a team of six senior University leaders, the Budget 6, who make recommendations to the President). If recommended to and approved by the President, the proposed rates are listed in the tuition rate

attachment that goes to the Board with the President's Recommended Operating Budget. Rates are implemented only after Board approval.

Every course, academic, and miscellaneous fee is submitted to the University Budget Office for review as part of the annual budget process. The fee review verifies that every fee recommended is allowable by policy and that rates are developed according to established criteria. Again, the list of fees is included in the President's Recommended Operating Budget at the direction of the Budget 6 and the President and is implemented only after Board approval. The policy delegates authority to establish or adjust fees during the academic year to correct errors or to meet the needs of new courses.

Board of Regents Policy: *Student Services Fee* (SSF)

The SSF is addressed currently in a separate Board policy from the TAF policy. The policy was adopted by the Board of Regents on July 9, 1982. The SSF supports services and activities designed to enhance the student experience for the student body as a whole. The SSF is an integral part of ensuring that the student experience meets the expectations of students, parents, and the U of M community. The SSF is not (and has never been) charged based on actual usage of services by an individual or a particular individual's ability to or interest in accessing a specific one of the array of SSF-funded services. The SSF recognizes that the University's educational mission is well served when students have the means to engage in dynamic discussions of diverse topics in their extracurricular campus life.

Guiding principles in the SSF policy state that:
- "Fee-supported programs, activities, and services shall be available to all students assessed the fee.
- All persons involved in the development of the student services fee shall recognize the relationship of the student services fee to the total tuition and other costs of education for students.
- The University's educational mission is well served when students have the means to engage in dynamic discussions of diverse topics in their extracurricular campus life."

We do not anticipate recommending any changes to these principles.

While the services and activities funded by the SFF vary by campus, they may include:
- Administrative units (student centers, student legal services, Aurora Center, etc.)
- Intercollegiate athletics (UMC and UMM)
- Fitness and recreational sports facilities and activities
- Health and wellness services
- Student-run activities and organizations
- Media organizations (print, radio, etc.)
- Student governance groups

Links to SSF information for each campus are available here: Crookston, Duluth, Morris, Rochester, and Twin Cities.

The SSF is established on each campus at the recommendation of a student services fee committee that contains a student majority. As with tuition and other fees, rates are recommended to the Board by the President in the Annual Operating Budget. No changes are made to the SSF without Board approval.

We note, particularly, that access to health services and the Student Health Benefit Plan is tied to the SSF.

Again, we will not be recommending any changes to the scope of what fees can cover or to this process.

In current policy, the SSF is charged to students registered for six or more credits in fall and spring semester and three or more credits in summer semester, with "off-campus distance classes" excluded from the credit count. This is the core of our recommended changes, as described in more detail below. Non-degree seeking students, high school students, and students in annually approved fully online or mid-career professional programs are excluded from the requirement of paying the fee. We are also proposing to add students participating in study abroad as exempt. Exempted students may request to pay the fee in order to receive fee-funded services.

The process for developing the student services fee on each campus begins with the appointment of the student services fee committee made up of a student majority. Committee members are provided with guidance on their roles and responsibilities and expectations for the outcome of the process. The committee hears funding requests and makes recommendations using viewpoint neutrality. Committee recommendations, as endorsed by the Chancellor for system campuses, are submitted to the Vice President for Student Affairs who then recommends them to the President for inclusion in the President's Recommended Operating Budget each year. Of note, MN Statutes, Section 135A.0434 Mandatory Student Activity Fees Referendum limits student activity fee increases to 2% or less unless approved by a majority student vote (exclusions: Academic, Administrative, Health Service, and Debt Obligations).

Recommendation

We are seeking Board input on recommended revisions to the policies. In addition to general clean-up of outdated language, such as how we talk about academic programs, course delivery, etc., revisions currently under consideration are focused in three major areas:

1. Incorporate elements of the SSF policy into the TAF policy to create a single policy that governs tuition and all student fees. Early on in the review process, participants determined, with the encouragement of the Board Office, that combining the two policies into a single, streamlined policy would reduce confusion and eliminate redundancy. In

addition, some of the more technical process requirements in the TAF policy would be better addressed in an administrative policy, which would also enable nuances in practice on individual campuses to be reflected in associated administrative procedures. The administrative policy and procedures are yet to be developed, pending review and approval by governance groups.

2. Focus the Regents policies at a governance level. An administrative policy to address process and procedural elements of the current SSF Regents policy would maintain controls at a more appropriate level. References to validation of fee payment for student members of the SSF committee, expectations for administrative assistance from the campus, etc., reflect administrative requirements unnecessary at the governance level of a Regents policy.

3. Revise the criteria for charging the SSF. Clarify the criteria to apply to all students registered for six or more credits per semester, or three or more credits per summer session. As we learned when implementing the Board-approved COVID-19 Adjusted Budget for FY21, the SSF policy contains outdated technical language regarding the criteria for charging the SSF. As noted in the discussion of the SSF policy above, "off-campus distance classes" are excluded from the credit count for determining who is charged the fee and eligible for services. When the policy was developed (1982) and last revised (2005), the intent was to acknowledge that students taking distance-delivered courses were almost never physically present on campus and would not be participating in aspects of campus life available through fee-funded activities. That interpretation of distance learning no longer reflects current practice where students may take online courses from a residence hall or other local housing, or who may access fee-funded services remotely from farther away. With more classes offered online at all of our campuses, the distinction of off-campus distance classes in place in previous decades is no longer a valid reflection of a student's relationship with campus life. To better reflect the changing nature of course delivery, combined with the more flexible delivery of services funded by the student services fee, three specific actions will be recommended:
   ○ Eliminate the exclusion of credits for off-campus distance classes from the credit count used to determine application of the fee
   ○ Add an exemption for students studying abroad
   ○ Retain the current practice for campuses/colleges to request exemption from paying the fee for annually approved fully online or mid-career professional credit-earning programs (as opposed to individual courses)

Policy Review Timeline and Process

Because this is an important topic, we are engaging the Board of Regents earlier in the process than is typical for a routine policy review. Pending this discussion, our next steps include consultation of the policy changes with the appropriate university governance committees and

leaders from each campus. Additional consultation will occur with Registered Student Governance organizations on each campus. Consultation will continue with schools and committees, like the School of Public Health and the On-Line Steering Committee, who brought policy change suggestions related to the assessment of the Student Services Fee to the Vice President for Student Affairs last academic year.

After consultation, a new, unified, policy would come before the Board for review and action.

Simultaneously, we will also draft a Student Services Fee administrative policy and campus procedures. This policy and related procedures will move through review and consultation and will come before the President's Policy Committee later this academic year. When possible, we would like to consult recommended changes to both the Tuition and Fees and Student Services Fee administrative policy together.

BOARD OF REGENTS POLICY:
Tuition and Fees

This policy establishes the basic principles for assessing, collecting, and managing tuition and fees at the University of Minnesota (University).

SECTION I. GUIDING PRINCIPLES.

The University is a publicly-supported institution whose programs benefit individual students, the state, and the nation. The following principles shall guide the assessment, collection, and management of tuition and fees at the University:

Subd. 1. Shared Responsibility.
The University's tuition and fee assessments shall reflect the shared responsibility, benefits, and needs of the individual student, the University, and the state.

Subd. 2. Access, Retention, and Timely Progress.
The tuition rate structure shall provide appropriate incentives for access, retention, and timely progress toward the degree.

Subd. 3. Determinants of Tuition Rates and Related Fees.
Tuition rates and related fees shall take into account the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations for the University's instructional programs. Graduate tuition rates, graduate assistant wage rates, and tuition waiver and remission policies shall enable recruitment of the best students to ensure that the quality of graduate programs is maintained and that the institution benefits from the contributions of graduate students to instructional and research programs.

Subd. 4. Assessment and Collection of Tuition and Fees.
All tuition and fees assessed by the University shall be collected and managed under approved University business procedures.

SECTION II. TUITION GUIDELINES.

Subd. 1. Tuition Assessment.
All students receiving credit-based instruction shall be assessed tuition or a comprehensive fee in lieu of tuition.

Subd. 2. Residency.
The Board shall establish the University's residency policy, consistent with state and federal law. The president or delegate shall approve interpretive conventions of resident tuition status, subject to Board review. Students shall be provided an opportunity to present arguments for possible classification as a resident for University purposes.

Subd. 3. Tuition Reciprocity Agreements.
Subject to Board approval, the University may participate in tuition reciprocity agreements with other states and Canadian provinces. These agreements shall specify the extent to which tuition is waived. Consistent with state law, the president shall recommend to the Board for action any additions or modifications to reciprocity agreements. The Board affirms that participation in reciprocity agreements involving the remission of nonresident tuition is based on adequate funding through the Governor's Office and the Minnesota State Legislature.

Subd. 4. Consortium and Exchange Agreements.
The president may approve consortium and exchange agreements with other institutions and other academic programs for the conduct of student exchanges and visiting student/scholar programs.

Subd. 5. Tuition Rates.
The president shall recommend to the Board for action the following tuition rates:

(a) Undergraduate Students — For each campus, the resident tuition rates shall be the same for all undergraduate students and the nonresident tuition rates shall be the same for all undergraduate students. A college specific tuition surcharge may be established as a supplement to the relevant undergraduate tuition rate.

(b) Graduate Students — Tuition rates for graduate students may vary by program, but shall be established on a cost-related basis within market rates.

(c) Professional Students — Tuition rates for professional students may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons for the professional schools of medicine, dentistry, veterinary medicine, pharmacy, and law.

(d) Departmental Master's Degree Students — Tuition rates for departmental master's students may vary by program, but shall be established at a level above the undergraduate rate.

(e) Non-degree Students — The president shall recommend tuition rates for non-degree students on each campus, recognizing that differences between degree-seeking and non-degree-seeking students may justify differences in tuition rates.

(f) Nonresidents — Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than for resident students.

(g) Part-time Students — Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.

(h) Fees in lieu of tuition shall be set so that the total fee is equal to or greater than the tuition rate applicable to the credits earned. The total fee in lieu of tuition may include multiple components.

Subd. 6. Exceptions.
The president may recommend for Board action that nonresident, non-reciprocity students be charged resident student tuition rates on a campus, in certain colleges or programs, or for distance education courses delivered by correspondence or electronically to students defined as off-campus by administrative policy.

Subd. 7. Tuition Waivers and Remissions.
Tuition may be waived or remitted selectively in order to accommodate state law, to provide financial discounts to students the University is seeking to attract, to offer University employees a benefit, to promote cooperation with other educational institutions, to support the international exchange of students, and to serve humanitarian purposes. As a general rule, a tuition waiver or remission program shall be offered only if the University intends to provide such a benefit to all qualifying students, regardless of financial circumstance. The president shall recommend for Board action the terms and conditions of any new tuition waiver or tuition remission programs, and the University shall state publicly the exceptions it will approve.

SECTION III. FEES.

Fees within this section shall be assessed only in specifically justified situations consistent with the definitions and parameters identified, and shall be set based on consideration of actual cost and the impact to students.

The president may recommend for Board action assessment of the following fees:

Subd. 1. Course Fees.
Course fees may be assessed to recover costs of goods and services provided beyond the normal expectations of instructional delivery when those goods and services:

   (a) are essential to the educational outcomes of the course;
   (b) are unique to the type of course;
   (c) are used during the term of enrollment;
   (d) represent direct costs or assignable indirect costs calculated on a per-student basis

Course fee rates shall be set to recover but not exceed actual costs.

Subd. 2. Distance Delivery Fees.
Fees in excess of tuition may be assessed for delivery of instruction that does not require the physical presence of the student on campus. Fees for distance delivery of courses may be set to reflect market considerations.

Subd. 3. Academic Fees.
   (a) **Campus/Collegiate Fees.** Campus/collegiate fees are campus- and college-wide fees that may be assessed to all students enrolled on a campus or in a college for goods and services that directly benefit students but that are not part of actual classroom instruction. Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities, and other goods or activities intended to enhance the student experience outside of actual classroom instruction. Each campus shall assess no more than one campus-wide fee and each college shall assess no more than one college-wide fee.

   (b) **Durable Goods Fees.** Durable goods fees may be charged by a campus or a college to their enrolled students (or any cohort or subset of their enrolled students) for educational materials and equipment that will be owned by, potentially owned by, or assigned to a specific student for their use during the entire term. Durable goods fees may not be charged for services, or for use of any equipment owned and retained by the University, with the exception of computer or other specialized equipment assigned for a full term to a specific student.

Subd. 4. Miscellaneous Term Fees.
Miscellaneous term fees may be assessed to an individual student (or to students in a defined group) for goods, services and benefits received, or for implementing a penalty. Allowable items covered in this subdivision are those that do not fall under course, distance delivery or academic fee categories (subdivisions 1 – 3) and include, but are not limited to: transcript fees, application fees, specific program fees, damage deposits, confirmation fees, and special exam fees.

SECTION IV. DELEGATION OF AUTHORITY.

Subd. 1. Recommendations.
The president shall recommend for Board action tuition rates for all levels of students and estimate tuition revenue in the Annual Operating Budget, which also shall include information regarding tuition practices, any proposed tuition refund schedules, and administrative, academic, or course fees.

Subd. 2. Implementation.
The president or delegate shall implement tuition policy and assess tuition. The President or delegate shall have the authority to implement changes to course, distance delivery, academic, and miscellaneous term fees outside of the *Annual Operating Budget* to correct errors or to establish fees essential for the delivery of new courses, provided the fees in question meet the standards set forth in Section III.

REVISION HISTORY

Adopted: February 10, 1995
Amended: May 10, 1996; April 11, 1997; June 12, 1998; March 12, 1999; December 10, 2004; June 10 2011; February 10, 2012; June 8, 2012; June 14, 2013
Supersedes: Tuition Policy dated February 12, 1993; Tuition Policy dated November 10, 1993; and Tuition Waiver for American Indian Students at the Morris Campus dated February 10, 1961.

BOARD OF REGENTS POLICY:
Student Services Fee

SECTION I. SCOPE.

This policy governs assessment of the University of Minnesota (University) student services fee, which funds non-instructional programs and activities; supplements the academic curriculum; and is an integral part of the University's educational experience.

SECTION II. DEFINITIONS.

Subd. 1. Student Services Fee.
Student services fee shall mean the mandatory annual fee assessed on designated students to provide funding for student programs, activities, and services on each campus.

Subd. 2. Student Services Fee Committee.
Student Services Fee Committee shall mean the committee established on each campus to review and recommend annually the student services fee.

Subd. 3. Designated Students.
Designated students shall mean all students registered for:

(a) six or more credits per semester; or
(b) three or more credits per summer session.

Credits for off-campus distance classes are excluded from the total credit count.

SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the assessment of the student services fee:

(a) Fee-supported programs, activities, and services shall be available to all students assessed the fee.
(b) All persons involved in the development of the student services fee shall recognize the relationship of the student services fee to the total tuition and other costs of education for students.
(c) The University's educational mission is well served when students have the means to engage in dynamic discussions of diverse topics in their extracurricular campus life.

(d) Decisions regarding the allocation of fees among student groups shall be made in a viewpoint-neutral manner.

SECTION IV. ASSESSMENT AND USE OF THE STUDENT SERVICES FEE.

Subd. 1. Assessment.
The student services fee shall be assessed on all designated students.

Subd. 2. Fee Exemptions.
The following students shall be exempt from assessment of the student services fee:

(a) non-degree seeking students;
(b) post-secondary education option students and concurrent high school enrollment program students;
(c) those students not designated, as defined in Section II; and
(d) others as approved by the president or delegate.

Subd. 3. Special Assessments.
Special assessments of the student services fee may be authorized by the Student Services Fee Committee for clearly defined classes of students.

Subd. 4. Optional Fees.
Registered students exempt from paying the student services fee have the option of paying the full student services fee or paying optional fees if offered by individual fee-receiving units.

Subd. 5. Prohibited Uses.
The student services fee may not be used to fund courses or activities for which academic credit is offered within a department where credit is the primary focus of the course or activity.

Subd. 6. Capital Improvements.
A request for funding of a capital improvement shall be approved by the Student Services Fee Committee on each campus. Such improvements shall not be subject to revision except in the most severe circumstances.

SECTION V. STUDENT SERVICES FEE COMMITTEE.

The Student Services Fee Committee established on each campus shall adhere to the following:

Subd. 1. Representation.
The Student Services Fee Committee shall have at least a student majority, and all members shall have the right to vote. Student, faculty, and administrative staff members shall be appointed under Student Services Fee Committee procedures in effect on each campus.

Subd. 2. Validation of Fee Payment.
Student members of the Student Services Fee Committee shall demonstrate payment of the student services fee each semester of their appointment. Summer session payment is not required.

Subd. 3. Administrative Assistance.
Each Student Services Fee Committee shall receive administrative assistance from the respective campus administrations and student associations.

SECTION VI. DELEGATION OF AUTHORITY.

Subd. 1. Recommendations.
The president shall recommend for Board of Regents action student services fees for each campus in the *Annual Operating Budget*.

REVISION HISTORY

Adopted: July 9, 1982
Amended: June 12, 1987; February 12, 1999; June 10, 2005

Tuition and Fees and Student Services Fee Policy Discussion

Board of Regents | Mission Fulfillment Committee | October 12, 2023

Rachel Croson
Executive Vice President and Provost

Calvin D. Phillips
Vice President for Student Affairs

Julie Tonneson
Vice President and Budget Director

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MPact 2025

Commitment 5: Fiscal Stewardship

Goal 2
Align revenue with forward-thinking mission fulfillment.

Action
Develop leading-edge tuition and pricing model.

Purpose

- Combination of and revisions to two Board of Regents policies
  - Tuition and Fees (TAF)
  - Student Services Fee (SSF)

- Recommendations
  - Distribution of the SSF policy content between TAF and a new administrative policy
  - Changing SSF to cover students enrolled in more than 6 credits in a semester (3 credits in summer) regardless of the modality of instruction

Tuition and Fees Policy

- Process for the President to recommend tuition rates and fees to the Board of Regents as part of the Annual Operating Budget

- Provides guidance on the setting of tuition rates and allowable fees for academic activities

- Fees referenced in the policy include: Course fees, distance delivery fees, academic fees and miscellaneous fees.

Tuition and Fee Setting Process

- Tuition
  - Undergraduate rates calculated based on specifications in budget framework
  - Campuses or colleges may request different rates for non-undergraduate programs based on program costs/market considerations
  - Requests are reviewed by the Budget 6 as part of the Budget and Compact process
  - If President approves, proposed rates are submitted to the Board with the President's Recommended Operating Budget

- Course, Academic and Miscellaneous Fees
  - Submitted to the Budget office annually for review
  - Review verifies that fees meet established criteria in the Tuition and Fees policy

Student Services Fee Policy

- Supports services and activities designed to enhance the student experience for the student body as a whole
  - Integral part of ensuring the student experience meets expectations of students, parents and the U of M community
  - SFF is not charged based on individual student interest or usage of services

- Eligible students
  - SSF is charged to students registered for six or more credits in a semester (three or more in summer); currently only in-person credits count toward this limit (recommended change)
  - Exempted students: non-degree, high school students, and students in annually approved fully on-line or mid-career programs (recommend adding students studying abroad)
  - Exempted students may request to opt in and pay the SSF in order to receive fee-funded services

Student Services Fee Process

- Each campus appoints a fee committee including a majority of students

- Committee recommendations, endorsed by the Chancellor for system campuses, submitted to the Vice President for Student Affairs (VPSA)

- VPSA recommends fees to the President for inclusion in the President's Recommended Operating Budget annually

Recommendation Combination

- Incorporate elements of SSF into TAF Policy to create a single policy that governs tuition and fees
  - Guiding principles, definitions, designated students, exemptions and assessment proposed to move from SSF to TAF
  - Other portions of the SSF policy would be incorporated into an administrative policy

- Goal: Focus SSF/combined Regent Policies at a governance level
  - Enables a more agile response to changing environmental factors while still maintaining Board authority for approval

Recommendation Eligibility

- Revise the criteria for charging the SSF to assess fee to students registered for six or more credits in a semester (three or more credits for summer), removing the exclusion for "off campus distance classes"
  - Previous policy versions (1982 and 2005) reflect that students taking distance-delivered courses were almost never physically present on campus
  - Current distance learning practice allows students to take online courses from a residence hall or other local housing and access fee-services remotely
  - With more classes offered online (all campuses), the designation "off campus distance classes" is no longer a valid reflection of a student's relationship with campus life

- Retain other existing exceptions, adding students studying abroad

Policy Review Timeline and Process

1. Today's discussion with the Mission Fulfillment Committee

2. Consult new combined policy with university governance committees and Registered Student Governance Associations on each campus

3. After consultation, expanded TAF policy will come before the Board for review and vote

4. Simultaneously, draft SSF administrative policy and campus procedures. Move through review, consultation and come before the President's Policy Committee later this academic year

Questions for Discussion

- Does combining these policies bring additional transparency?

- Does removing the "off campus distance" restriction from Student Services fee assessment seem reasonable given the changes to course and service delivery in recent years?

- Does adding students studying abroad to the students exempted seem reasonable?

- Are there other considerations for either policy that we should consider?

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*

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

          [ ] *This is a report required by Board policy.*

PRESENTERS: Tina Marisam, Associate Vice President, Office for Equity and Diversity

PURPOSE & KEY POINTS

The committee will review proposed changes to this policy as part of the Board's comprehensive policy review process. Key proposed changes include:

- updates to the policy's title and text to better align them with current practice and terminology;
- the addition of guiding principles related to 1) fostering an environment that promotes belonging, and 2) community members' shared responsibility for achieving the University's equity, diversity, and inclusion goals; and
- the inclusion of "sex" in the policy's list of protected characteristics.

BACKGROUND INFORMATION

Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* was adopted in 1995 and last amended in June 2018.

BOARD OF REGENTS POLICY:
Equity, Diversity, Inclusion, and Equal Opportunity, and Affirmative Action

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SECTION I. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University of Minnesota (University) to equity, diversity, inclusion, and equal opportunity, and affirmative action:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence through equity. and diversity, inclusion, and equal opportunity in research, scholarship, teaching and learning, and all of its other programs and activities.

(b) A dDiverse students body, staff, and faculty enhances the academic and social environment for all students members of the University community and prepares students to thrive in an increasingly diverse workforce and society.

(c) Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society.

(d) As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, tThe University seeks strives to foster an environment that is diverse, humane, and hospitable, and that promotes a sense of belonging for all community members.

(d)(e) Equity, diversity, inclusion, and equal opportunity are fundamental to the University's mission, and the University's faculty, staff, and students share responsibility for the collective achievement of these goals.

(e)(f) In partnership with community groups, the University is committed to serving the state, the nation, and the world through its outreach and public service.

SECTION II. IMPLEMENTATION.

The University shall:

(a) provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created

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Board of Regents Policy: *Equity, Diversity, Inclusion, and Equal Opportunity, and Affirmative Action*
Category: Administrative

Last Amended: June 8, 2018
Page 1 of 2

for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression;

(b) advocate and practice affirmative action consistent with law, including the use of recruiting and search processes to enhance participation of racial minorities, women, persons with disabilities, and protected veterans;

(c)(b)   strive to establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity, and diversity, and inclusion, and is free from identity-based racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment; and

(d) provide equal educational access to members of underrepresented groups and develop affirmative action admissions programs, where appropriate, to achieve the University's educational mission; and

(e)(c)   promote and support equity, and diversity, inclusion, and equal opportunity through its hiring and admissions processes, academic programs, its employment policies and practices, its the delivery of services, and the purchase of goods, materials, and services for its programs and facilities from businesses of the diverse communities it serves, and all of its other programs and activities.

SECTION III. MONITORING.

The president or delegate shall set performance goals consistent with this policy and law;, and remedy any discriminatory practice that deviates from this policy; and assess and reward the performance of individuals and units using the University's critical measures for the equity and diversity performance goals as part of the University's planning and budget process.

REVISION HISTORY

Adopted: September 7, 1995
Amended: July 8, 2009; June 8, 2018
Supersedes: Policy Statement on Women Academic Employees dated July 13, 1990; Equal Educational Access and Opportunity dated November 8, 1991; Equal Opportunity: Facilities dated July 9, 1993; Equal Opportunity in Employment dated July 9, 1993; Diversity dated July 9, 1993; and Equal Opportunity dated July 9, 1993.

Board of Regents Policy: *Equity, Diversity, Inclusion, and Equal Opportunity, and Affirmative Action*
Category: Administrative

Last Amended: June 8, 2018
Page 2 of 2

Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* - Review

Board of Regents | Mission Fulfillment Committee | October 12, 2022

Tina Marisam
Associate Vice President
Office for Equity and Diversity

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# Updates Related to Affirmative Action

- Change the policy title to *Equity, Diversity, Inclusion, and Equal Opportunity.*

- Remove references to the practice of affirmative action in admissions and in employment recruiting and search processes.

  Instead, incorporate the University's commitment to equitable and inclusive hiring and admissions practices into a pre-existing policy section:

  The University shall: "promote and support equity, diversity, inclusion, and equal opportunity **through hiring and admissions processes,** academic programs, employment policies and practices . . ."

Updates to Policy Content
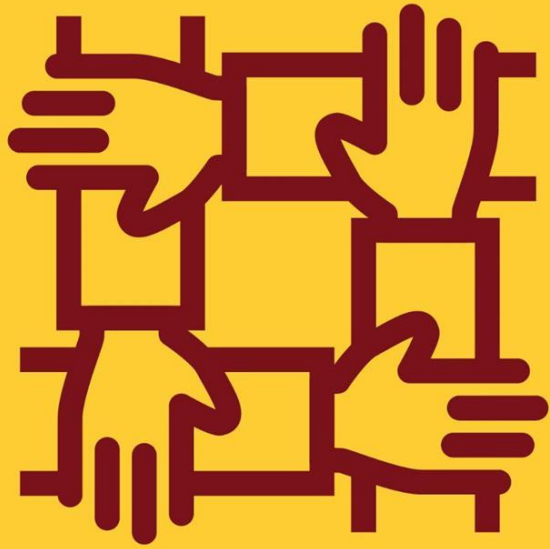
- Add the following bullet: "Equity, diversity, inclusion, and equal opportunity are fundamental to the University's mission, and the University's leaders, faculty, staff and students share responsibility for the collective achievement of these goals."

- Add that the University strives to foster an environment that promotes a sense of belonging for all community members.

- Add "sex" as a protected characteristic to clarify that the University prohibits sex-based discrimination.

Updates to the Monitoring Section

- Remove the statement that the University will: "assess and reward the performance of individuals and units using the University's critical measures for the equity and diversity performance goals as part of the University's planning and budget process."

- Instead state that: "The president or delegate shall set performance goals consistent with this policy and law, and remedy any discriminatory practice that deviates from this policy."

OFFICE FOR
EQUITY AND DIVERSITY

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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Board of Regents Policy: *Student Education Records*

| | Review | X | Review + Action | | Action | | Discussion |

| | *This is a report required by Board policy.*

PRESENTERS: Carrie Ryan Gallia, Senior Associate General Counsel, Office of the
                        General Counsel
                        Stacey Tidball, Associate Vice Provost, Academic Support Resources (ASR)

PURPOSE & KEY POINTS

The purpose of this item is to review and approve a proposed change to Board of Regents Policy: *Student Education Records.*

BACKGROUND INFORMATION

Board of Regents Policy: Student Education Records was adopted in 1991 and last amended in June 2021. This policy sets forth the University's implementation of the Family Educational Rights and Privacy Act (FERPA) including what student information can be released to the public as "directory information" and what student information can be more narrowly shared as "limited directory information." The limited directory information category includes "student's physical addresses, University email address, telephone numbers, and University ID photos," and it can be shared only with student groups and University officials without a student's written consent.

In the most recent legislative session, the Minnesota State Legislature passed a bill that, among other things, includes provisions to facilitate student voter registration. It requires that colleges and universities share student address information with county auditors prior to elections, to the extent permitted by FERPA. The statute includes deadlines for the sharing of this information that are based on election day.

The University of Minnesota supports the effort to facilitate voter registration. However, in order to timely provide the information to county auditors the requested student address information, the Student Education Records policy needs a minor edit as reflected in the attached policy draft.

Several groups have reviewed this policy edit including campus vice chancellors, the registrar's offices from each campus, and student affairs offices on each campus. Campuses have committed to consulting with their student government leaders, and this consultation will be concluded prior to the October meeting.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends adoption of the proposed amendment to the Board of Regents Policy: *Student Education Records.*

BOARD OF REGENTS POLICY:
Student Education Records

SECTION I. SCOPE.

This policy governs information maintained by the University of Minnesota (University) in the performance of its functions as an educational institution regarding enrolled or prospective students.

SECTION II. GUIDING PRINCIPLE.

The University shall maintain the privacy of student education records. Student education records shall be disclosed only to the student, to persons within the University with a legitimate educational interest, to persons authorized by the student to receive the student's education records, and to persons authorized to receive education records without the student's consent.

SECTION III. DEFINITIONS.

Subd. 1. Directory Information.
Directory information shall mean the student's name, dates of enrollment, enrollment status (full-time, part-time, not enrolled, fully withdrawn, and date of withdrawal), academic program, academic advisor, college/school, class level (e.g. first-year, sophomore, and senior), academic awards and honors, and, degrees and credentials awarded. For students appointed as fellows, assistants, graduate, or undergraduate hourly employees, directory information shall also include their title, appointing department or unit, appointment dates, duties, and percent time of the appointment.

Subd. 2. Legitimate Educational Interest.
Legitimate educational interest shall mean a need to review and use student education records for the purpose of performing an appropriate University research, educational, or administrative function.

Subd. 3. Limited Directory Information.
Limited directory information shall mean the student's physical addresses, University email address, telephone numbers, and University ID photos.

Subd. 4. School Official.
School official shall mean a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted to perform an institutional service or function in

accordance with law; a person serving on the Board of Regents; or a student serving on a University committee or otherwise assisting another school official in performing institutional tasks.

Subd. 5. Student.
Student shall mean any person that is currently or has ever registered for and attended any University for-credit class. Attendance is determined as of the first day of the first term for which students have enrolled for classes and is not dependent on the modality of classes (e.g., in person, remote, and online).

Subd. 6. Student Education Records.
Student education records shall mean any record maintained by the University that contains personally identifiable information about a student, regardless of its format or method of storage. Student education records shall not include law enforcement records maintained separately from education records, University employment records, and medical or psychological counseling records, all of which are protected according to provisions of state and federal law and University policy.

Subd. 7. Student Group.
Student group shall mean any group of students that is or has been registered as a University student group under applicable University policies or procedures.

SECTION IV. ACCESS TO STUDENT RECORDS.

Subd. 1. Access to Student Directory Information.
Directory information shall be publicly available and may be disclosed to any person without the student's consent unless the student has suppressed or prohibited disclosure of the information. Students shall be given the opportunity to suppress their directory information once they are enrolled. Access to directory information for newly enrolled students becomes publicly available for the first time on the first day of classes of their first term of enrollment.

Subd. 2. Access to Limited Directory Information.
Limited directory information shall be available to any student group as defined by Section III, Subd. 7 of this policy, or a school official as defined by Section III, Subd. 4 of this policy, and county auditors for voter registration purposes in accordance with Minnesota State Statutes § 135A.17, Subd. 2, unless the student has suppressed or prohibited disclosure of their information. Students shall be given the opportunity to suppress their limited directory information once they are enrolled. Access to limited directory information for newly enrolled students becomes available for the first time on the first day of classes of their first term of enrollment.

Subd. 3. Access to Private Student Education Records.
Access to private student education records shall be made available to the student that is the subject of the records, consistent with federal and state law, provided that the private information of others is not included or disclosed.

The University may disclose private student education records to the extent permissible under federal and state laws as follows:

(a) to school officials with a legitimate educational interest in the information;
(b) to persons specifically authorized by the student in writing to receive the information;
(c) to other educational institutions in which the student seeks to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;

(d) to organizations conducting research studies for or on behalf of educational agencies or institutions, provided the study is conducted in a manner that does not permit personal identification of parents and students and there is a written agreement with the organization;

(e) to persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student where required prior to release;

(f) to appropriate members of the court system when legal actions against the University is initiated by the student and the disclosure is part of the University's defense;

(g) to appropriate persons in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals;

(h) to accrediting organizations and state or federal education authorities using information for auditing, evaluating, or enforcing legal requirements of educational programs, provided the data is protected to prohibit the identification of students and all personally identifiable information is destroyed when no longer needed;

(i) to appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid and to enforce the terms and conditions of the aid;

(j) to parents of a dependent student as defined under the Internal Revenue Code;

(k) the final results of a disciplinary proceeding, regardless of outcome, to the victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense;

(l) the final results of a disciplinary proceeding that a student has violated an institutional rule or policy in connection with a crime of violence or nonforcible sex offense; and

(m) disclosures concerning sex offenders and other persons required to register as offenders under federal law.

SECTION V. ADMINISTRATIVE PROCEDURES.

The University shall maintain administrative procedures that fulfill its legal obligations regarding student education records, including, but not limited to, notice of rights to students, access to education records, recordkeeping requirements, the right to request amendment of education records, and hearing rights.

REVISION HISTORY

Adopted: January 11, 1991
Amended: September 11, 1992; May 13, 2005; May 13, 2011; June 11, 2021
Supersedes: Student Organizations' Membership Lists Dated December 8, 1967; Student Records Other Than Organization Membership Lists Dated January 12, 1968; and Access To Student Records Dated March 10, 1978

minimum, the summary report must identify expenditures by county, city, and town and the purposes of each expenditure.

Sec. 7. Minnesota Statutes 2022, section 5B.06, is amended to read:

5B.06 VOTING BY PROGRAM PARTICIPANT; ABSENTEE BALLOT.

A program participant who is otherwise eligible to vote may register with the secretary of state as a permanent absentee voter. Notwithstanding section 203B.04, subdivision 5, the secretary of state is not required to send an absentee ballot application prior to each election to a program participant registered as a permanent absentee voter under this section. As soon as practicable before each election, the secretary of state shall determine the precinct in which the residential address of ~~the~~ a program participant is located ~~and~~. Upon making a precinct determination, the secretary of state shall either (1) request from and receive from the county auditor or other election official the ballot for that precinct and ~~shall forward~~ mail the absentee ballot to the program participant ~~with the other~~, or (2) using the Minnesota statewide voter registration system, prepare the program participant's ballot for that precinct and mail the absentee ballot to the program participant. The secretary of state shall include with each mailed absentee ballot all corresponding materials for absentee balloting as required by Minnesota law. The program participant shall complete the ballot and return it to the secretary of state, who shall review the ballot in the manner provided by section 203B.121, subdivision 2. If the ballot and ballot materials comply with the requirements of that section, the ballot must be certified by the secretary of state as the ballot of a program participant, and must be forwarded to the appropriate electoral jurisdiction for tabulation along with all other ballots. The name and address of a program participant must not be listed in the statewide voter registration system.

Sec. 8. Minnesota Statutes 2022, section 135A.17, subdivision 2, is amended to read:

Subd. 2. **Residential housing list.** All postsecondary institutions that enroll students accepting ~~state or~~ federal financial aid may prepare a current list of students enrolled in the institution and residing in the institution's housing or within ten miles of the institution's campus. All postsecondary institutions that enroll students accepting state financial aid must, to the extent the information may be disclosed pursuant to Code of Federal Regulations, title 34, part 99, prepare a current list of students enrolled in the institution and residing in the institution's housing or in the city or cities in which the campus is situated, if available. The list shall include each student's current address, unless the student is enrolled in the Safe at Home address confidentiality program as provided in chapter 5B. The list shall be certified and sent to the appropriate county auditor or auditors for use in election day registration as provided under section 201.061, subdivision 3. A residential housing list provided under this subdivision may not be used or disseminated by a county auditor or the secretary of state for any other purpose.

Sec. 9. Minnesota Statutes 2022, section 200.02, subdivision 7, is amended to read:

Subd. 7. **Major political party.** (a) "Major political party" means a political party that maintains a party organization in the state~~, political division or precinct in question and that has presented~~; has complied with the party's constitution and rules; is in compliance with the requirements of sections 202A.12 and 202A.13; files with the secretary of state no later than December 1 of each odd-numbered year a certification that the party has met the foregoing requirements, including a list of the dates and locations of each convention held; and meets all other qualification requirements of this subdivision.

(b) A political party qualifies as a major political party by:

(1) presenting at least one candidate for election to the office of:

Board of Regents Policy: *Student Education Records* - Review & Action

Board of Regents | Mission Fulfillment Committee | October 12, 2022

Carrie Ryan Gallia
Senior Associate General Counsel, Office of the General Counsel

Stacey Tidball
Associate Vice Provost, Academic Support Resources, Twin Cities

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Student Education Records policy

Policy summary

- Implements FERPA and Minnesota Government Data Practices Act rules regarding student data privacy

- Sets forth what is "directory" and "limited directory" information

Recommended Edits

- Add one narrow provision to allow the sharing of limited directory information (students addresses, phone numbers, and email) with county auditors in Minnesota

- Allows the University to provide information in accordance with a newly passed Minnesota law to facilitate student voter registration

Consultation

Broad student consultation

- Student Senate

- Campus student governance associations

Administration consultation

- Student Affairs/Student Life

- Offices of the Registrar

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Consent Report

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to seek approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; and conferral of tenure for new hires, as outlined below.

I.   **Request for Approval of New Academic Programs**

- Medical School (Twin Cities campus)—requests approval to create a Blood and Marrow Transplant and Cellular Therapies Fellowship
- Medical School (Twin Cities campus)—requests approval to create a Dermato-Allergology Fellowship

II.   **Request for Conferral of Tenure for New Hire**

- Prasad Boradkar, professor with tenure, Department of Graphic Design, Apparel Design, Retail Merchandising, & Product Design, College of Design, Twin Cities campus
- Saara DeWalt, professor with tenure, Department of Plant and Microbial Biology, College of Biological Sciences, Twin Cities campus
- Eric Severson, associate professor with tenure, Department of Mechanical Engineering, College of Science and Engineering, Twin Cities campus
- Michelle Statz, associate professor with tenure, Department of Family Medicine & Biobehavioral Health, Medical School, Twin Cities campus

BACKGROUND INFORMATION

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends approval of the Consent Report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
October 12, 2023
Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

Medical School (Twin Cities campus)—requests approval to create a Blood and Marrow Transplant and Cellular Therapies Fellowship, effective summer 2024. The Medical School's Division of Hematology, Oncology, and Transplantation requests approval to establish a 12-month fellowship training program in Blood and Marrow Transplant and Cellular Therapies. The curriculum meets the critical need to develop a qualified workforce to effectively deliver novel cellular, genetic, and immunotherapies. This program will have a direct source of financial support that will be offset by clinical revenue and supplemented by the Department of Medicine Education Office and the Division Director of Hematology, Oncology, and Transplantation.

Medical School (Twin Cities campus)—requests approval to create a Dermato-Allergology Fellowship, effective summer 2024. The Medical School's Division of Dermatology requests approval to establish a one-year fellowship with the goal to perform clinical and academic work in this new emerging field bridging immediate and delayed type allergic reactions. The Dermato-allergology fellowship is unique nationwide and will offer the fellow experience and know-how in diagnostics and management of complex allergic disorders, particularly drug allergies. This program will have a direct source of financial support via additional clinical revenue generation and will be supported through the Department of Dermatology and University of Minnesota Foundation.

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University of Minnesota Board of Regents
Mission Fulfillment Committee
October 12, 2023

Consent Report: Recommendation to Grant Tenure to New Hires

The Executive Vice President and Provost recommends three external hires and one internal hire for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Prasad Boradkar, professor with tenure, Department of Graphic Design, Apparel Design, Retail Merchandising, & Product Design, College of Design, Twin Cities campus
Professor Boradkar is an interdisciplinary scholar who prioritizes collaboration, sustainability, responsible design, and the flow of inspiration and knowledge between the social sciences and design, from nature to man-made objects, and between users to design professionals. He earned his Ph.D. in 2022 from University College London. Previously, he was a professor at Arizona State University and most recently served as the User Research and Sustainability Lead at Google's Advanced Technology & Projects division. Dr. Boradkar is the incoming dean in the College of Design.

Saara DeWalt, professor with tenure, Department of Plant and Microbial Biology, College of Biological Sciences, Twin Cities campus
Professor DeWalt's research is broadly directed at understanding the determinants of plant distributions and patterns of abundance over large geographic scales and among habitats over short geographical scales. She earned her Ph.D. in 2003 from Louisiana State University. Dr. DeWalt joins the University of Minnesota from Clemson University where she served as professor and chair in the Department of Biological Sciences. Dr. DeWalt is the incoming dean in the College of Biological Sciences.

Eric Severson, associate professor with tenure, Department of Mechanical Engineering, College of Science and Engineering, Twin Cities campus
Professor Severson's research is in electric machines with application to electrification of off-highway vehicles, high-speed spindles, flywheels, and turbomachinery for heating, ventilation, and air conditioning (HVAC). He earned his Ph.D. from the University of Minnesota in 2015. Dr. Severson was an associate professor at the University of Wisconsin Madison prior to joining the University of Minnesota.

Michelle Statz, associate professor with tenure, Department of Family Medicine & Biobehavioral Health, Medical School, Twin Cities campus
Dr. Statz's scholarly focus is on how people living in rural settings interact with the justice and health systems, paying close attention to how different groups of rural populations such as

women, migrants and children experience the intersection of rurality, justice and health. She earned her Ph.D. from the University of Washington in 2014. Dr. Statz has been employed at the University of Minnesota since 2018.

BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment   **October 12, 2023**

AGENDA ITEM: Information Items

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☒ **Discussion**

☐ *This is a report required by Board policy.*

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

University, Student, Faculty, and Staff Activities and Awards

A report of select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University is included in the docket materials.

University of Minnesota Board of Regents
Mission Fulfillment Committee
October 12, 2023

Information Report: Report of University Faculty, Staff, and
Student Activities and Awards

University Highlights

University of Minnesota [has been recognized as one of America's Best Colleges 2024](#) by the Wall Street Journal and College Pulse.

The [University of Minnesota has been recognized among the top public schools in the country for undergraduate education](#) in a number of categories by U.S. News and World Report. Duluth in the Regional Universities (Midwest) rankings took the No. 21 overall spot and No. 4 among public schools. Crookston ranked as No. 3 among Public Regional Colleges (Midwest) and No. 32 among all Regional Colleges (Midwest), private or public. Morris remained ranked No. 8 in Top Public Schools - National Liberal Arts Colleges for the second consecutive year. The Twin Cities campus was named the No. 23 public university in the United States.

The Masonic Cancer Center [was renewed for a six consecutive designation as a comprehensive cancer center by the National Cancer Institute](#). This process is highly competitive and rigorous process making the Masonic Cancer Center one of only two NCI-designated comprehensive cancer centers in the state of Minnesota and one of only 53 such centers nationwide

The University of Minnesota's [Writing Across the Curriculum program has received international recognition by winning two prestigious awards](#). The first is the 2023 Exemplary Enduring Program Award, which was announced at the International Writing Across the Curriculum Conference at Clemson University. The program also received the 2021 Council of Writing Program Administrators Best Book Award for *Writing Enriched Curricula: Models of Faculty-Driven and Departmental Transformation*, edited by Pamela Flash and Chris Anson.

University of Minnesota Crookston was [recently named one of the 2023 Post Secondary Agriculture Program Award winners](#) by the National Association of Agricultural Educators.

[University of Minnesota Rochester has been recognized for outstanding student support in career development from](#) Colleges of Distinction, an organization that promotes schools with engaging undergraduate experiences focused on student success.

Faculty and Staff Awards and Activities

[University of Minnesota researchers were issued 103 U.S. patents for their discoveries in 2022.](#)

The Carlson School of Management has [received around $1.6 million](#) to research how the rapid flow of information during the COVID-19 pandemic impacted medication treatments for the disease. This research will be led by Pinar Karaca Mandic, professor in Healthcare Risk Management, working with Molly Jeffery,

Nathan Cummins, and Andrew Limper, from Mayo Clinic, as well as Caroline Carlin, adjunct faculty at the Carlson School.

James Lee, associate professor, and Emily Willoughby, postdoctoral researcher, in the College of Liberal Arts, have [received a $530,129 grant from The Institute of Mental Chronometry](#) to study the "Foundations and Implications of Human Cognitive Ability."

Emily Allen, research associate in the College of Liberal Arts, has [received a $581,250 three-year Early Career Research R21 grant](#) through NIH's National Institute on Deafness and Other Communication Disorders.

Andrew Oxenham, professor in the College of Liberal Arts, has [received a NIH R01 Renewal with an award amount of $3,225,137 over 5 years](#) for the project titled, "Complex pitch perception in complex environments."

Nicole M. LaVoi, director of the Tucker Center for Research on Girls & Women in Sport, [has been named "Champion of Equality" at the 2023 US Open](#) for her many years of commitment, leadership, research, service, passion for tennis, and dedication to equality for women in sport.

Kimberly VanderWaal, associate professor in the College of Veterinary Medicine, leads a team of researchers that were recently [awarded a 4-year, $800,000 Agriculture and Food Research Initiative grant](#) from the United States Department of Agriculture and the National Institute of Food and Agriculture.

Fang Li, professor and endowed chair in the Medical School, [will receive the American Society of Microbiology's Elizabeth O. King Lecturer Award](#), celebrating those who've notably advanced public health and pathogen discovery. The American Society for Microbiology is one of the largest professional organizations dedicated to life sciences.

Keith Brugger, professor at the University of Minnesota Morris, is [one of 32 earth scientists to be named a Fellow of the Geological Society of America](#), a global professional organization with more than 26,000 members in 115 countries.

[Multiple schools at the University of Minnesota will work with the Minnesota Department of Health to support the CDC's new Outbreak Analytics and Disease Modeling Network](#). This $17.5 million will be used to help establish a national outbreak response network to support decision makers amidst public health emergencies. The grant has three co-principal investigators: Eva Enns, an associate professor at the UMN School of Public Health; R. Adams Dudley, a professor at the UMN Medical School; and Kristin Sweet, the manager of Infectious Disease Cross-Cutting Epidemiology, Programs and Partnerships at the MDH.

Student Awards & Activities

[Crookston celebrates certificate completion for the first cohort of NXT GEN AG students](#). The NXT GEN AG program was an initiative designated as a priority through the University of Minnesota System's strategic planning process, MPACT 2025.